

**THE CORPORATE NEWSLETTER & *THE FIFTH DISCIPLINE*:  
A STUDY ON *KAUNLARAN* AND THE DOMINANT LEARNING  
ORGANIZATION METHODS OF THE SAN MIGUEL CORPORATION**

An Undergraduate Thesis  
Presented to  
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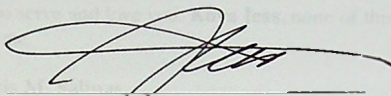
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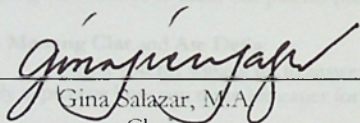
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## APPROVAL SHEET

This undergraduate thesis entitled "The Corporate Newsletter & *The Fifth Discipline*: A Study on *Kaunlaran* and the Dominant Learning Organization Methods of the San Miguel Corporation" presented by **Simoun Antonio M. Salinas** in partial fulfillment for the degree in Bachelor of Arts in Organizational Communication is hereby accepted.

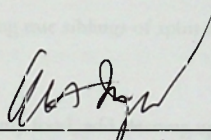


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*"Who gets to determine when the old ends and the new begins? It's not on the calendar, it's not a birthday, it's not a new year. It's an event, big or small, something that changes us. Ideally, that gives us hope, a new way of living and looking at the world, a way of letting go of old habits, old memories. What's important is that we never stop believing we can have a new beginning, but it's also important to remember that, amid all the crap, there are a few things worth holding on to." – Meredith Grey, "Begin The Begin", Grey's Anatomy*

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**Fight the power. Eat your vegetables. Stay in school. Thank you for believing. Peace out.**

## ABSTRACT

The San Miguel Corporation is an organization that stands to benefit greatly from the application of the learning organization. A learning organization is one where communication of new ideas, and sharing of knowledge takes place at a democratic and rapid pace. Its art and practice are also branded as "The Fifth Discipline" by Peter Senge, the author of the book with the same name. Since SMC has managed to expand its territories to Southeast Asia and Australia, applying the learning organization methods is a key component of its organizational goals that requires a constant communication of ideas, learning and strategies.

In order to allow the flow of learning within the organization, the organization must maximize its communication tools, such as the corporate newsletter. It is a periodical published by the corporation to disseminate important events, and other necessary information. One example of such a corporate newsletter is *Kaunlaran* by the San Miguel Corporation. As a communication tool, *Kaunlaran* has the potential to both communicate and enact certain ideas, methods and disciplines of the learning organization.

This study aimed to determine the dominant methods, disciplines and ideas of a learning organization of the San Miguel Corporation that were communicated using its corporate newsletter, *Kaunlaran*. This was achieved through a content analysis of the issues of *Kaunlaran* from January 2005-December 2006, key informant interviews, and an audit of the communication climate of the San Miguel Corporate Affairs Office using the Peterson & Pace Communication Climate Inventory. The unit of analysis was the lead of each article, which provides a summary or gateway of the main idea of an article.

The study determined that the main objectives of *Kaunlaran* were the communication and strengthening of support for fiscal and company goals, such as the BHAG of becoming a \$10 billion company by December 2007, and the consolidation of the employees for continued growth and progress of the San Miguel Corporation.

The systematic level of knowledge is the most dominant level communicated by the management, based on the leads of the articles. Knowledge is one of the key components in a learning organization, and determining its purpose is key to meeting organizational goals. This level of knowledge is concerned with revealing how problems are solved and goals are met. Determining the main speech act used in the leads is also important to facilitate organizational learning. The constative speech act is the most dominant speech act featured in the leads of the articles of *Kaunlaran*. This speech act is key to making knowledge explicit to the recipient of the speech act, thus resulting in communicating information that is vital to the organization's development.

Determining the dominant organizational climate of the Corporate Affairs Office is also key, since it is responsible for publishing the newsletter, and managing the communication within SMC. The organizational climate of the CAO is one that encourages an organizational concern for meeting high performance goals, open communication from the administration to the employees, trust and the openness of the management to insights from employees, through open communication and listening. This is harnessed through communication tools, such as the corporate newsletter *Kaunlaran*, and cascading information for the continued growth and development of the San Miguel Corporation.

Therefore, the goal of the study to prove that the corporate newsletter is more than a glorified brochure of a company or organization has been fulfilled. *Kaunlaran* is an example of a corporate newsletter that serves a catalyst for progressive learning, communication and idealism.

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a learning organization to its internal and external stakeholders.

A learning organization is one that "expands its capacity to create its future" (Senge, 1990 p.14). The learning organization constantly engages and initiates the active participation of its members in the exchange, exploration and transfer of knowledge, in order to increase the collective learning within the organization. In this day and age of global competition, the ability to adapt and strengthen this aspect of the learning organization is essential for the survival of the business and the maintenance of one's competitive edge (James, 2002). Other organizations, such as those that evolved from Frederick Taylor's organizational model, promulgated the model of scientific management, bureaucracy and the dependence on stratification, where the leader is the primary source of organizational learning and experience. They are what Senge considers as "traditional, authoritarian and "controlling" organizations. The learning organization relies on the democratic distribution of ideas and organizational function throughout its entire structure, as a means of gathering information at a faster and more effective pace, allowing all of its components to provide ideas, communicate insights and form experiences. Now, an organization may not be formally acknowledged as a learning organization, but employing the disciplines, practices and methods of this type of organization may lead to progressive growth and continued enhancement of the organization as a means of fulfilling its organizational goals.

## CHAPTER 1

### INTRODUCTION

#### OVERVIEW OF THE STUDY

This study is an analysis of the content and management of *Kaunlaran*, the newsletter of the San Miguel Corporation (SMC), in order to communicate the development of SMC as a learning organization to its internal and external stakeholders.

A learning organization is one that “expands its capacity to create its future” (Senge, 1990 p.14). The learning organization constantly engages and initiates the active participation of its members in the exchange, exploration and transfer of knowledge, in order to increase the collective learning within the organization. In this day and age of global competition, the ability to adapt and strengthen this aspect of the learning organization is essential for the survival of the business and the maintenance of one’s competitive edge (James, 2002). Other organizations, such as those that evolved from Frederick Taylor’s organizational model, prioritized the model of scientific management, bureaucracy and the dependence on stratification, where the leader is the primary source of organizational learning and experience. They are what Senge considers as traditional, authoritarian and “controlling” organizations. The learning organization relies on the democratic distribution of ideas and organizational function throughout its entire structure, as a means of gathering information at a faster and more effective pace, allowing all of its components to provide ideas, communicate insights and form experiences. Now, an organization may not be formally acknowledged as a learning organization, but employing the disciplines, practices and methods of this type of organization may lead to progressive growth and continued enhancement of the organization as a means of fulfilling its organizational goals.

This is elaborated upon in Senge's groundbreaking book entitled *The Fifth Discipline: The Art and Practice of the Learning Organization*. A learning organization has five disciplines, which it employs as a means of ensuring that the organization gains new information, communicates ideas to its members, and enacts a continuous process of sharing knowledge throughout the organization. One way to determine how the organization may be able to adapt the disciplines of the learning organization is with its communication tools. One essential tool is the corporate newsletter. The main purpose of a newsletter is to communicate regularly with the members of a group, in a purposive and comprehensive way that the typical memo, letter, or bulletin board are unable to achieve (Newsom & Carrell, 1995). The exchange of information is a principal way that an organization both sustains itself and ensures organizational growth. This will only take place if the organization is able to maximize its potential as a communication tool (Newsom & Carrell, 1995). The newsletter must be able to reinforce its message to meet the needs of its members to be actively informed and given awareness.

The organizational climate wherein the newsletter is formed, managed and distributed plays a part in its ability to perform the goals of the learning organization. The organizational climate, or the predominant nature of the environment where communication takes place, determines how receptive the members of the organization will be, as well as the continued achievement of the newsletter's goals.

One such corporate newsletter is *Kaunlaran*, the official corporate newsletter of San Miguel Corporation (SMC). In Filipino, its name stands for progress or development. The primary purpose of the newsletter is the communication of San Miguel's continued growth, local market dominance, and overseas expansion. With that, the adaptation of the primary principles of a learning organization is key, since the rapid change of organizational structure

demands constant exchange of new information (James, 2002). These principles must also be communicated through the newsletter, since it serves as one of the primary tools of organizational communication. This study aims to identify the principles of a learning organization that SMC has adapted, which are communicated by *Kaunlaran* to its members and primary stakeholders.

## HISTORICAL BACKGROUND OF THE STUDY

*Kaunlaran*, short for *Kaunlaran ng mga Kawani at Manggagawa ng San Miguel Corporation*, was first launched in 1967 as San Miguel's employee publication. The name, submitted by Mr. Pedro Bugnot, was one out of 4,000 entries to a nationwide contest to name the new publication. The 77 years preceding the publication of *Kaunlaran* saw a single-product manufacturing company transform into a massive conglomerate that dominates the public market at present, and *Kaunlaran* was an official proclamation of the company's continuing progress. *Kaunlaran* features various news and features on the different departments and divisions making up the San Miguel family, business results, and the daily operations in San Miguel. The publication is a reflection of the company and its employees' ability to adapt as San Miguel continuously progresses. It revolves around the San Miguel Corporation – its people, products, and services – to mirror the interests of both the management and its employees.

The primary concept of *Kaunlaran* is seen in its title. As what has been said previously, the word 'kaunlaran' means progression, growth and development. The newsletter includes updates of new corporate policies, monthly reports on sales and inventories, as well as new products that SMC has to offer. Its aim to show the continued

growth of SMC continues to this day, and as the company continues to become a major player in the Southeast Asian region.

In its entire history, the newsletter experienced several changes in its layout, content and distribution. But its focus has remained on presenting the rapid and sustainable growth of the San Miguel Corporation. As SMC continued to expand, the newsletter has served as a witness to all of these changes. These included mergers and acquisitions of companies such as Purefoods, La Tondena Distillers. With that, the organizational structure of the San Miguel Corporation underwent rapid periods of transition. It acquired new methods, cultures, and ideas, both culled from its existing organizational components, and its new additions. With SMC's expansion to other territories such as Australia and New Zealand, SMC has had to acquire new insights, and adapt to the changes of the growing markets, as well as new standards of organizational growth and knowledge. True to its name, *Kaunlaran* must continue to be a reflection of the new ideas and developments of San Miguel and its subsidiaries. This study aims to understand what concepts associated with the organizational development of SMC are predominantly executed in the formulation of the newsletter's content, management and distribution.

## RATIONALE

In this age of renewed interest in the learning organization, knowledge must be cultivated within its avenues of communication. It is important that this knowledge be codified and shared, in order to ensure that the internal knowledge of the organization is strengthened to meet future challenges (Matson, Patiath & Shavers, 2003). One way to do this involves the use of communication tools both as a means to inform, enlighten, motivate and empower those within the organization, as well as its external stakeholders (James,

2002). One such communication tool, as was previously mentioned is San Miguel Corporation's newsletter entitled *Kaunlaran*. This study aims to examine the content and utilization of *Kaunlaran* as a tool to communicate the vision of the organization to its potential readers, as well as means of gathering new information, analyzing strategies and relaying relevant knowledge. These are all characteristics of learning organization techniques (Brooking, 1999).

