

MANAGEMENT AND ORGANIZATIONAL PROCESSES: AN UNDERLYING RHETORICAL MODEL

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Abstract

A Rhetorical Process Model of Communication can serve as a paradigm for analyzing typical organizational processes. More than twenty-five years ago, Peter Drucker identified communication not as a means of organization but as its mode. Although a minority of theorists have followed this approach, most see communication as a low-level strategy for an organization. This paper examines human communication as a systems process, expanding a simple systems model into the Rhetorical Process Model. The model serves as a frame for other organizational processes, including management, leadership, teamwork, and organizational activities. A further expansion reveals the dynamics of the model in analyzing the transactional nature of communication within an organization, with easiest change at the tactical sphere, more difficult change at the strategic sphere, and less likely change at the integral sphere.

Introduction

Communication in organization -- and this may be the true lesson of our communication failure and the true measure of our communication need -- is not a *means* of organization. It is the *mode* of organization. [Drucker, 1974, 493]

Although Peter Drucker wrote these words more than a quarter century ago, they have not yet become standard in management or communication literature. Rather, theorists continue to look at communication either as a strategy for an organization or as a lower-level skill. Grates encourages communication as a means of to create and to leverage information as a way to achieve long-term growth (1995, 42-46). Grates also considers integrating communication into corporate strategy as a way to create momentum needed for growth (1996, 12-15). Argenti advocates such a communication strategy throughout a corporation, from employees to shareholders to customers (1994, 28). Ackley believes that unless communication is strategic full time, the organization and its communication is dysfunctional (1997, 32-33). At the lower level of discussion, professional journals continue to emphasize the need for communication skills: recent examples include such journals as *Environmental Health* (Fabian), *Journal of Accountancy* (Danziger), *Journal of Environmental Health* (Parvis), *National Public Accountant* (Messmer), *Strategic Finance Magazine* (Messmer), and *Supervision* (Buhler).

A minority of voices echoes the insight of Drucker above. Guignon asserts that "language is not just a tool on hand for humans to use in referring to things or communicating their thoughts. On the contrary, Heidigger tells us that it is *in* language that we first *become* humans capable of discovering things or using signs" (1992, p.163). Taylor considers an organization not as a physical structure (people or computers joined by channels) but a "construction made out of conversation" (1995, p. 22). More recently, Reger sees paradigm changes coming from the information age, which re-examines management theory and practice, "threatening accepted notions of organizations as entities, industry competition, inter-organizational relationships, corporate governance, and the role of top managers in knowledge-intensive organizations" (2001, p. 233).

Overview

This paper proposes a model that serves as a paradigm for examining multiple organizational processes. Such a model could be useful in developing a meta-theory in organizational science if it provides “a framework for describing the micro (i.e., human), macro (i.e., social organizations), and meso (i.e., interaction between the two)” (Vancouver, 1996, p. 165). In this paper, we start with a simple systems model, expand it into a communication process model, then examine the implications of that model as the underlying structure of other managerial and organizational processes. We address the following topics in developing this concept:

- Human Communication as a Systems Process: The Rhetorical Process Model
- Organizational Processes as Communication: Variations on the Rhetorical Process Model
- Organizational Processes as Transactional: Implications of the Rhetorical Process

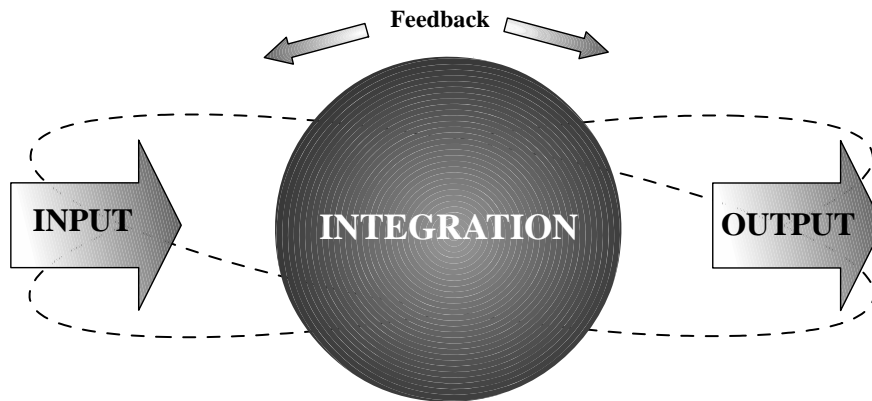
Human Communication as a Systems Process

According to Conrad, general systems theory serves as a framework for understanding how communication functions (1980, p. 101). By integrating elements in a process, systems theory typically uses models to visualize or conceptualize some given phenomenon. A model of a system must identify the elements, the linkages that connect the elements, and the principles that underlie the elements and linkages; practitioners can then use such models to examine the practical import of any changes within the system (Kates, 1971, p. 442). According to Hesse, a model is theoretical if it depends on some system of thought epistemologically prior to and independent of the particular phenomena that the model explains (1967, p. 355-6). In other words, a theoretical model uses the known to parallel the unknown that one needs to understand; even those who distrust theory and models tend to rely on conceptual schemas to organize data. According to Peter Senge, systems thinking is a framework for seeing patterns and relationships; and new models of reality can take hold only after they breakthrough our unexamined mental models (Senge, 1995; Merriden, 1997). Our discussion begins with a simplistic model of a basis system, which then becomes the basis of the Rhetorical Process Model of Communication.

General Systems Theory

General systems theory has introduced new terms into our common vocabulary – terms such as *inputs*, *outputs*, and *feedback*; as a result, more than a theory, systems has become a way of thinking (Chess and Norlin, 1988, p. 39). According to Chapman, "A system is broadly defined as any process or product that accepts inputs and delivers outputs" (1992, p. 10). This general description applies to all organizations: small or large, public or private, profit-motivated or non-profit. Organizations involve people who integrate inputs with various processes to produce a product or service as output. In Figure 1, the flow of the system moves left to right, from input, through integration, to output; from the output, feedback flows back into the system, both as part of integration and as new input. Systems thinking gives organizational communication a framework for discussion.

FIGURE 1
Basic Systems Model



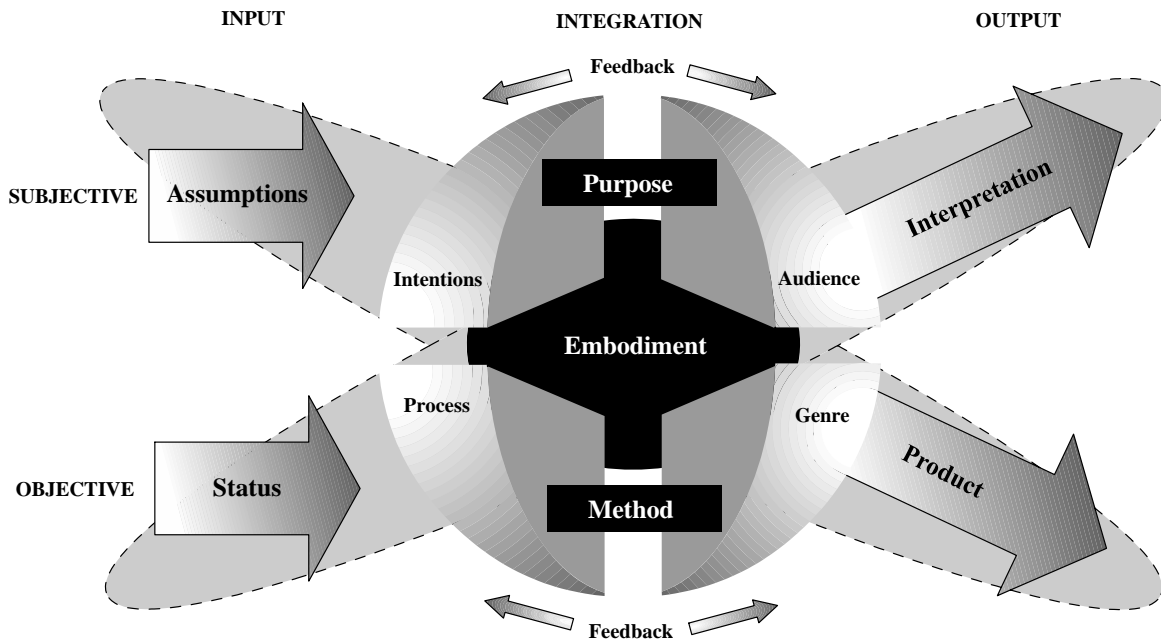
SOURCE: Beck, p. 4

While this general description most frequently applies to mechanical processes, it also applies to human processes like communication and management functions within organizations. In Ong's view, an open-systems mentality locates human communication within living human contexts (Klein, 1992, p. 229). *Input* in the systems model includes many factors: the language and culture of the participants; the roles of individuals, along with their background knowledge and abilities; the structure of the organization; the organization's raw materials and equipment; and the norms and laws of the society. *Integration* blends people, organizational structure, technology, and communication patterns. At the basic level, integration concerns the selection of words as well as the structure and sequence of these elements. At the organizational level, integration includes the type, size, complexity, technological level of its equipment, and expertise of its members. The *output* phase of this system includes words, ideas, goods, services, and cognitive products such as knowledge and information. Although the physical product is tangible and quantifiable, of greatest significance is the cognitive or interpretative product. *Feedback* is central to the systems perspective. Feedback may be instantaneous or long term. Conversational feedback occurs immediately, whereas feedback on a written product comes later. Feedback for a company may be near term (*X* amount of sales this week) or long term (gaining 8% in market share over 3 years). This simple systems model underlies the Rhetorical Systems Model, which applies initially to any communication process and subsequently to the traditional organizational processes.

Communication Is a Rhetorical Process

The Rhetorical Systems Model expands the Basic Systems Model. In portraying the human context, we take the system model and divide it horizontally into two components, objective and subjective. The central integration area also expands to encompass more of the human processes. This division doubles the inputs and outputs, and expands the central integration portion of the model into four distinct elements. Figure 2 presents this Rhetorical Systems Model.

FIGURE 2
Rhetorical Process Model of Communication



SOURCE: Beck, p. 42

The Rhetorical Systems Model of Communication divides horizontally along objective and subjective domains. These comparative terms help clarify how human communication differs from the mechanical aspect of traditional systems theory. The terms also clarify how modern communication theory differs from classical theory. For most of its history, rhetoric focused on the *objective* level of this rhetorical dimension. The speaker appears within a particular *status* (age, background, and experience) and the specific circumstance. The communicator engages in a preparatory *process* for a specific occasion, determines the *genre* of presentation, and produces an output *product* (speech, written document).