San Miguel Corporation is competing in the age of globalization by expanding its manufacturing base to international territories. SMC has recently expanded its operation base by acquiring and operating National Foods in Australia and New Zealand. It has also established operations for distribution of its products in Thailand, Malaysia, Hong Kong and Malaysia. With that, it had to adapt new methods of management, skills and techniques. This means that SMC's organizational structure, consisting of its workforce and management, is expanding as well. *Kaunlaran* is not just distributed in the local SMC operations, but also in these territories. The newsletter must therefore remain relevant to the promotion of awareness of insights and knowledge that are essential to the company's continued growth. As a rule in newsletter publication, it is important that the predominant and key messages be understood, in order for the actual tool to maximize its potency as a catalyst for organizational development (Newsom & Carrell, 1995). The newsletter's distribution of strategic knowledge is important, since it involves a holistic evaluation of the organization's existent knowledge, awareness and possible modes of continuous learning.

Also, the study aims to address the organizational climate of SMC, which determines the general condition wherein the communication of key knowledge takes place. As a rule, elements of organizational climate such as worker environment, communication experiences and standards determine the quality of communication in a particular organization. The

quality of communication will determine the implementation of the learning organization principles and standards, which will ensure the realization of the organization's sustained growth and development (Matson, Patiath & Shavers, 2003).

## SIGNIFICANCE

The study is significant because it aims to provide concrete bases for recognizing the potency of a communication tool, in the context of an organization whose primary goal is to learn continuously and acquire new information. At the same time, it will provide understanding as to how the presentation of existing information will guide an organization to discern how it will achieve this development, through providing their internal and external stakeholders with the necessary knowledge. That way, the organization will always be receptive to new ideas, and it will have the sufficient skills needed to determine the manner of communication. The precepts and principles of a learning organization are conducive for determining the role of communication in development, since they require constant interaction, human dynamics, documentation and relaying of new information (Matson, Patiath & Shavers, 2003).

The significance of the study also rests on the fact that there is a gap in the knowledge of the pivotal role played by the corporate newsletter to serve as a catalyst for achieving organizational goals. These are necessary to determine, but there must be a specific level of progression in the approach towards these types of studies. At the same time, the previous studies, such as those done by other undergraduate theses, focused on government organizations, such as the Bangko Sentral ng Pilipinas (Roman, 2005) and the Supreme Court (Dino, 2006). This study aims to recognize the role of the corporate

newsletter in a private corporation, due to the apparent gap in knowledge present in this particular situation.

As such, this study aims to highlight the role played by the corporate newsletter, and its potency in the fulfilment of established organizational goals. This study also aims to strengthen the practice of purposive communication within organizations. This will contribute to the field of organizational communication by providing evidence of the role that communication tools play in enabling sustainable organizational development. This will provide greater insight into the active role of communication tools, such as the corporate newsletter, in ensuring organizational progress, thus fortifying the role of organizational communication in the actual pursuit of organizational goals.

## STATEMENT OF THE PROBLEM

### PROBLEM

What dominant learning organization themes and methods does the San Miguel Corporation communicate with the use of its corporate newsletter *Kaunlaran*?

### SUB-PROBLEM

- a) What strategic objectives are communicated and prioritized in the newsletter's news and features articles primarily from those during the January 2005-December 2006 period?
- b) What level of knowledge, according to Karl Wiig's paradigm for knowledge in a learning organization, is most prevalent in the leads of articles of *Kaunlaran*?
- c) What speech acts are primarily used in the leads of the articles of *Kaunlaran* to enable organizational learning?

d) What dominant aspects of the organizational climate of the Corporate Affairs Office of San Miguel Corporation allow it to regulate and maintain an environment of open communication within the organization?

## OBJECTIVES

This study aimed to identify the communication methods employed by the staff of *Kaunlaran* to instill the desire of SMC for continuous and sustainable learning, progress and innovations, which would affirm the desire of SMC to enact the practices of a learning organization. First, the study intended to recognize the strategic objectives that SMC has explicitly communicated through its articles and content, and the implications which led to the release and publishing of said articles. With that, it also aims to identify the primary knowledge and speech act that the management may desire to impart on its audience, which consists of SMC employees, administrators, as well as any potential patron of the products and services of SMC. These may be determined with a thorough content analysis of the newsletter's published contents and written form. The study also aimed to determine the organizational climate, or generally established communication environment that allows the utilization of the newsletter to gather and share vital information. This may be seen in its formulation, distribution and management, and ascertained through a communication audit that will describe and determine the newsletter's inception from the Corporate Affairs Office to its distribution throughout the organizational structure of SMC. The goal of the study was to identify the content and organizational management of *Kaunlaran* which communicates its very title and purpose: SMC's commitment to continued growth and sustainable progress.

## SCOPE AND LIMITATION

### SCOPE OF STUDY

This study covered the issues of *Kaunlaran* from January 2005 to December 2006. This allowed the most recent long-term plans of the San Miguel organization to be recognized, while making sure that immediate concerns of the administration are also clearly communicated and addressed. The data gathered and derived from this study was intended to be applicable to all organizations that intend to understand and apply the methods of the learning organization, through their own communication tools. The aim of the study was not to simply determine whether San Miguel Corporation was a learning organization or not; rather, it intends to recognize which key disciplines and methods of a learning organization are in line with the goals, vision and management of the SMC administration, through its Corporate Affairs Office.

### TIME ELEMENT

As mentioned earlier, this study only considered the issues from this time period. The duration of the entire study lasted for the duration of one academic year, including the presenting the topic, researching previous studies and additional information, gathering the materials and analyzing its content.

### METHOD OF DATA GATHERING

This study aimed to be a descriptive study, which means that it seeks to explain the characteristics of certain phenomena, behaviour or ideas expressed in the newsletter. That said, this study was a content analysis of the newsletter's articles, features and news items.

## DEFINITION OF TERMS

*Learning organization.* A learning organization is defined as “human beings cooperating in dynamical systems (as defined in systemics) that are in a state of continuous adaptation and improvement.” It continuously aims to acquire new skills, knowledge, abilities and attitudes (Senge, 1990). That way, it will continue to thrive and succeed despite the efforts of other people.

*Types of Knowledge.* The propagation and development of knowledge is one of the prime sources of organizational growth and direction, usually spearheaded by the administration of a learning organization. It involves a meticulous assessment of strengths, weaknesses, opportunities and threats, as well as a conclusive audit of the organization's capacity to work for its future growth and development (Brooking, 1999). This type of knowledge may be expressed in the tacit and documented form. Tacit knowledge is seen in the actions, attitudes and culture of the organization, while the documented knowledge is explicit, tangible, and may be archived for future reference.

*Corporate Newsletter.* The corporate newsletter is the formal communication tool used to provide information about its practices and new information to the employees, the administration, and anyone who receives or reads a copy of the original (Newsom & Carrell, 1995).

*Organizational Climate.* This is the general environment of the organization, which renders it essential to the communication within the structure of the organization itself. If the environment allows for open communication with conducive participants, a healthy organizational climate is present (Stringer, 2001).

*Karl Wiig's Paradigms of Knowledge.* In 1999, Louise Brooking presented the Paradigms of Knowledge, as determined by Karl Wiig. According to him, there are four levels of knowledge present in a learning organization. They are as follows:

- 1) *goal setting or idealistic* – provides a vision of what is possible, goals, values
- 2) *systematic knowledge* – provides problem solving strategies, general principles
- 3) *pragmatic knowledge* – provides factual knowledge of procedures
- 4) *automatic knowledge* – provides job-related or functional knowledge.

According to him, this organizational concept was a product of his doctoral work at MIT, where he saw that the complexity of the world's problems were becoming more and more complex and interconnected. The United States of America, at the time, was in the throes of the Cold War. This threat of nuclear weapons came at a time when the world was becoming more aware of environmental concerns. At the same time, the focus of the world on these global superpowers led to a lack of focus on developing countries. As a result, emergent Third World countries were becoming stagnant in terms of development, and even the United States was experiencing a massive budget and trade deficit. Senge realized that, in order for the future leaders of organizations to confront their problems, they must realize that they must realize the value of seeing their businesses as interrelated with the world at large. He saw that the American and European corporations were able to achieve progress because of techniques seen in Japanese practices; the Japanese, subsequently, progressed by emulating ideas and practices of Korean and European companies.

From this understanding, Senge developed the concept of the learning organization. The learning organization is one where people "continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured,

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### THE LEARNING ORGANIZATION

*Expanded Definition.* The learning organization is an idea that was popularized by Peter Senge in his book *The Fifth Discipline: The Art and Practice of the Learning Organization* (1990). Senge was the Director of the Center for Organizational Learning at the Massachusetts Institute of Technology (MIT) Sloan School of Management, and is presently part of its faculty. According to him, this organizational concept was a product of his doctoral work at MIT, where he saw that the complexity of the world's problems were becoming more and more complex and interconnected. The United States of America, at the time, was in the throes of the Cold War. This threat of nuclear weapons came at a time when the world was becoming more aware of environmental concerns. At the same time, the focus of the world on these global superpowers led to a lack of focus on developing countries. As a result, emergent Third World countries were becoming stagnant in terms of development, and even the United States was experiencing a massive budget and trade deficit. Senge realized that, in order for the future leaders of organizations to confront their problems, they must realize that they must realize the value of seeing their businesses as interrelated with the world at large. He saw that the American and European corporations were able to achieve progress because of techniques seen in Japanese practices; the Japanese, subsequently, progressed by emulating ideas and practices of Korean and European companies.

From this understanding, Senge developed the concept of the learning organization. The learning organization is one where people "continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured,

where collective aspiration is set free, and where people are continually learning how to learn together” (Senge, p. 3). It is embodied by five key disciplines. The term ‘discipline’ pertains to a method of continuous development in the acquisition of key abilities and competencies. In the same way that playing the piano or mathematics is a discipline, some may be gifted in practicing them, but anyone may be able to hone and develop their skills through continuous fulfilment and practice. The disciplines are as follows:

1) *Systems Thinking* – It is the art of seeing the interrelated nature of the world at large, and how it affects the organization (Maani & Benton, 1999). Stimuli, such as data and information, both affect the organization, in the same way that the organization itself affects the world at large.

2) *Personal Mastery* – This is seen as the ability to continually understand and realize one’s own personal visions, abilities and limitations. It is the bridge between individual learning and organizational learning (Senge, 1990).

3) *Mental Models* – These are intrinsic judgments, assumptions and ideas that determine our individual understanding of the world and how we take action. This involves an in-depth understanding of one’s own ideas of the world at large, and the ability to express this thought process effectively, in order to influence others (Maani and Benton, 1999).