Objective-Subjective Split. In this largely *objective* sequence, we can verify demographic information about the speaker and circumstance of the speech. With the communicator's help or with close analysis, we can reconstruct the actual process that occurred. The genre concerns observable patterns in speaking, writing, or visualizing. The output is also objective, whether a written document or the spoken word. In the document, we can see what words appear on the page or computer screen; for spoken communication, we reconstruct from memory, unless we have an audio or video tape to verify the exact utterance. The *subjective* part of the process remains more elusive. Regardless of the actual inputs to a communication, the participants bring their own set of *assumptions* to the encounter, including likes-dislikes, positive-negative judgments, sense of accurate assessment vs prejudice. The *intentions* may be realistic or unrealistic, overt or covert, legal or illegal. The intended *audience* may be accurately assessed or misread entirely. And finally, the *interpretation* of the resulting product may be accurate or inaccurate. Although physically present, the listener may be so preoccupied as not to have heard what was said; or the reader may become so distracted that the eyes have scanned a complete page with no information entering consciousness.

Inputs. Along with the subjective-objective split, the new model still follows the basis systems process. In the professional literature, *status* consistently forms a basis of academic study, including gender, race, and marginalized groups (Orbe, 1998; Wilie and Gillis, 2001; Ng and van Dyne, 2001). Status also concerns the individuals' role in an organization, as well as the qualifications that lend credibility to a speaker (Stein, 2001). The *Assumptions* are more problematic in the literature. Assumptions include the unquestioned "lifeworld" of every person (Fairlough, 1990; Orbe, 1998), or the unquestioned culture (Russell, 2001, ; D. Taylor, 2001). Assumptions also include intuition, which may lead to projections of one's own beliefs and go against rational thinking (Gross & Brodt, 2001). Assumptions serve as significant inputs to any human process, regardless of whether or not they reflect the "real world."

Integration-Purpose. The central integration of the model begins with purpose, since human behavior functions as a purposive system. Intentions belong in the subjective realm not only because they may be multiple (Greene et al., 1993) and mixed ((Morgan and Tindale, 2001), but that people may even be unaware of their own intentions (J. Taylor, 1995). Organizations are usually more open with their own intentions (Black, 2001); however, organizations may contain disagreements, depending on whether one is a subject expert or a policy maker (Rykiel, 2001). Intentions involve more than just what the speaker wants to do: it also includes the intended audience. In essence the effective communicator tries to get into the reader's head (Wylie, 2001). Obviously such an approach is highly subjective – sometimes accurate and sometimes not. The process becomes further complicated if potential audiences bring cultural differences (Beamer, 1995; Verkiens, 2001). Individual companies seeking to meet needs will more likely succeed by recognizing what the audience wants (Schmutte, 2001). Furthermore, companies that ignore public opinion create added hurdles in their desire to reach their objectives (Nicolazzo, 2001).

Integration – Method. Moving from the subjective to the objective, the integration focuses on method, consisting of genre and process. Genre includes the form of communication, from conversation and phone to written documents to oral presentation, live or electronic. Most of the professional literature gives guidelines for specific genres (Brandt, 2001; Bernstel, 2001; Frownfelter-Lohrke & Fulkerson, 2001; Williams, 2001; Wright, 2001). Other professionals focus on the distinction between face-to-face communication and the new electronic media, or the need for multiple genres (Cohen, 2001; Crowther and Goldhaber, 2001; Editorial *Telephony*, 2001; Myers, 2001). The more academic study focuses on the relationship between multiple media ("Clarification," 2001; France, 21001; Smart, 2001; Strauss, 2001). The process of communication focuses on the types of words to use (Birker & McIntyre, 2001; Chisolm, 2001; Danziger, 2001), the steps to follow (Schmeidling, 2001), the use of empathy and nonverbals (Carter, 2001; Fracaro, 2001), as well as collaborative efforts at communicating (Lunsford & Bertram, 2001).

Embodiment. The center of the Rhetorical Model, the embodiment, reflects the synergy of the four integration elements. The process remains dynamic and interactive, as individuals rethink purpose and method while engaging in the process. Even the technology used to create the communicational realities changes the process itself (Nordberg 2001, p. 28). People tend to choose the form of the message, adapting to goals and situations; yet even the advances in

technology do not replace the importance of face-to-face communication (Te'eni, 2001). Computer-supported efforts to build expert systems grapple with the interrelationship between these basic elements (Hoc, 2001).

Outputs and Feedback. The output in the human system is the communication event itself: the phone call, conversation, written document, electronic document, conference, meeting, video tape, or press conference. Interpretations of these objective products, however, reflect the differences among people. The process is complex (Abel, 1994), resulting in a "plurality of interpretation" (Bruns, 1993). Interpretations differ by specialty (Weber & Word, 2001), by gender (Fiona, 1993) and by virtual media (Kasper-Fuehrer & Ashkanasy, 2001). The process becomes more complicated by the 1990s focus on spin (Kemper, 2001). But output of a system is incomplete without feedback, seen as a measured science (Birkner and Birkner, 2001; Gensing-Pophal, 2001; McMannis, 2001) or an art (Flannagan and Finger, 2001; Morris, 2001). The Rhetorical Process Model in Figure 1 visualizes these integrated elements and dimensions of human communication.

Communication is Transactional in Multiple Dimensions

Transaction represents the exchange nature of the process that ensures effective communication. This transaction occurs across the model by way of feedback, as well as within the various elements of the model.