4) *Building Shared Vision* – This involves the leader translating his own personal ‘vision’ or desires for the organization into shared vision – into a set of principles and guiding practices (Brooking, 1999).

5) *Team Learning* – This discipline takes place when a team dialogues, exchanges free-flowing insights, thinks together, and produce results. When this discipline takes place, the team develops collective intelligence, exceeding the individual

intelligence of each member. This is vital in learning organizations, because “unless the team learns, the organization cannot learn” (Senge, p.10).

These five key disciplines operate simultaneously to effectively embody the learning organization. These disciplines are based on personal and organizational abilities. This also means that the learning organization is one that has several innate competencies that are reflections of its principles and disciplines.

*Core Capabilities.* Essentially, a learning organization has several core capabilities. These are skills that provide learning organizations with their competitive advantages in the transfer and acquisition of new ideas, methods, information and insights. First, learning organizations are able to transfer knowledge at an efficient and effective pace, learning from past experiences and their own best practices. By definition, knowledge is the fact or condition of knowing something gained through experience or association. (Matson, Patiath & Shavers, 2003) It is also seen as the acquaintance or understanding of a particular insight, art, science or technique. Organizations normally rely on structure, protocol and functionality to determine the transfer of knowledge, with a heavy reliance on its leadership to dictate its manifestations, such as its practices, ideas and new insights. In the learning organization, this process of gaining new knowledge and sharing it within the organization is inherently present in all of its members, especially in its teams (Dess & Picken, 2000).

Another core capability is the ability to engage all of its members in the creative exploration, utilization and transfer of knowledge, which increases the ability of the members and teams within the organization to collectively learn and create its future (James, 2002). This creativity is manifested in the production of new insights derived from the collective generation of ideas and newfound knowledge both within the organization and outside of it.

Also, learning organizations devise specific mechanisms that allow generation of new ideas and information for its members. With that, all of the members are responsible for concretizing ideas that are instrumental to the growth of the organization's internal knowledge market (Matson, Pariath and Shavers, 2003). This enables it to create a shared vision for its members. These come in the form of open and continuous group discussions, documentation of information and the transfer of knowledge from member to member (Gordon, 1999).

*Methods.* Based on its definition and core capabilities, learning organizations are dependent on several methods that will ensure their functionality and competitive edge. This is seen in the way that the organization delivers messages within the individuals and teams that comprise said organization, and the receptiveness of the members and teams to the messages that are communicated within the organization. A message, for our purposes, is defined as a theme or idea that is expressed or communicated to the recipient. These messages become realized through encoding, which means getting the message out of the environment and into the mind of the recipient (Lang, 2000). The recipient then processes said message in his mind. The encoding of the message involves the understanding that the message must engage the sensory receptors of the individual (such as his eyes and ears), retained in his internal memory where they become mental representations in his mind. Senge himself reiterated that a key component of the learning organization was that its members codify their successes, or put into form and assign symbols, in order to develop mental models that will allow them to look at their organization holistically.

In order for the individual to even consider retaining any message, the information relayed by that message must be relevant to his goals and needs. This is the process of encoding messages: the recipient will only be able to utilize messages that are considered

relevant to his person, his environment and his situation (Lang, 2000). A response to the stimuli will only be gauged if the recipient's mental facilities are engaged.

This process of engaging the mind as it gains a new idea is seen as the production of knowledge in an organization. This knowledge must not be seen as data or information that is static, fixed and predetermined. The existence and distribution of knowledge must be dynamic, consistent and mobile, reaching the members of the organization who need it at the exact time it is needed. With that, the distribution and formation of knowledge is dependent on the communication process. This is because "it is through communicative activities, including but not limited to, talking and writing, that such knowledge is produced." (Schneider, 2001)

*Expanded Definition of Knowledge.* As earlier stated, knowledge is defined as the "the fact or condition of knowing something gained through experience or association." (Matson, Patiath and Shavers, 2003, p.283) Knowledge must be differentiated from data, which are merely sequences of numbers, letters pictures, and other ideas that are not presented in an organized and purposive manner. In turn, knowledge must also be differentiated from information, which is organized data placed in appropriate and situational context. Examples of information include tables, graphs, charts and discourse. Knowledge is information that is organized and presented with meaningful understanding. It takes the form of ideas, insights and practices within the organization, that come as results of their own experience as individual members or teams. For our purposes, knowledge is considered a result of collective organizational learning, brought about by research, experience and discovery (Brooking, 1999).

*Types of Knowledge.* Knowledge, by definition, takes two forms: explicit knowledge and tacit knowledge. Explicit knowledge is knowledge that is available to another for inspection,

analysis, or further understanding. This involves encoding the knowledge, either in written or verbal form. All forms of written documents are considered explicit knowledge, as well as instructional videos, detailed verbal instructions, and personal narratives that are meant to convey a personal insight. Tacit knowledge is knowledge that has not, or can not become explicit knowledge. These include knowledge that is based on the senses, such as a mechanic knowing which part of a car needs work based on the sound it makes, or a designer knowing just how 'good' a room looks (De Long & Seemann, 2000). These pieces of knowledge are difficult to encode. This is because knowledge such as those mentioned require a certain amount of gained expertise and the ability to manipulate concepts with a higher degree of abstraction and analysis (Brooking, 1999). In a learning organization, the conversions of tacit knowledge into explicit knowledge, as well as the generation of both types of knowledge, are instrumental processes that will lead to the sustained realization of its disciplines and principles. At the same time, several types of knowledge exist in a learning organization, and each type addresses a particular need that maintains the influx and generation of new ideas, insights and practices for the organization's continued development.

*Levels of Knowledge.* Renowned knowledge management expert Karl Wiig presented a paradigm of four levels of knowledge, that were constructed in order to fully realize the practical application of knowledge in organizations. This was first published by Louise Brooking in her book *Corporate Memory*, which was published in 1999. They are as follows:

- 1) *Goal-setting or idealistic knowledge:* This type of knowledge is concentrated on the vision, opportunities and future of the organization. These include corporate goals, business plans and enumeration of possible ventures that the organization may

embark upon. Usually, this type of knowledge comes from the leader or the Chief Executive Officer of an organization.

2) *Systematic knowledge*. This is knowledge that basically enumerates how things get done. These include problem solving strategies, methodologies, and the solutions to previously expressed concerns of the organization.

3) *Pragmatic knowledge*. This type of knowledge shows fundamentally acceptable behaviors in the workplace that are vital to everyday decision making. They include information on how to carry out basic daily activities, such as processes executed on the factory floor, how to ask permission for a sick leave, and the like.

4) *Automatic knowledge* – This type of knowledge is generally job-related, and is a product of human experience. It may generally be difficult to codify, since it is rooted primarily on the individual's experience. These include, but are not limited to, personal anecdotes and retelling of individual experiences.

These types of knowledge are considered critical, since they determine the amount and relevance of ideas and insights within the organization. As such, it is important to make these types of knowledge explicit, so that they will be easily accessible for present and future members of the organization (Brooking, 1999). This involves ensuring that the knowledge present in the organization is communicated within the organization, as an assurance of the organization's continued progression due to the utilization of these pieces of knowledge.

*Communication of Knowledge Within the Organization.* Knowledge, in the form of ideas, processes, news and anecdotes communicated among members in an organization is instrumental to its sustainable progression (McPhee and Zaug, 2001). But this organizational knowledge, in order for it to serve its purpose, must be *effectively* communicated to other members, in order for it to truly become a catalyst in the organization's pursuit of a specific

goal or vision. The messages communicated in a learning organization, therefore, evoke the generation and communication of knowledge that leads to collective learning and the realization of its disciplines. These methods include encoding messages, communicating these messages and ensuring the continuous flow of knowledge through communicative processes (Lei, Slocum and Pitts, 1999). In order to realize these communicative processes, a learning organization must employ communication tools that will ensure the sustained generation and transfer of critical knowledge into explicit knowledge for the organization.

## COMMUNICATION TOOLS

*Expanded Definition.* Communication tools are instruments or apparatuses that are used in performing an operation or necessary in the practice of transmitting and encoding messages to a particular audience (Newsom & Carrell, 1995). This means that communication tools are any means, methods, practices or materials that serve this function.

*The Role of Communication Tools in Organizations.* Based on this definition, the communication tool is an instrument that is supposed to propagate and serve as a catalyst for organizational communication. Through the tools, messages must be encoded and expressed to its recipient audience, communication tools must serve as sources of new knowledge and the consistent source for clarification, discussion and self-expression, as well.

*Types of Communication Tools.* Based on this definition, it may be safe to say that as with tacit and explicit knowledge, communication tools take on several forms. There are those communication tools that can be archived, filed, and inspected on physically. This usually includes communication tools that are published, and can easily be accessed physically or digitally. These include memorandums, websites, business letters and other publications. Conversely, there are communication tools that are not tangible, but still relay messages and

transfer knowledge. These include staff meetings, conversations and discussions that are not recorded on tape or video, but still perform their functions as communication tools. While such meetings are important, the most common type of interaction done by members of a corporate organization is done through the print medium (Hunter, 1996). The learning organization, therefore, also makes use of such communication tools in the fulfilment of its goals and disciplines, since the communication and transfer of knowledge must be a part of its core activities.

*Related Studies on Communication Tools.* Generally, an organization may employ both internal and external communication tools to fulfil its communication goals (Dalmacio, 2006). Internal communication tools include the functional business letter, which serves several purposes within the organization (Bautista, 1998). A study done on the comparison of business letters done by American-trained and Philippine-trained members of Aetna Life Insurance showed that the letter relayed knowledge to its intended recipient within the organization. In the same way that these letters communicate information to their intended recipients, the content of these internal communication tools also revealed several communication tendencies of those who wrote them. Based on this study, it may be understood that the communication tool is also a reflection of the principles, ideas and values of the members of the organization who both employ and are exposed to them. External communication tools, such as advertisements, company brochures or other such publications, relay messages to individuals within the organization, as well as those outside it (Dalmacio, 2006). One such study was done on classified advertisements released by call centers. The advertisements served as a method to determine the qualities of an ideal call center employee. This general knowledge was revealed both to those who were applying for a job at the call center, and those who already comprised the workforce of the organization.

There are other types of communication tools, which serve the purpose of the organization's need to communicate to its teams and member. At the same time, these communication tools also present the vision and ideas of the organization to all individuals who receive the communication tool. These types of communication tools show the organization's recognition of the systemic nature of knowledge within and outside the organization, since it is accessible to internal and external receivers. One study was done on the communication of knowledge within the organization of Vitarich Corporation (Calderero, 2006). Here, knowledge is communicated to the members of the organization with the use of established communication tools, both documents and other media. Annie Lang from the University of Wisconsin discussed the role that communication tools which take the form of recognizable media, such as newsletters or news bulletins broadcasted in television sets of company cafeterias play a part in processing information (Lang, 2000). In her journal entitled "The Limited Capacity Model of Mediated Message Processing" Lang presents the idea that these mediated messages undergo three sub processes:

- 1) *Encoding*, which is defined as the recognition of the messages presented,
- 2) *Storage*, wherein the recipient of the message recognizes whether or not the message remains with the recipient,
- 3) *Retrieval*, which is also considered as memory, wherein stored messages will then be remembered by the recipient.