Transaction across the model. *Feedback* provides the mechanism of change in a system, in contrast to the relative permanence of status input. As a communication encounter happens, individuals react constantly and immediately to words, ideas, impressions, visual cues, tone of voice, setting. Feedback from a printed page may bring a smile of recognition, a frown of annoyance, or a sigh of reflective contentment. Feedback in a spoken conversation may bring a restatement of ideas (first word choice didn't seem to get through), an emphatic presentation of a controversial viewpoint, an interrupting with "Yes but," a reconsideration with a stated or implied "I hadn't thought of that," or a response to a hook "Tell me more."

Regardless of the actual objective status of the speaker and other participants in the communication encounter, assumptions, more than the actual status, impact the nature of the communication encounter. In contrast to status, assumptions can change more easily, depending on the individual. Although some people will rarely change, most can eventually recognize their inaccurate assumptions. After an extended conversation with a seldom seen acquaintance, a person may stop as a new impression sinks in: "I didn't realize she held such a progressive view." The new impression now replaces the initial assumptions about the individual. In this instance, not only was feedback immediate to the encounter, it was far reaching, making the participant replace the initial assumptions that started the encounter.

Transaction within the model. Beyond feedback, the transactional nature of communication also appears within each element of the model because the model works on three levels, that of the individual, the organization, and the wider society. All communication occurs at the level of an individual person. Individuals speak, write, gesture, and interpret these signs and symbols. How an individual engages in the process of communication changes depending on the circumstances

and the others involved in the process: a lone individual, an individual with an equal or confidant, an individual with a superior or subordinate, a member of a large group in an organization, an individual at a large societal gathering. Each individual simultaneously belongs to many organizations, and both the type of organization and the person's role within it will affect communication. To a lesser extent, the broader society affects the process through new laws, economic changes, new technology, and computer software or hardware upgrades.

The transactional nature of communication works within these multiple levels, and this type of transaction has particular implications for managers. For instance, the organizational "assumptions" may be that of taking a market initiative, while the individual employee may consider the assumptions erroneous. Individual intentions may be "give the customer enough time for a relaxed decisions" while the supervisor may intend "spend the least amount of time so you can see as many customers as possible." In genre, the industry standard may become a specific computer program, but our company has not purchased it. In process, I may prefer to work alone and have my ideas reviewed, whereas the supervisor prefers group brainstorming meetings. The transactional nature of communication thus recognizes feedback both across the dominant systems process and through extensive interaction within the various elements.

ORGANIZATIONAL PROCESSES AS COMMUNICATION

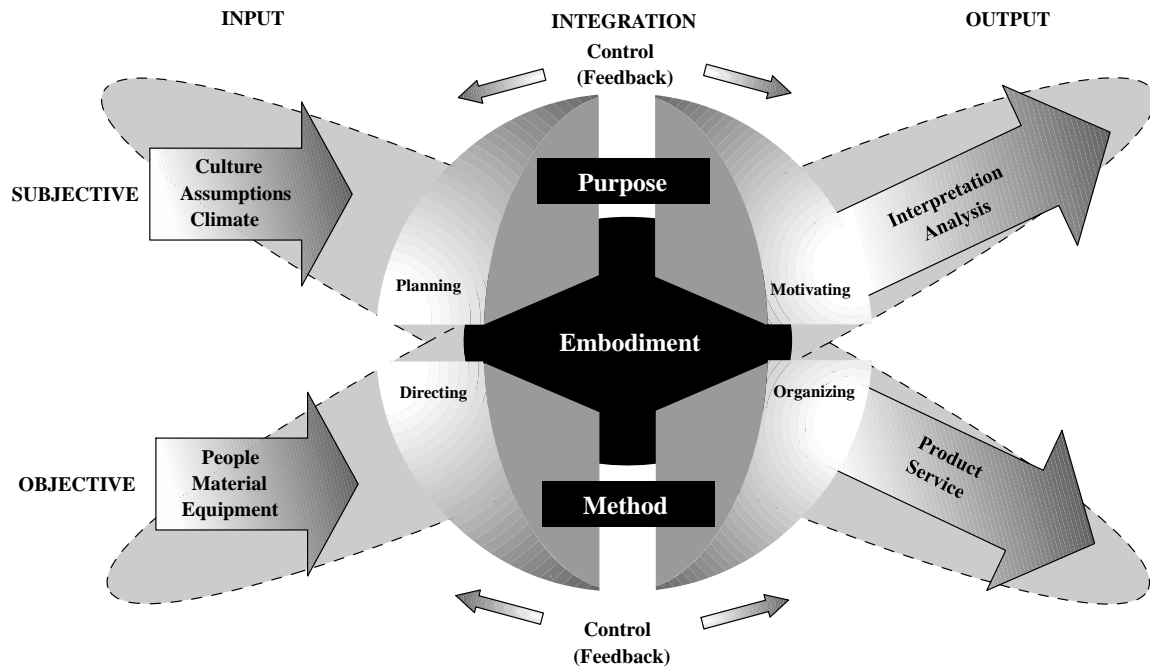
As a basic human process, communication underlies other organizational processes. In this section, we adapt the Rhetorical Process model to four particular organizational processes: the traditional functions of management, the process of leadership, the process of teamwork, and the traditional functions of organizations.

A Systems View Underlies the Management Functions

Management theory traditionally identifies five common functions of management. Rather than a mere list of functions, these five functions parallel the central elements of the Rhetorical Systems Model. Beyond the systems parallel, however, communication serves as a necessary condition for the management functions. Even Mintzberg's radical attempt to replace the traditional functions serves to identify the manager's communication roles as Interpersonal, Informational, and Decisional (1975, reprinted in *HBR* 1990). The organizations in which managers function operate as a system which takes inputs, completes internal processes, and produces output products. Managers guide these integrating processes, enabling companies to produce their goods and services. Following systems theory, the management processes parallel the communication process outlined in the Rhetorical Systems Model. Figure 3 visualizes this interrelationship.