These sub processes give way to two enacting mechanisms:

- 1) *Orienting behaviour*, where the recipient of the message responds through conscious or unconscious actions. Conscious actions include verbal feedback, comments and the like. Unconscious actions include an increase in one's heart rate and other physiological activities.

2) *Resource allocation*, which involves gauging the actual reaction to the messages.

These include asking the recipient to perform certain actions, based on the messages that were encoded, stored and retrieved. (Lang, 2000)

The communication tools that are not documented methods included the staff meeting, and the management or peer-to-peer consultation. This method was primarily a means of utilizing communication tools internally. External communication tools, on the other hand, were easily accessible and understood by those both within the organization and those outside it. These included memorandums, project proposals and information sheets. One such communication tool that the organization may employ is the corporate newsletter.

## USAGE OF THE NEWSLETTER

*Definition as a Communication Tool.* A newsletter is a publication released by an organization that provides select, in-depth and sharply focused knowledge and information. Its main purpose is to communicate on a regular basis with members of a group. The process of sharing information, as was established, is a principal way that the organization sustains itself and maintains its relevance (Newsom & Carrell, 1995). The production of a newsletter is a definite fulfilment of that need, since it provides knowledge and information through methods, means and relaying of messages that other communication tools may not be able to fulfil.

*Differentiation from Other Communication Tools.* More than memorandums, letters and bulletin boards, a newsletter can be a sufficient medium that may disseminate the interesting and important information that must be accessible to all within the organization (Newsom & Carrell, 1995). Generally, these tools will be employed to communicate a central idea, message or piece of information. The newsletter, however, will have the opportunity to

engage the interest of its receivers through providing more information that is communicated in a way that will be relevant to them. As a rule, the sharing of knowledge and key information must be achieved in a holistic and purposive method; it must be made explicit and relevant to the receivers who comprise the organization.

*Advantages and Disadvantages.* Aside from the previously stated insights by Newsom and Carrell, there are several other advantages of using a newsletter as a communication tool. A newsletter is able to present news, information and knowledge in a specialized and streamlined manner, thus ensuring the possibility of relevance and retention among its recipients. It may also include other types of content, such as features articles, practical tips and the like. With that, comes the question of practicality. Maintaining a corporate newsletter does require a reasonable budget and a committed individual or staff member to ensure that it does get published (Hunter, 1996). In small organizations, this may prove to be a problem, since it is possible that none of its members has the training or the expertise to maintain and publish a newsletter. The problem with the budget is simultaneously seen in this situation, since some organizations may not have the financial resources to publish newsletters on a regular basis. Although larger organizations may not have this problem, they still need to maintain the standards of worthwhile and effectively realized publications. That said, these advantages and disadvantages are characteristic of all newsletters, and it is up to those in the organization to maximize the former while addressing the latter. In the end, it is the increased potential of collective learning within the organization that may be realized with the use of the newsletter as a communication tool.

## THE ROLE OF THE NEWSLETTER IN THE ORGANIZATION

*Organizational Management of the Newsletter.* As with most key components of an organization, the effectiveness of a newsletter will depend on its management. The management of a newsletter within an organization is comprised of publishing the newsletter, distributing the finished product, and ensuring that it serves its purpose within the organization (Hunter, 1996). Management of the newsletter considers two key personnel involved in the newsletter: its source of publishing, and the receivers of the newsletter itself.

*The Role of Organizational Climate.* In order for us to recognize the role of any aspect of communication in the response and recognition of individuals in a learning organization, we must first determine the role of organizational climate. Organizational climate is defined as the individual and shared perception, as well as the cognitive reception of the environment that communication takes place in (Stringer, 2001). This climate is determined by three key components that are closely related to the concept of involvement in the organization, namely participation in decision making, teamwork and communication. A climate that is supportive and open directly affects those components which are integrated with employee involvement (Shadur, Kienzle & Rodwell, 1999). The role of organizational climate, therefore, is reliant on the inherent ideas of the members of the organization, which may hinder or strengthen their receptiveness to communication tools and messages. The climate will therefore determine the needs, possibilities, and opportunities of the newsletter.

*Publication.* Simultaneous with determining the communication climate which is present in the organization, is the process of publishing the newsletter itself. This requires determining several key factors that will determine the newsletter's content, format, frequency and functions (Newsom & Carrell, 1995). These include:

- 1) Need – This, as previously discussed, will determine how the newsletter itself will be managed; this will also determine its scale, title and general work ethic. The content of the actual newsletter is also dependent on the needs that the publishers want to address.
- 2) Types of Newsletters – There are employee newsletters that are used primarily for internal communication, as well as special interest newsletters which showcase insights into the group relationship of the organization itself.
- 3) Format – Generally, the format for a newsletter is determined by factors such as its budget, treatment, and how the publishers perceive the readers will use it. Newsletters that are strictly focused on news content and the generally maintain the standard 8.5-by-11 inch sheet size. Those that intend to run articles that have features may want to employ the standard tabloid or 11-by-17 inch sheet size.
- 4) Editorial Concerns – These include the basic aspects of the content, such as form, length, which articles will be used, graphics, grammar, spelling, font size, and the like. These are the key aspects of newsletter publication that determine its actual realization.

*Distribution and Circulation.* After a newsletter is published, its process of distribution must then be realized. This is related to the frequency of publication, which determines how often the newsletter will be published in a given period of time. The distribution, or the process by which the newsletter goes from the printing press to its intended recipients. Also, the question of excess copies, filing, and archiving are considered and planned out. The circulation of the newsletter is also determined by budgetary constraints, manpower, and primary methods of distribution.

*Feedback and Effectiveness.* As with any organization, determining how effective a certain project is will be key to the undertaking's retention and improvement. Research must be done in order to assess the newsletter is as a communication tool. This will entail some method of gathering feedback, such as providing questionnaires to be answered, interviews and observation. Executing such a process of feedback will uphold one of the primary concerns of any organization, which is sustainable improvement and the open communication of knowledge within its members and teams.

*Related Studies of Newsletters in Organizations.* Studies on newsletters have concentrated on assessing corporate culture, or value formation and assessment. One study focused on a content analysis of how the Bangko Sentral ng Pilipinas rewarded its employees in order to promote corporate advancement (Roman, 2005). The newsletter was seen as a cultural artifact, one that reflected how the culture of BSP. Another study was also a content analysis on the *Benchmark* column of the Supreme Court by Megan Dino of the University of the Philippines Manila in 2006. She studied the Filipino values that were highlighted by those who wrote in the *Benchmark* column of the Supreme Court. Based on these studies, the newsletter was seen as a means of communicating ideas and knowledge to the members of the organization itself. However, these studies were similar on two of their primary aspects: they focused on organizational culture and on government organizations. Ms. Roman's study was primarily oriented towards acknowledging the rewards and recognition presented to the employees of Bangko Sentral ng Pilipinas, as seen in the articles of their newsletter. Ms. Dino's study, on the other hand, presented which of Jocano's Cultural Filipino Values were presented in the *Benchmark* column. One study has already been done on *Kaunlaran*, and this was done by Dr. Elena Pernia, presently the Dean of the College of Mass Communication in UP Diliman in 1973. Based on this study, *Kaunlaran* was seen as a

means of communicating the desired changes and established understanding of the San Miguel Corporation as one family, with the goal of continued progress and active participation.

*Role as Explicit Knowledge.* The newsletter is a form of explicit knowledge, that is purposive in its formation. It is formulated in such a way that the messages encoded in it will be of new knowledge, insights and ideas that are relevant to the organization itself. As explicit knowledge, it can be archived, referenced and be considered a vital part of the learning organization's knowledge market.

*Role of Newsletter in Knowledge Communication.* A newsletter, with its limited number of pages and purposive content, will allow the presentation of key information and knowledge to an organization. This will allow the continuous sharing of knowledge, information, and the communication of ideas that will constitute the disciplines of a learning organization. As stated previously, it is essential to propagate the written medium, since it is both the source and catalyst for knowledge generation and retention (Schneider, 2001). The open and dynamic communication of this knowledge, and its role in assuring the relevance and vitality of the learning organization, is a fundamental aspect of the learning organization. Thus, the role of the newsletter in communicating knowledge, ideas, and insights is realized, and it gains the capacity to become a catalyst for upholding the disciplines of the learning organization. The interrelated and integrated relationships present in a learning organization, of continuous learning, dialogue, communication and discourse, are foundations for sustainable progress, development and growth for the organization and its members.

## THEORETICAL FRAMEWORK

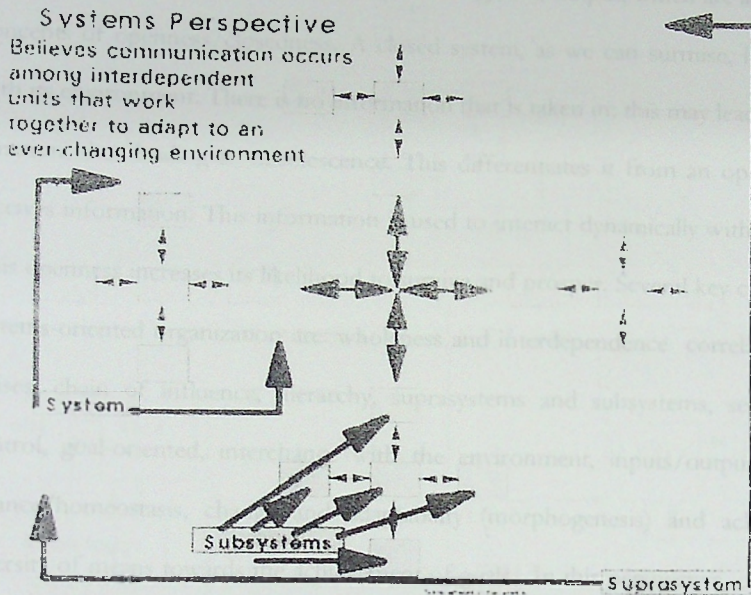
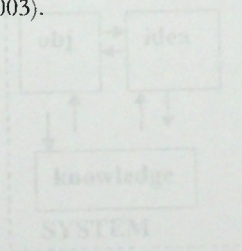


Figure 1: Systems Perspective/Theory

The Systems theory, as initially developed by Hegel in the 19<sup>th</sup> century, assesses and evaluates both the principles common to all complex entities, and the models which can be used to describe them. A system can be said to consist of four things: objects, attributes, internal relationships and existence in an environment. The first part is the objects – these are comprised of the various parts, facets, elements, or variables within the system. They may either be physical or abstract or both; this is dependent on the nature of the established system. Second, a system consists of attributes – simply put, these are the identifiable traits of the system and its objects. Third, a system had internal relationships among its objects. Finally, systems exist in an environment. A system, as we can see, is a set of things that affect one another within an environment and form a larger pattern that is different from any of

the parts. The fundamental understanding of a systems-interactive paradigm features the continual stages of input, throughput (processing), and output, which are associated with the concepts of openness/closedness. A closed system, as we can surmise, has no interaction with its environment. There is no information that is taken in; this may lead to an inability to function, thus leading to obsolescence. This differentiates it from an open system, which receives information. This information is used to interact dynamically with its environment. This openness increases its likelihood to survive and prosper. Several key characteristics of a systems-oriented organization are: wholeness and interdependence correlations, perceiving causes, chain of influence, hierarchy, suprasystems and subsystems, self-regulation and control, goal-oriented, interchange with the environment, inputs/outputs, the need for balance/homeostasis, change and adaptability (morphogenesis) and acknowledging the diversity of means towards the achievement of goals. In this perspective, communication is seen as an integrated process – it is not an isolated event. It is also seen as the catalyst for dynamic interaction within established systems, and the ability for an exchange of information to take place (Midgely, 2003).