The managerial functions of planning and motivation parallel the rhetorical element of purpose, consisting of intention and audience. Organizing and directing parallel rhetorical method, consisting of genre and process. The control function of management fulfills the feedback function in systems and rhetorical theory. All of these processes occur through the embodying of communication at the center of the process; without communication, the overall system's flow would grind to an abrupt halt.

FIGURE 3
Management Process Model



SOURCE: Beck, p. 173

Paralleling the intentions portion of the model, *planning* involves setting long-term goals, short-term objectives, and the strategy to meet both goals and objectives. It inherently contains subjective elements representing the manager's best guess of the path to take among the future unknowns. Planning defines objectives and sets the organizational process in motion.

Motivating focuses on the manager's audience, the individual people who make the organization work. Motivating differs from the other functions because it remains internal, within the employees themselves. Managers certainly can impact the motivation process, but its effect lies beyond their control.

By combining human and physical resources, the *organizing* function of management structures these resources both through physical location and through sets of interrelationships. Organizing addresses the elements of staffing, physical space, equipment and hardware, workflow relationships, and supervisory relationships. While planning and organizing establish the structure of an organization, *directing* moves to the level of day-to-day operations. Operating hours, work schedules, and output deadlines fall under managerial directing. As a management function, directing concerns how the process will occur: strict supervision vs high autonomy, exacting details vs. flexibility. Directing also involves last-minute changes to an original plan.

Controlling occurs after the organization's process is in place, thus representing the feedback loop in the Rhetorical Systems Model. Results exceeding the target may indicate exceptional motivation, too conservative a goal, inexact understanding of the process, or underestimating the initiative of employees. Failing to meet a target may result from overly optimistic goal-setting, poor organizational structure, incomplete training, or insufficient effort. When the results fail,

managers must analyze the results to determine a new course of action, whether new directing or a new overall plan. Overall Management functions follow the Rhetorical Process Model.

Alternate Managerial Roles Highlight Communication

Henry Mintzberg took a radical view of management in his classic article, "The Manager's Job: Folklore and Fact" (1975, reprinted in *HBR* 1990). Originally, Mintzberg presumed his management roles to replace the traditional management functions. The formal position of the manager inherently involves three dominant roles: interpersonal, informational, and decisional. Table 1 illustrates these managerial roles.

**TABLE 1
Managerial Roles According to Mintzberg**

General Roles	<i>Interpersonal</i>	<i>Informational</i>	<i>Decisional</i>
Specific Illustrations	Figurehead	Monitor	Entrepreneur
	Leader	Disseminator	Disturbance Handler
	Liaison	Spokesperson	Resource Allocator
			Negotiator

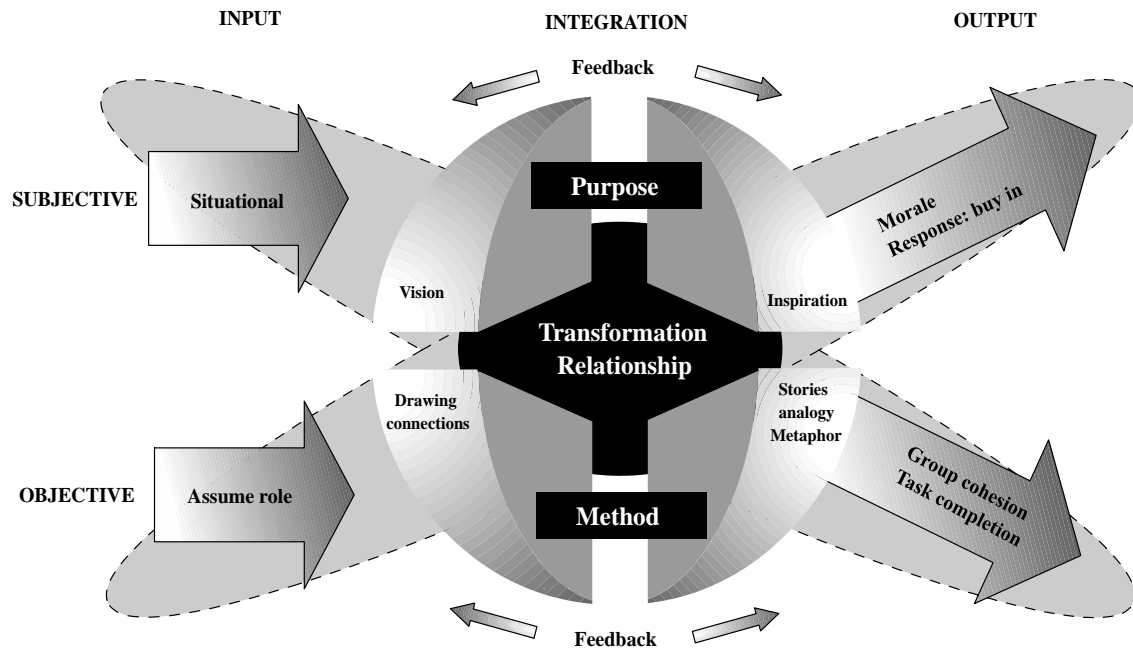
In his "Retrospective Commentary" on the reprint of his classic (1990), Mintzberg mellowed somewhat: rather than presenting a new view of management, he really was presenting "another face of it." A close examination of these "other faces" reveals that these alternatives actually describe the *how* of management and that they do so primarily in terms of communication roles. The figurehead represents nonverbal communication; the leader and the liaison exist only through communication; and the informational roles entirely involve communication. Except perhaps for the inventional role of entrepreneur, all of the decisional roles involve communication. Consequently, Mintzberg's alternate roles for managers reframe the functions through a series of diverse communication roles.

Leadership

Leadership differs from management: managers are appointed, while anyone can serve as a leader. Adapting the Rhetorical Process, the Leadership Process Model appears in Figure 4.

For inputs, the status element becomes the assumption of a leadership role, whether the role was imposed for a manager or was taken on by anyone in the organization. The subjective elements are situational. A person can become a leader in one instance, but not in another. The person's comfort level and grasp of the situation may also affect the assumption of leadership.

FIGURE 4
Leadership Process Model



SOURCE: Beck, p. 187

The leader process includes the purpose elements of vision and inspiration. The leader sets the vision – a goal that seems to capture the imagination. The audience, inspired by the leader, becomes willing to follow whether or not the person has the legitimate authority of manager. The key process of leadership may or may not include a high level of technical expertise; regardless, the effective leader uses the method of story and metaphor to make the vision palpable. The key process of leadership involves drawing connections in an innovative or captivating manner. A leader like Henry Ford invented neither the automobile nor the assembly line; rather, he brought the two concepts together. On the more local level, a leader sees ways to accomplish objectives that seem to elude others in the organization.

The output of leadership combines task completion with group cohesion. Interpretation of the process is the morale of the followers, and willingness to buy into the leader for other activities. Organizational accountability provides the feedback to the leadership system.

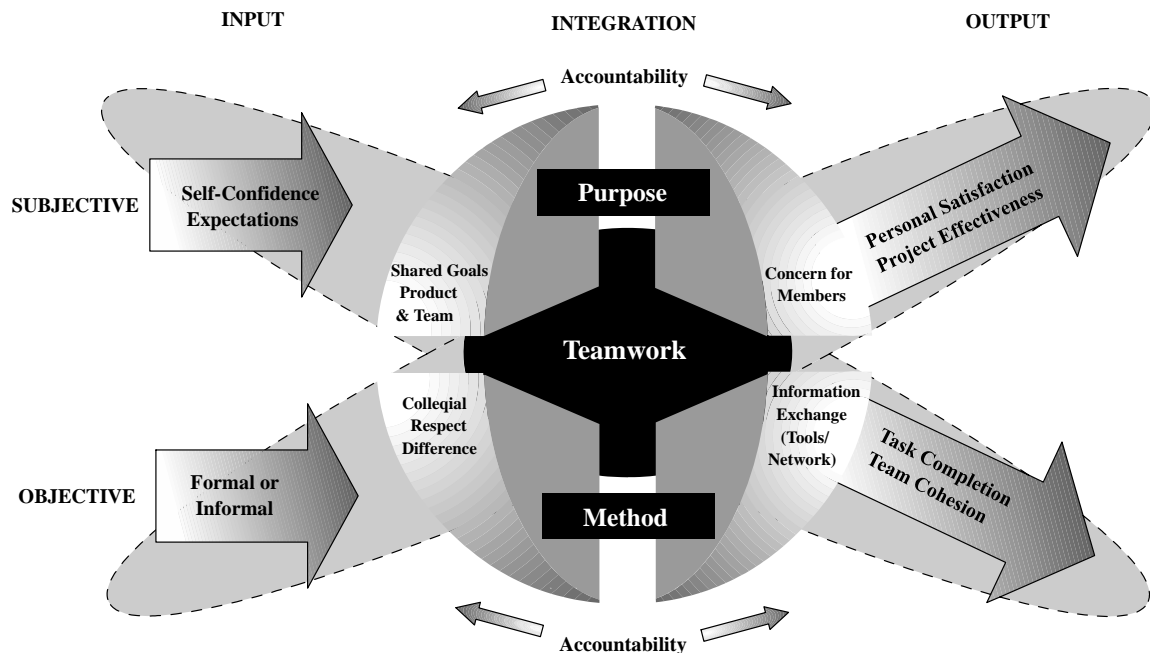
Teamwork

Organizations are increasingly moving toward use of teams in daily operations, including *ad hoc* problem-solving teams, multi-function integrated teams, and self-directing teams. The Teamwork Process model appears in Figure 5.

The teamwork model begins with the status elements of formal or informal. For the status element, while a pick-up basketball game during lunch functions as an informal team, most organizations use formal teams to help them complete tasks. The subjective assumptions, however, are critical to team success: the expectations based on past experience with teams or

with the organization, and the sense of self-confidence in “holding one’s own” on a team.

FIGURE 5
Teamwork Process Model



SOURCE: Beck, p. 255

Within the purpose of teams, the intentions element highlights the dual nature of teamwork: concern for the task and concern for the team. Although the audience for a business is the ultimate customer, for teams the audience focus of the team is concern for the members. The genre of teamwork is communication, using whatever technology helps along the way (phone, fax, e-mail) along with personal contact. The availability of technology has created the reality of virtual teams operating around the world. The process of teamwork, critical to success is the sense of collegiality (“we’re in this together”) and respect for differences. Team effectiveness increases as teams use diverse talents of the individual members.