Organizational Communication Climate

Figure 2: Conceptual Framework

Every organization has within it a series of systems that generate their own objects. These include ideas, knowledge and other possible sources of information. At the center of these systems is the process of communication, which includes an interaction and sharing of

## CONCEPTUAL FRAMEWORK

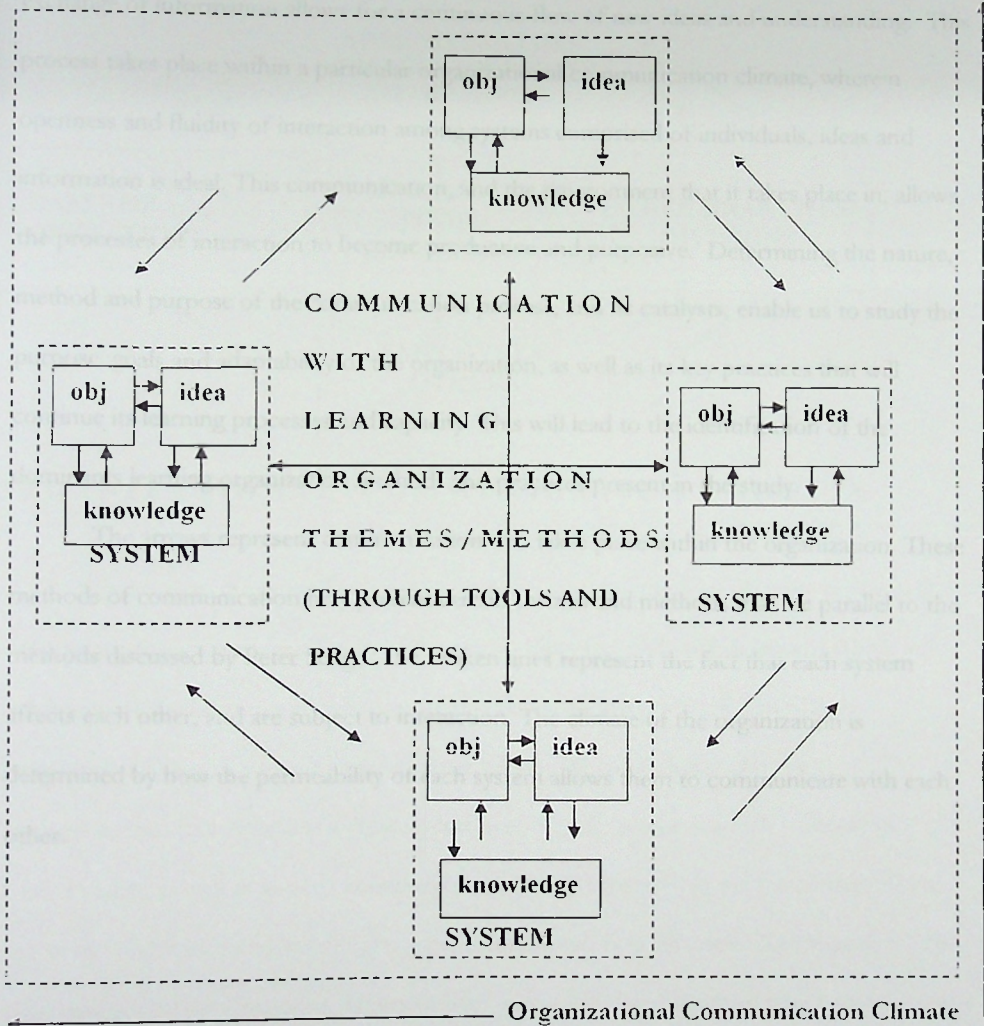


Figure 2: Conceptual Framework

Every organization has within it a series of systems that generate their own objects. These include ideas, knowledge and other possible sources of information. At the center of these systems is the process of communication, which includes an interaction and sharing of

such ideas and knowledge to other components and systems within the organization itself.

These are formed through the ongoing interaction of systems and their subsystems. This exchange of information allows for a continuous flow of new ideas and understanding. This process takes place within a particular organizational communication climate, wherein openness and fluidity of interaction among systems comprised of individuals, ideas and information is ideal. This communication, and the environment that it takes place in, allows the processes of interaction to become productive and purposive. Determining the nature, method and purpose of the communication process, and its catalysts, enable us to study the purpose, goals and adaptability of the organization, as well as its key practices that will continue its learning processes and capacity. This will lead to the identification of the dominants learning organization methods and practices present in the study.

The arrows represent communication that takes place within the organization. These methods of communication may present certain themes and methods that are parallel to the methods discussed by Peter Senge. The broken lines represent the fact that each system affects each other, and are subject to interaction. The climate of the organization is determined by how the permeability of each system allows them to communicate with each other.

## OPERATIONAL FRAMEWORK

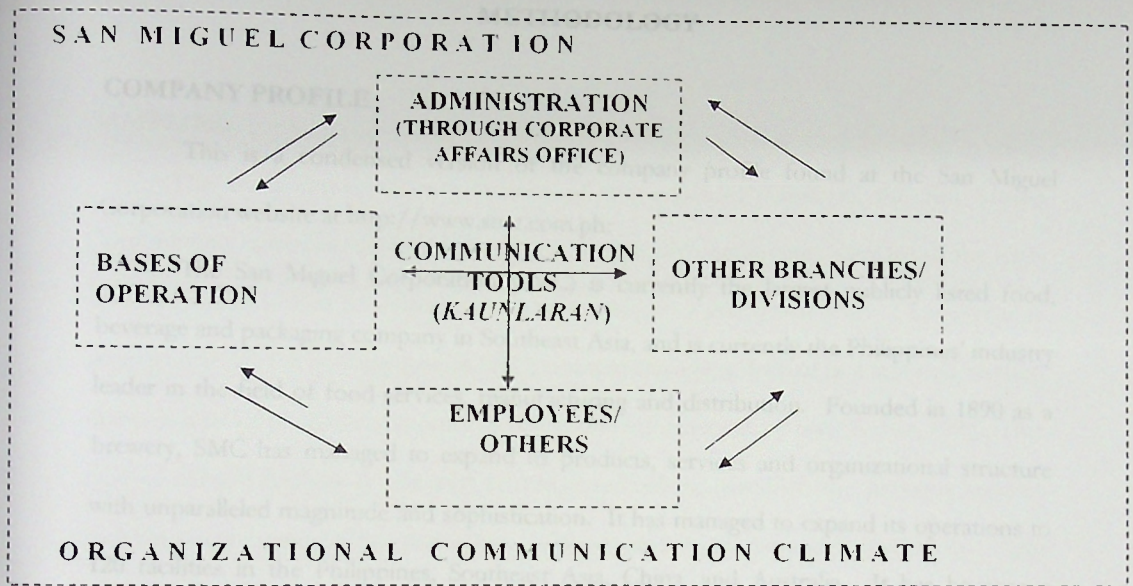


Figure 3: Operational Framework

Once again, the interrelated nature, and the communication tool as the center, will serve as the focus for the execution of the study. First, the study will determine which key disciplines of the learning organization are practiced and upheld by the San Miguel Corporation. Then, a content analysis of the knowledge communicated by its communication tool *Kawmlaran* will be undertaken, in order to check which strategic and shared vision, as well as level of knowledge, is explicitly expressed in the newsletter. Then, the study will focus on addressing the general communication climate of San Miguel, which is determined by the Corporate Affairs Office. As the key determinant of which knowledge is shared within the organization, the CAO serves as the main determinant in setting the environment in which communication takes place. This will be done in order to gauge the reception and effectiveness of the newsletter as a communication tool and a medium to express knowledge to the organization.

## CHAPTER 3

### METHODOLOGY

#### COMPANY PROFILE

This is a condensed version of the company profile found at the San Miguel Corporation website at <http://www.smc.com.ph>:

The San Miguel Corporation (SMC) is currently the largest publicly listed food, beverage and packaging company in Southeast Asia, and is currently the Philippines' industry leader in the field of food services, manufacturing and distribution. Founded in 1890 as a brewery, SMC has managed to expand its products, services and organizational structure with unparalleled magnitude and sophistication. It has managed to expand its operations to 120 facilities in the Philippines, Southeast Asia, China, and Australia. It has become a household name in providing quality food, beverages and other related services. This enterprise, which is distinctly Filipino in origin and management, has managed to expand into an internationally recognized and respected corporation. With its wide array of products, programs and initiatives, SMC continues to serve as a source of good food and great ideas for the Filipino consumer. As it expands both locally and internationally, it continues to serve as one of the pioneers in the Philippines and in Asia. It continues to be highly profitable and recognized as a multi-national corporation. And just as it has managed to achieve for the past 117 years, it will continue its status as one of the most recognizable, competitive and successful business organizations.

The rapid expansion of the San Miguel Corporation has made evident the need for constant communication and the transfer of knowledge, data and information. The building of new territories, such as the recent launch of National Foods in New Zealand and

Australia, is a key component that requires constant communication of ideas, learning and strategies.

## SAMPLING

The study was a content analysis of the issues of *Kaunlaran*, the San Miguel Corporation's corporate newsletter, based on the specific content and wordage of the leads of the articles, in order to determine corporate objectives and which level of knowledge is given priority by the management of SMC. Content analysis is defined as a research method that uses a set of procedures in order to make valid inferences from text (Weber, 1999). This type of content analysis is one that is rarely undertaken, based on the previous content analyses encountered by the researcher. The acquisition of these elements of the study served as a comprehensive and newfound understanding of the capacity of the newsletter to enable the fulfilment of the goals of the organization. Sampling was done by gathering the hardcopies of the newsletter. The total number of articles will be counted, and their leads were analyzed in order to serve as a means of deriving the data to be analyzed. It employed Holsti's method of content analysis, which involved determining the message and devising a tabulation that will allow one to interpret the value of the derived data for the purposes of the study.

It also served as a communication climate audit by conducting interviews with key personnel who both manage the newsletter's publication and distribution, as well as members of the Corporate Affairs Office, and the use of the Peterson & Pace Communication Climate Inventory. With this method, a purposive and constructive method of concretely understanding the effectiveness and utilization of the communication tool was realized.