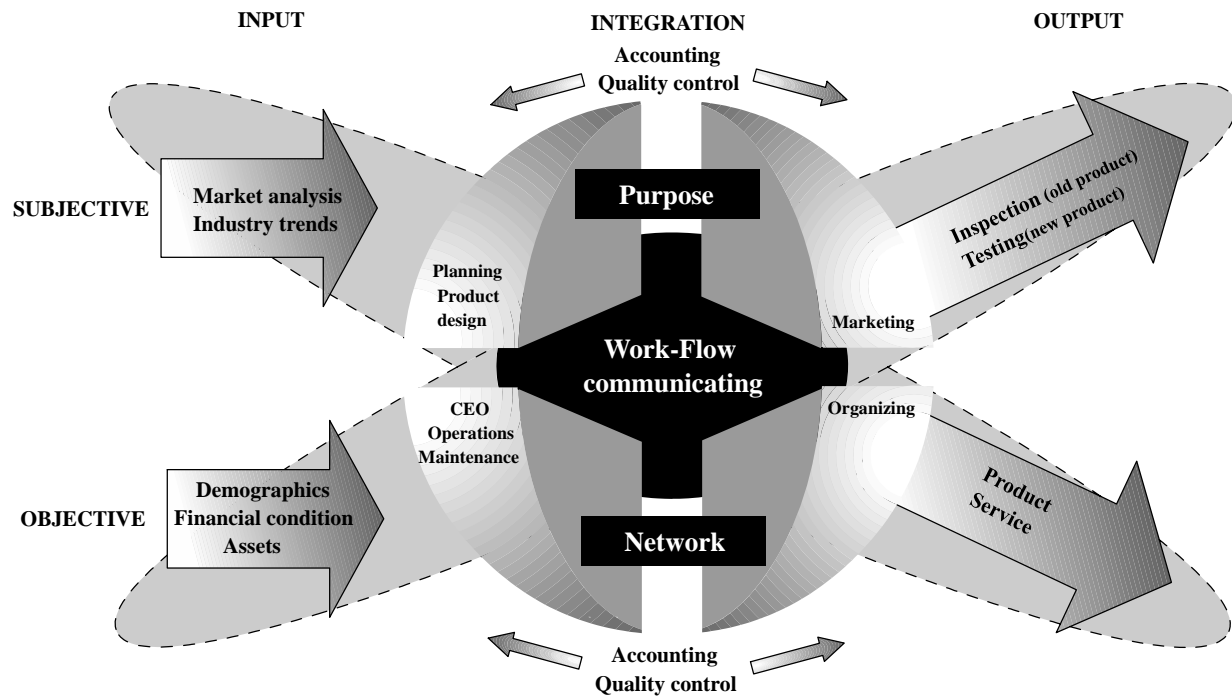
The team output has a dual product as well: completing the task and cohesion as a team. Interpretation of the process depends on the effectiveness of the project itself and the satisfaction of the team members. Feedback for teams comes through institutional accountability.

Organizational Activities

The design of organizations usually includes activities that follow the basic rhetorical process, as shown in Figure 6.

The status inputs for any organization are the demographics (size, location), finances, and overall assets of the organization. The assumptions for businesses are the market analysis and the industry trends as projected by experts.

FIGURE 6
Organizational Activities System Model



SOURCE: Beck, p. 174

The center of the model are the purpose elements of planning and product design, along with the audience element of market analysis. The genre is the organizational structure: tall or flat, department or divisions, geographic or product. The key to the organization process include the CEO, chief of operations, and chief of maintenance. This model places the CEO within the process rather than above it, recognizing this element of the internal processing and the reality that the CEO achieves little without the rest of the system.

The outputs are the products and services produced by the organization, and the interpretation includes inspections of completed products or testing of proposed new products. The accounting and quality control functions provide the feedback for the activities system.

ORGANIZATIONAL PROCESSES AS TRANSACTIONAL

Among its various meanings, communication has two dominant definitions in the *American Heritage Dictionary*: transmission versus exchange of ideas.

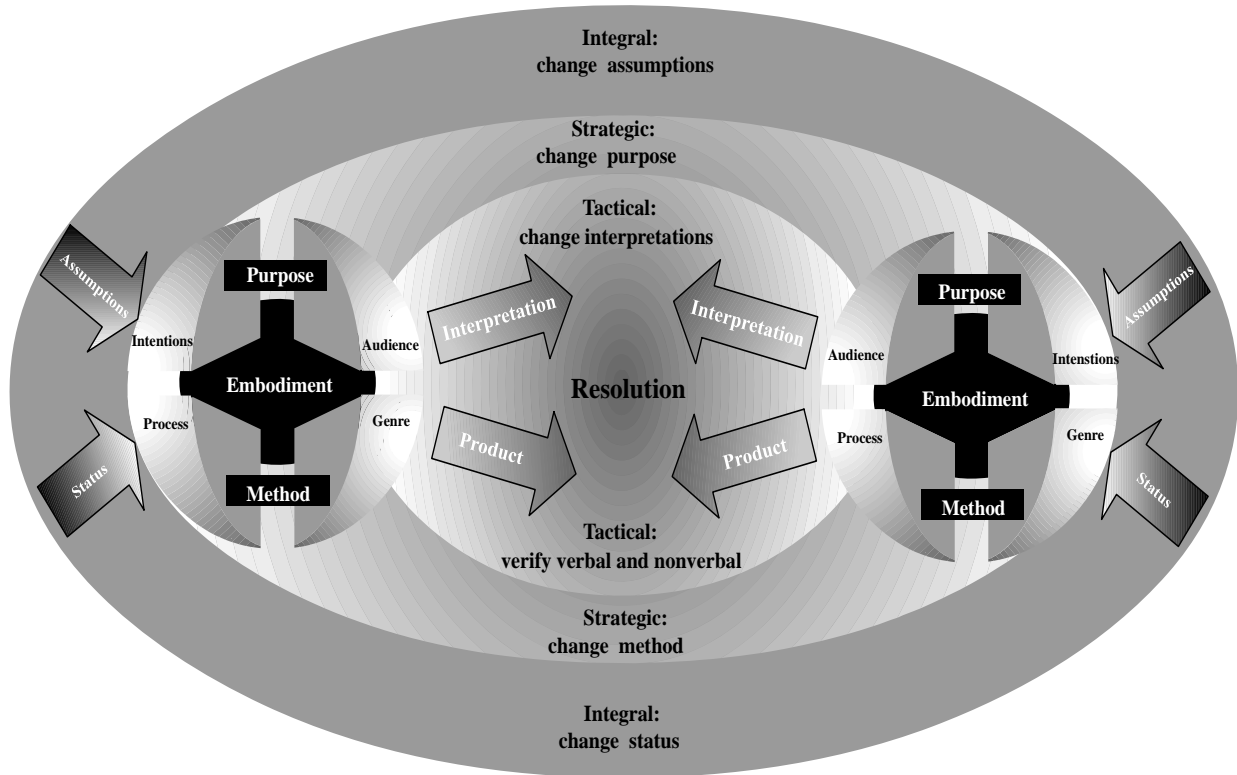
- The act of communicating; transmission
- The exchange of thoughts, messages, or the like, as by speech, signals, or writing

The transmission approach to communication emphasizes the act of sending. We can transmit an inheritance, transmit an electrical signal, or transmit a disease (a *communicable* disease). With a

focus on sending, we assume that if we *transmit* something we have *communicated*; however, we have no guarantee that the transmission was received, that the receiver knows it, or that it met our own expectations. Executives issue policy statements, then assume that everyone knows the policy. However, the organization experienced *transmission* rather than *communication*. In this "conduit metaphor" (Axley, 1984; Rasmussen, 1991), a conduit delivers its output until it breaks or an outside force blocks the flow. Barring such unusual occurrences, the user feels confident that his or her input will flow through the channel. Organizations that experience a failure of communication frequently assumed that mere transmission equates to communication

The dynamics of the Rhetorical Process Model come from recognizing that two or more people who communicate bring the entire rhetorical range with them. Figure 7 presents the Transactional Model of communication that reflects these dual rhetorical processes.

FIGURE 7
Transactional Model of Communication



SOURCE: Beck, p. 51

This model highlights not the individual elements of each Rhetorical Process, but the three spheres created by the interaction: tactical, strategic, and integral.

Tactical Sphere. The normal give-and-take of communication occurs at the tactical level, where people speak, listen, interpret, question, and reach some consensus or resolution. Communication works because individuals can understand the basic words to begin with, but also can ask for clarification or further elaboration. People can rephrase or restate their ideas, based on the instant feedback within the transaction.

Strategic Sphere. If we do not reach a consensus or resolution in our normal tactical activities, we may need to move to the strategic level. Changes at the strategic level may happen instantaneously, but often take more time. We may rethink our audience (“I didn’t realize they were so adamant about the one point”), or may modify the intentions (“I can’t get everything I’d hoped, but I will focus on the two most important points”). The strategic may also involve a range of genre – resorting to charts, graphs, video clips, new stories, or any other media that might help convince the other. Such a change, however, takes time. The strategic sphere also includes a change of process: a new sequence of ideas, different types of examples, or other connections that might affect the audience. Negotiation works heavily in the strategic sphere, trying to adapt to the other to reach a consensus.

Integral Sphere. The most difficult area for change, the integral sphere, requires individuals to rethink their assumptions or have some change in status. In organizations, status change comes when one person is promoted to a position having decisional authority. Status change also comes through legal changes and court decisions that resolve disputes. While possible, status changes rarely occur in most communication situations. Assumptions can change, but only with difficulty. Changes to assumptions requires that a person step aside and rethink a project in a new way – something difficult to do. Assumptions include ethical values and cultural values, some of which are conscious and some unconscious. The integral level of impasse appears in most major social disputes today, ranging from gun control and abortion to international conflicts. Gun rights advocates and social concern advocates remain adamant: “We have a right to bear arms,” and “we must protect our kids.” Abortion advocates see the murder in people, while pro-choice advocates see the mother’s right to control her body. Neither group will likely change its assumptions. In the Middle East and in Northern Ireland, mediation efforts have mostly failed. In each case, key participants are unwilling to give up basic assumptions about the territory they mutually inhabit. Breakthrough are difficult if not impossible unless key participants, and the majority of their followers, can set aside cultural and ethical values; however, they have held these values for a lifetime, and their forefathers for centuries.

CONCLUSION

Organizational Processes build on the underlying human behavior, human communication. The communication process underlies common aspects of organizational behavior, ranging from management and leadership to teamwork and organizational design. The transactional nature of communication, with multiple and simultaneous rhetorical processes, results in the Transactional Process Model. This model gives us insights into the dynamics of interactions within organizations, and the difficulty in mediating or negotiating impasses in international relations.

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