## RESEARCH DESIGN

The research design of this study was a descriptive one, since it involved enumerating the objectives, characteristics, processes and eventual interpretation of SMC and its utilization of its corporate newsletter, *Kaumlaran*. The study also aimed to concretely identify, with research and data, the general environment of communication in the Corporate Affairs Office that affect the use of the communication tool or, in this case, *Kaumlaran*.

## DATA GATHERING

The study involved gathering the contents of the issues of *Kaumlaran* from January 2005-December 2006. This time frame was followed in order to sufficiently gauge the immediate long-term and short-term plans of SMC and its potential implementation of learning organization principles and techniques. Then, there was a tabulation of the number of articles per issue. An article is defined as a non-fiction prose composition, which forms an independent part of a publication. Each article consists of several parts (Taylor & Taylor, 1990):

- 1) Topic
- 2) Subtopic
- 3) Definition
- 4) Expansion
- 5) Detail

The topic is usually found in the title, which contains a clause or a sentence that contains the main idea of the entire article. However, almost all articles in this newsletter have a lead sentence that serves as a summary of the idea presented by the entire article,

placed immediately after the title. Therefore, the unit of analysis was the lead, or the sentence that succeeds the title, and is highlighted and varied in shape, font size, and placement. The lead is a sentence that succeeds the title and serves as a summary of the contents of the article. The lead is usually placed underneath or close to the title, and has a different font size, color or placement in order to convey emphasis. This expresses the key idea that the article would want the reader to be aware of, a summary that would serve both as a gateway to the article, as well as a means of summarizing its contents. Then, these units of analysis will be divided into Subject Matter Categories, which is one of Holsti's recommended methods for categorization. The Subject Matter Categories will be based on Karl Wiig's Levels of Knowledge. The levels of knowledge will be determined in order to provide comprehensive and definitive bases for analyzing the content of the article itself. The Levels of Knowledge were previously mentioned. To enumerate briefly, they include:

- 1) *Goal-setting or idealistic knowledge*
- 2) *Systematic knowledge*
- 3) *Pragmatic knowledge*
- 4) *Automatic knowledge*

In order to determine what type of knowledge is expressed, analysis of the speech act will be used. The speech act expresses a proposition, thus performing an illocutionary act that may be defined by four levels, as defined by Kent Bach and Michael Harnish (Taylor & Taylor, 1990). These are the four most common types of speech acts, according to the Kent Bach and Michael Harnish:

**Table 1: The 4 Main Types of Speech Acts, According to Bach and Harnis:**

<p><b>Constatives</b> -statements that are declarative. These include: affirming, alleging, announcing, answering, attributing, claiming, classifying, concurring, confirming, conjecturing, denying, disagreeing, disclosing, disputing, identifying, informing, insisting, predicting, ranking, reporting, stating, postulating</p> <p>Example: Mary is opening the door</p> <p><b>Directives</b> -statements that are requests, commands, instructions, etc. These include: advising, admonishing, asking, begging, dismissing, excusing, forbidding, instructing, ordering, permitting, requesting, requiring, suggesting, urging, warning</p> <p>Example: Could you pass me the salt?</p> <p><b>Commissives</b> -statements that are promises or threats. These include: agreeing, guaranteeing, inviting, offering, promising, swearing, volunteering</p> <p>Example: I will give you the power</p> <p><b>Acknowledgments</b> -statements that express gratitude or recognition. These include: apologizing, condoling, congratulating, greeting</p> <p>Example: Thank you for your support</p>
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If a lead conveyed one of these speech acts, then one may confirm that there is a unit of analysis being legitimately expressed in the lead. After the lead is determined, the knowledge expressed in the idea will be determined. A coding sheet was used that would cross-reference the four types of knowledge with the four types of speech acts. This would ensure that all of the leads containing speech acts are explicitly written in the articles and would have a legitimate basis, and would not be simply subjected to the researcher's interpretation. Thus, the actual act of communicating an idea would reveal a corresponding knowledge, thus ensuring the verification of the study. If the lead did not explicitly correspond to one type of speech act, or if an article had no lead at all, then it was not be considered as a unit for analysis. This maintained objectivity for the study. The tabulation sheet is attached as Appendix A. This tabulation was done for each of the issues published during the January 2005-November/December 2006 publication of the issues. This would determine which level of knowledge is given the most publication.

Simultaneous with this content analysis, a series of interviews was conducted in order to ascertain the communication climate. The interviews was conducted with the two key

members of the Corporate Affairs Office, probably the editor-in-chief, or the head of the CAO or a recognized representative. This determined the goals of the SMC administrative management, through the context of key learning organization disciplines and ideas. The questionnaire is attached as Appendix B. Interviews were also conducted with them in order to contextualize the communication climate, in terms of the newspaper's release and distribution, since theirs is the most pivotal part in ensuring that the newsletter gets to its intended audience.

Determining the communication climate was done using Peterson and Pace's Communication Climate Inventory. See Appendix C for the sample questionnaire. It consists of 12 questions that are essential to the six communication effects.

- Trust – Personnel at specific levels within the organization must foster an environment of dependence, mutual faith and reliability within the organization.
- Participative Decision Making – Consultation and communication with members of the organization must be undertaken, especially regarding policies that are relevant to their respective positions. Proper methods and avenues of communication and consultation with management levels above and equal to the employees must be practiced.
- Supportiveness – All in all, an environment of openness, candor and sincerity must be present in the organization, such that superiors may be able to say what is on their mind to their subordinates and colleagues, and vice versa.
- Openness in Downward Communication – Except for highly sensitive information, information that is related to immediate jobs of the members of the organization must be accessible. These include any information or knowledge that

may affect their abilities to work cohesively with other departments, as well as key information regarding the company, the organization, its leaders and future plans.

- **Listening in Upward Communication** – Personnel at all levels of a specific office must be able to listen sincerely with open minds to suggestions, problems and other concerns that each level of personnel communicates within the organization. Any information communicated by subordinates must be viewed as relevant and pertinent enough to merit immediate action when necessary.
- **Concern for High Performance Goals** – All personnel at all levels of the office must be committed to attaining high performance goals. These goals are high in productivity and quality, and low in cost. Simultaneously, a high concern for other members of the organization must also be embodied in the organization's system and communication.

The 12 questions will have a score of 1 to 5. The respondents were asked to indicate their answers based on the following guidelines:

- 5 – Circle this number if, in your honest judgment, the item is a true description of conditions in the organization.
- 4 – Circle if the item is more true than false as a description of conditions in the organization.
- 3 – Circle if the item is about half true and half false as a description of conditions in the organization.
- 2 – Circle if the item is more false than true as a description of conditions in the organization.
- 1 – Circle if the item is a false description of conditions in the organization.

The lower the numerical score, the less the respondent believed that the statement per question was reflective of the communication climate present in their organization.

Conversely, the higher the numerical score, the more that the respondent acknowledged the truth of the condition presented in the question.

Survey sheets were distributed to the employees of the Corporate Affairs Office of the San Miguel Corporation. The Corporate Affairs Office is the division that is in charge of internal and external communication of SMC's administration, as well as the division that handled the publication of *Kaunlaran*. The communication climate of this office would determine the openness of the communication present in the organization, since both internal and external information are handled by this office. Interviews were also conducted with the editor – in –chief of *Kaunlaran*, and subsequently the Internal Communications Manager of the Corporate Affairs Office. These were ensured through logistical coordination and confirmation with the Corporate Affairs Office.

### PROCEDURE FOR DATA ANALYSIS

The information derived from the interviews determined how aligned the organizational methods of SMC are with key disciplines, ideas and practices of the learning organization. The total percentage of articles for each level of knowledge was tabulated, and the percentages were compared per issue. The total of each level of knowledge per issue was totalled and compared, and the level of knowledge that had been given the most amount of publication would be seen as the level of knowledge that has been communicated the most to the readers of *Kaunlaran*. This also derived a ranking that determined the level of knowledge that was primarily communicated by the communication tool. The method of frequency count was used to determine the desired data. This also affirmed the intrinsic process of communicating and sharing explicit knowledge that took place through the communication tool, which is a key practice of the learning organization.

For Peterson and Pace's Communication Climate Inventory, analysis was done through the following specified methods of calculation:

1. Communication Climate Score – to get the Individual Composite Climate Score (ICCS), sum the individual's responses to all 12 items and divide by 12. This general average gives a Composite Climate Score (CCS) for each respondent. For the Organization Composite Climate Score (OCCS), sum all the ICCs and divide by the number of total respondents.
2. Trust Climate Score – to get the Trust Climate Score, sum number two and number four on each inventory and divide by two. This is an individual score. To get a composite trust score, sum all the inventories and divide by the number of participants.
3. Participative Decision-Making Score – to get the Participative Decision -- Making Score, sum number three and number eight on each inventory and divide by two. This is an individual score. To get a composite trust score, sum all the inventories and divide by the number of participants.
4. Supportiveness Climate Score – to get the Supportiveness Climate Score, sum number seven and number nine on each inventory and divide by two. This is an individual score. To get a composite trust score, sum all the inventories and divide by the number of participants.
5. Openness in Downward Communication Score – to get the Openness in Downward Communication Score, sum number six and number ten on each inventory and divide by two. This is an individual score. To get a composite trust score, sum all the inventories and divide by the number of participants.

6. Listening in Upward Communication Score – to get the Listening in Upward Communication Score, sum number five and number twelve on each inventory and divide by two. This is an individual score. To get a composite trust score, sum all the inventories and divide by the number of participants.
7. Concern for High Performance Goals Score – to get the Concern for High Performance Goals Score, sum number one and number eleven on each inventory and divide by two. This is an individual score. To get a composite trust score, sum all the inventories and divide by the number of participants.

The collective analyses of the communication climate would serve as the gauge for the receptiveness of the organization to team learning, building shared visions and systems thinking, which are three of the five key disciplines of the learning organization. This process of analysis would concretize and address the main problem and all sub-problems, thus ensuring the importance of the study in the field of organizational communication. At the same time, since this study's aim was to find the dominant learning organization themes and methods, the area that merited the highest score will be seen as a gauge for the most prevalent practice that is seen in the Corporate Affairs Office.

Gathering respondents made use of convenience sampling, since only the employees of the Corporate Affairs Office were given questionnaires. The Corporate Affairs Office had 40 employees at the time of the survey, with 27 of them based in the SMC – CAO in Ortigas Center, Pasig. Seven of the members of the CAO based in Ortigas were taking part in field work at the time of the gathering of data, so there were 30 possible respondents.

## CHAPTER 4

### DATA , RESULTS & DISCUSSION

The data gathered is presented in three separate sections. First, the results of the content analysis will be presented. Next, the results of the key informant interview with the editor-in-chief of *Kaunlaran*, Ms. Luan Fuentes will be presented. Finally, the results of the communication climate survey done at the Corporate Affairs Office of the San Miguel Corporation will be analyzed.

#### CONTENT ANALYSIS RESULTS

The issues of *Kaunlaran* that underwent the content analysis were those published by the Corporate Affairs Office from January 2005-November/December 2006. There were issues of the newsletter that were released as double issues. These included the following February/March and November/December issues of 2005, and the November/December issue of 2006. Overall, 21 issues of *Kaunlaran* were the subject of the content analysis. These issues were provided by Mr. Ed Timbungeo, a San Miguel Corporation insider, and the PDF translations that were available at the website of the San Miguel Corporation, at <http://www.sunmiguels.com.ph>. The PDF versions were identical with the hard copies that were released to the members of the San Miguel Corporation, and the copies that were made available by the Corporate Affairs Office to the public. The results of the content analysis were the following. (See Appendix A for the individual tally sheets for each issue.) This chapter will discuss the results of the content analysis that determine the primary levels of knowledge, then it will tackle the results of the dominant speech acts present in the leads of the articles of the issues of *Kaunlaran* released in 2005-2006.

This first table presents the results of the content analysis for the issues of *Kaunlaran* that were released from January-December 2005:

Table 1: Results of Content Analysis for *Kaunlaran* Issues Released in 2005

DATE	NUMBER OF ARTICLES	NO. OF GOAL-SETTING LEADS	NO. OF SYSTEMATIC LEADS	NO. OF PRAGMATIC LEADS	NO. OF AUTOMATIC LEADS	PRIMARY LEVEL OF KNOWLEDGE
January 2005	11	3	2	0	1	Goal-Setting
February/ March 2005	16	6	3	0	3	Goal-Setting
April 2005	17	3	6	1	4	Systematic
May 2005	11	4	6	0	1	Systematic
June 2005	14	4	4	5	1	Pragmatic
July 2005	8	3	1	1	1	Goal-Setting
August 2005	17	2	8	2	2	Systematic
September 2005	10	3	3	1	1	Goal-Setting/ Systematic
October 2005	18	2	8	2	5	Systematic
November/ December 2005	16	2	4	1	3	Systematic

The results of the content analysis showed that out of 10 issues published in 2005, 6 issues had leads of articles that were primarily **systematic** in the level of knowledge that they communicated. This is presented in the following table:

Table 2: Tabulation of 2005 *Kaunlaran* Issues and Respective Primary Levels of Knowledge

LEVEL OF KNOWLEDGE	NUMBER OF ISSUES AS PRIMARY LEVEL OF KNOWLEDGE
Goal-Setting	4
<b>Systematic</b>	<b>6</b>
Pragmatic	1
Automatic	0

Based also on the results of the content analysis, the following tally of the total number of articles per level of knowledge was tabulated. The results are presented in the following table:

**Table 3: Total Number of Articles per Level of Knowledge of *Kaunlaran* in 2005**

LEVEL OF KNOWLEDGE	NUMBER OF ARTICLES
Goal-Setting	32
<b>Systematic</b>	<b>45</b>
Pragmatic	14
Automatic	18

Based on this tally, 45 articles from issues of *Kaunlaran* published in 2005 contained the systematic level of knowledge. Therefore, the systematic level of knowledge was the level of knowledge that was communicated in the most number of article leads for the issues of *Kaunlaran* in 2005. The same method of analysis was used for the issues of *Kaunlaran* for 2006. The tabulation of the results for the content analysis is presented in the next table:

**Table 4: Results of Content Analysis for *Kaunlaran* Issues Released in 2006**

DATE	NUMBER OF ARTICLES	NO. OF GOAL-SETTING LEADS	NO. OF SYSTEMATIC LEADS	NO. OF PRAGMATIC LEADS	NO. OF AUTOMATIC LEADS	PRIMARY LEVEL OF KNOWLEDGE
January 2006	10	2	4	0	2	Systematic
February 2006	16	2	7	4	1	Systematic
March 2006	9	1	3	1	1	Systematic
April 2006	9	1	5	0	2	Systematic
May 2006	8	2	4	1	0	Systematic
June 2006	11	0	7	1	3	Systematic
July 2006	14	4	4	2	2	Goal-Setting/Systematic
August 2006	10	0	6	2	0	Systematic
September 2006	12	4	5	2	0	Systematic
October 2006	13	5	4	1	1	Goal-Setting
November/December 2006	16	3	11	0	0	Systematic

Based on this tally of individual articles, out of 11 issues of *Kaunlaran* published in 2006, 9 issues contained leads that were primarily **systematic**, in terms of the level of knowledge that they communicated. This is reflected in the following table:

Table 5: Tabulation of 2006 *Kaunlaran* Issues and Respective Primary Levels of Knowledge

LEVEL OF KNOWLEDGE	NUMBER OF ISSUES AS PRIMARY LEVEL OF KNOWLEDGE
Goal-Setting	2
<b>Systematic</b>	<b>9</b>
Pragmatic	0
Automatic	0

A tally of individual articles per respective level of knowledge for the leads of the articles written in *Kaunlaran* was also tabulated. The table is shown below:

Table 6: Total Number of Articles Per Level of Knowledge of *Kaunlaran* in 2006

LEVEL OF KNOWLEDGE	NUMBER OF ARTICLES
Goal-Setting	20
<b>Systematic</b>	<b>56</b>
Pragmatic	18
Automatic	12

Based on this tally, **56 articles** from issues of *Kaunlaran* published in 2006 contained **the systematic level of knowledge**. Therefore, **the systematic level of knowledge** was the level of knowledge that was communicated in the most number of article leads for the issues of *Kaunlaran* in 2006.

Based on figures accumulated from 2005-2006, Table 7 presents the tabulation of the total for both years, based on the total cumulative tallies for each year:

Table 7: Total Number of Articles per Level of Knowledge for *Kaunlaran* in 2005-2006

LEVEL OF KNOWLEDGE	NUMBER OF ARTICLES PER LEVEL OF KNOWLEDGE
Goal-Setting	52
<b>Systematic</b>	<b>99</b>
Pragmatic	32
Automatic	30

Based on this content analysis, the primary level of knowledge present in the articles of *Kaunlaran* is the **systematic** level of knowledge. This pertains to knowledge that present problem solving strategies, methodologies, and the solutions to previously expressed concerns of the organization.

The succeeding table pertains to the speech acts that were present in the highlighted lead of each of the articles.

Table 8: Tabulation of Speech Acts Present in Leads of Articles of *Kaunlaran* in 2005

ISSUE DATE	CONSTANTIVE	DIRECTIVE	COMMISSIVE	ACKNOWLEDGEMENT	NO UNIT OF ANALYSIS
January 2005	6	0	0	0	5
February/ March 2005	11	0	1	0	4
April 2005	12	2	0	0	3
May 2005	11	0	0	0	0
June 2005	14	0	0	0	0
July 2005	5	1	0	0	2
August 2005	14	0	0	0	3
September 2005	8	0	0	0	2
October 2005	17	0	0	0	1
November/ December 2005	9	1	0	0	6

Based on this data, the following tabulation was derived. The total number of times that each speech act was enacted by the lead or the highlighted summary of each of the articles of *Kaunlaran* for the year 2005.

Table 9: Tabulation of Speech Acts of Leads of Articles *Kaunlaran* in 2005

SPEECH ACT	TOTAL NUMBER OF ARTICLES CONTAINING SPEECH ACT
Constantive	107
Directive	4
Commissive	1
Acknowledgement	0

In 2005, 107 articles contained leads with **constantive** speech acts. The following table contains a tabulation of the speech acts that were derived per unit of analysis:

Table 10: Tabulation of Speech Acts Present in Leads of Articles of *Kaunlaran* in 2006

ISSUE DATE	CONSTANTIVE	DIRECTIVE	COMMISSIVE	ACKNOWLEDGEMENT	NO UNIT OF ANALYSIS
January 2006	8	0	0	0	2
February 2006	11	3	0	0	2
March 2006	6	0	0	0	3
April 2006	8	0	0	0	1
May 2006	6	2	0	0	0
June 2006	11	0	0	0	0
July 2006	11	1	0	0	2
August 2006	7	1	0	0	2
September 2006	10	1	0	0	1
October 2006	7	4	0	0	2
November/ December 2006	12	1	0	1	2

Based on this data, the following tabulation was derived. The total number of times that each speech act was enacted by the lead or the highlighted summary of each of the articles of *Kaunlaran* for the year 2006.

Table 11: Tabulation of Speech Acts of Leads of Articles *Kaunlaran* in 2006

SPEECH ACT	TOTAL NUMBER OF ARTICLES CONTAINING SPEECH ACT
Constantive	97
Directive	13
Commissive	0
Acknowledgement	1

Overall, 204 articles from issues of *Kaunlaran* published in 2005-2006 contained leads which made use of the **constantive speech act**. Therefore, the speech act that was most prevalent was the **constantive** speech act for the article leads of the issues of *Kaunlaran* in 2005-2006. This speech act is generally declarative by nature, and connotes a need to make ideas and information known formally, officially and state explicit information.

The dominance of the systematic level of knowledge, and the constantive speech act means that most of the knowledge communicated to the readers of *Kaunlaran* is inclined towards the disclosure of key strategies that were implemented by the organization, as well as ways and means of solving existing problems, and meeting the goals set by the San Miguel administration. At the same time, most of the speech acts that were derived from the units of analysis were constantive speech acts. This meant that these speech acts were intended to convey and make specific points of information. The use of this speech act in the leads of the articles concentrated on making explicit and declarative statements explicit to the recipient of the speech act.

## KEY INFORMANT INTERVIEW

In order to corroborate the results of the content analysis, an interview was conducted with Ms. Luan Fuentes, the editor-in-chief of *Kaunlaran*. Ms. Fuentes was provided with a questionnaire that provided the following summary key learning organization techniques and ideas pioneered by Senge:

*The learning organization is one where people "continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together."*  
 – Peter Senge, *The Fifth Discipline*.

*These are its five disciplines:*

- 1) *Systems Thinking* – It is the art of seeing the interrelated nature of the world at large, and how it affects the organization
- 2) *Personal Mastery* – This is seen as the ability to continually understand and realize one's own personal visions, abilities and limitations.
- 3) *Mental Models* – These are intrinsic judgments, assumptions and ideas that determine our individual understanding of the world and how we take action.
- 4) *Building Shared Vision* – This involves the leader translating his own personal 'vision' or desires for the organization into shared vision – into a set of principles and guiding practices
- 5) *Team Learning* – This discipline takes place when a team dialogues, exchanges free-flowing insights, thinks together, and produce results.

When asked which of Peter Senge's five disciplines was essential to the formation and distribution of the newsletter, Ms. Fuentes said that all five of them were evident in the formation, production and distribution of the newsletter. She said, "All the processes above are evident in the formation, production and distribution of *Kaunlaran*. These are seen in the tool's objective: to employ consistent, cost-effective communication tools (not just print, but video and online as well) to motivate employees to support business objectives."

The objectives that Ms. Fuentes stated were the following:

- to provide emphasis for strengths and victories of local businesses related to San Miguel faced with the daunting task of succeeding in the challenge to contribute to a positive working environment within the corporation
- to instill awareness, pride in belonging, and an expressed appreciation for the individuals who are pivotal to meeting business objectives among regional businesses.
- to mitigate geographical and cultural barriers in communication that come as a result of the company's program of continued global expansion.
- to build support for the company's ongoing efforts to restructure the organization through communication programs that foster an environment of sound understanding and acceptance, mitigates any business-related anxiety and strengthens the positive image of the San Miguel Corporation

When asked about specific ways that the San Miguel Corporation shares knowledge and communicates ideas from its management to its members, as well as within their respective levels in the organization, she mentioned the following:

- Corporate communication tools like *Kaunlaran*, *SMC Newsbreak* employee video news, SMC Website, intranet
- Annual events like sales conventions by the different divisions (San Miguel Pure Foods Corporation, Ginebra San Miguel Inc., San Miguel Beer Division, and San Miguel Packaging Products) and businesses; San Miguel Stockholders Meeting; San Miguel Best Practices Forum. Some divisions and business hold their own best practices or technical forum, as well.
- Employee suggestion system where employees are rewarded for their cost-efficient initiatives

- Regular niche discussion groups by environment officers, Quality People (a specialized focus group) and the like
- At the plant level, there is a gathering known as a "*pulong-pulong*" where the managers sit with staff to thresh out concerns. It may take place during flag ceremonies, or it may be done when the plant workers take part in a breakfast activity, depending on the communication council
- Divisions have their respective communication councils and communication tools to cascade information

When asked whether she believed that the San Miguel Corporation was a learning organization, based on the description given by Senge in the questionnaire, Ms. Fuentes expressed her agreement. According to her, SMC is a learning organization because it synergizes the expertise of its people and the technology of its facilities. It learns from its past and exchanges best practices between its businesses and facilities. It transforms the way it does business to remain competitive. This is seen in the communication of the major thrust that has driven the company for 2006 until the present: the *Big Hairy Audacious Goal*.

In January 2006, the San Miguel Corporation announced its Big Hairy Audacious Goal, also known throughout the company as its BHAG: to become a US \$10 billion company by the year 2007. This called for a rate of growth of at least 35% of its total revenue for the next two years, starting in 2006. This goal is still attainable, since SMC has been growing by at least 25% per annum since the BHAG was announced. This is the primary goal of the SMC, dominating corporate vision for the past year until the end of the year 2007. It is a goal that the administration has communicated to the entire organization, through the communication tools stated earlier. This is one major reason why SMC has been aggressively pursuing its international market. That said, Ms. Fuentes reiterated the

need for internal consolidation in the home base of SMC and its operations based in the Philippines. "While internationalization is expected to account for the greater proportion of achieving our BHAG, its success also depends on its continuing stability and success in the domestic market. Why? Because its home market will, for some time still, continue to be the source of funds and our credibility in the wider region." SMC's leadership in the domestic market provides the powerful platform from which to grow its business in the Southeast Asian region. This, according to Ms. Fuentes is going to be SMC's challenge: How will San Miguel be able to manage its growth abroad without neglecting its home market?

"One of the greatest dangers of regional expansion is becoming distracted from domestic affairs," according to Ms. Fuentes. "We are very conscious of that and this is why we have had to vigilantly watch that we don't drop the ball here at home. Now, we are really focused on managing our cost base and raising productivity." This is seen in the expansion of the overall SMC product line-up, particularly in food. The San Miguel Food Group now markets ice cream, liquid milk and powdered milk, powdered coffee, condiments, cooking oil, snack foods, pancake mix and noodles, as well as snack foods such as E-Aji Chip N' Dip. Even the San Miguel Packaging Products company, according to Ms. Fuentes, is also churning out new branded, value-added packaging products like EnviroTuff insulation or Primera woven protective shields and surgical gowns.

That said, Ms. Fuentes reiterates that is not just about the BHAG or the bottom line. To the management, it is still about the people who work together to make San Miguel. "Behind those products and brands, those new facilities and those acquisitions are the people who make them possible."

When asked to describe the communication climate present at the San Miguel Corporation, she said that communication was a core function of the operations of the

company. Hence, the environment allowed open communication to be present in its entire structure. For the manufacturing component, San Miguel's various business divisions (San Miguel Pure Foods Corporation, San Miguel Beer Division, San Miguel Packaging Products, Ginebra San Miguel, Inc.) have their respective Communication Councils, communication programs (i.e. best practices forum-types to "pulong-pulong" types), and publications (from newsletter to wall news and even video news).

At the managerial or corporate level, the communication climate was made more open because of the wide array of communication tools at the disposal of the Corporate Affairs Office. Apart from the *Kanlaran* internal publication, the CAO also produced the *SMC Newsbreak* employee news video (shown at the canteen during lunch and on heavy rotation during the rest of the day), the SMC website, and the intranet.

In order to ensure an environment that encourages and propagates purposive communication, the CAO also manages Editorial Services, a group devoted to internal communication. Editorial Services runs a Communication Training program that holds publication and news video preparation seminars upon the request of the different Communication Councils from San Miguel's facilities nationwide. Beyond continuous skills-building, the training ensures that the content of the facilities' communication tools are aligned with corporate objectives.

Based on Ms. Fuentes' presentation, the general job description of a Communication Officer in San Miguel Corporation Editorial Services are:

- To initiate the planning, development and implementation of communication tools that provide support for business objectives, as well as provide a system of monitoring that ensures their success

- To immediately address concern and needs of communication systems within specified Corporate Service Units

4. This is the expanded and specific description of the Communication Officer's duties:

1. Planning, development, production, and monitoring of specific corporate communication tools

a. Develop strategy for tools on an annual basis to support business objectives/address identified challenges

b. Plan and generate required editorial material, develop editorial treatment to produce needed results

c. Supervise pre-press and production to distribute *Kaunlaran* on time, as specified in the annual communication strategy

d. Network with SMC Communication teams to ensure relevance and timeliness of editorial content

e. Update distribution on a regular basis

f. monitor readership/relevance through credible measurement tools to ensure effectiveness

2. Develop and implement communication plans to address major corporate restructuring efforts

3. Plan, develop, produce communication tools to answer identified communication needs in Corporate Service Units (CSUs) assigned

-in consultation with internal client, analyze communication requirements and needs, identify problems, provide communication advice and consultation, develop logical communication solutions to problems

-produce cost-effective, creative, effective communication tools as required

- plan and execute special events and special projects with regard to objectives, theme and expected result
- 4. Produce special audio-visual and print communication material to support corporate business objectives (AVPs, brochures, etc) and major corporate initiatives
- 5. Provide continuing consultancy and professional development to SMC Communication teams to upgrade the quality of division/unit communication tools through the Communication Training program
- 6. Perform general writing and editorial services
- 7. Act as custodian of prints/slides/negatives/videos/equipment owned by Editorial Services
- 8. Manage administrative budgets of Editorial Services, ensuring that actual expenses fall within approved budget

The duties of the Editorial Services office ensure that an environment of direct and open communication is present in the Corporate Affairs Office, as well as throughout the entire structure of the San Miguel Corporation.

## **SYNTHESIS OF CONTENT ANALYSIS & KEY INFORMANT INTERVIEW**

In comparison with the results of the content analysis, the openness of the management in communicating its plans to improve on company performance and the explicit disclosure of knowledge coincide with the dominance of the systematic level of knowledge and the constative speech act. These were concrete points that supported the commitment of *Kaunlaran* of direct information dissemination and acquiring support for management initiatives. Details of the BHAG were extensively laid out with the use of

*Kaunlaran*, as well as other key projects, plans and activities that were accomplished to promote the continued progress of the San Miguel Corporation.

Prioritization of key goals of the SMC administration was also key in determining the content of *Kaunlaran*. The Big Hairy Audacious Goal was announced in the January 2006 issue of *Kaunlaran*. Afterwards, the number of articles whose leads contained systematic levels of knowledge increased dramatically. This was corroborated by the fact that Ms. Fuentes earlier mentioned about the need to provide international operations with a more comprehensive idea of how the strategies were being implemented in of operations that were based in the Philippines. At the same time, the content analysis results reflected what Ms. Fuentes claimed were key goals of *Kaunlaran*: relaying messages relevant to SMC personnel both in the country and abroad, promoting the people, products and services of the San Miguel Corporation, and consolidating a sense of openness among the entire organization.

The results of the content analysis also reflected the tangible and intangible results that were determined by the Corporate Affairs Office at the end of the year 2006. These were determined through the annual survey conducted by the Corporate Affairs Office in order to improve on the performance of *Kaunlaran*:

- 1) Providing information of SMC's brands, businesses and services, as well as its values and vision reinforced the need for further integration and single-mindedness of the entire San Miguel Corporation.

- 2) *Kaunlaran* also provided key support for communication programs which were aligned with the institutional, sales and marketing thrusts of each division and operations base. It also provided key contributions to corporate and brand image-

building programs by announcing key organizational changes, and providing publicity for new products, and management initiatives.

3) *Kaumlaran* instilled a sense of pride among the workforce, through improving the morale of the organization, as well as indirectly contributing to improved business performance, by communicating stories of individual and collective achievements.

The circulation of 14,500 copies led to consolidation of stakeholder support, generating internal and external goodwill, and active interest in new market segments both in the country and overseas.

### COMMUNICATION CLIMATE SURVEY RESULTS

For this particular study, 20 employees from the Corporate Affairs Office answered the Peterson and Pace Communication Climate Inventory. The Peterson and Pace Communication Climate Inventory is a list of 12 questions that pertain to six distinctive communication effects, which determine the communication climate of an organization. These are **Trust, Participative Decision Making, Supportiveness, Openness in Downward Communication, Listening in Upward Communication, and Concern for High Performance Goals**. These are the results are ranked from highest to lowest, based on the scores they garnered per totalled calculation:

Table 12: Results of Peterson and Pace Communication Climate Inventory of San Miguel Corporation – Corporate Affairs Office

COMMUNICATION EFFECT	SCORE
Organization Composite Climate Score	3.029
Composite Concern for High Performance Goals Score	3.525
Composite Openness in Downward Communication Score	3.325
Composite Trust Climate Score	3.3
Composite Listening in Upward Communication Score	3.175
Composite Participative Decision Making Score	2.925
Composite Supportiveness Climate Score	2.675

The lower the numerical score, the less the respondent believes that the statement per question is reflective of the communication climate present in their organization. Conversely, the higher the numerical score, the more that the respondent acknowledges the truth of the condition presented in the question. A score of 5 would indicate the perceived absolute presence of the particular communication effect being evident in the climate of the organization, while a score of 1 would indicate the perceived absolute absence of said communication effect. The **Organization Composite Climate Score** was 3.029. This indicated a perceived satisfactory communication climate, since the cumulative impression of the respondents indicated that more often than not, the six communication effects were present in the organization.

Based on the results of the inventory, the employees of the San Miguel Corporate Affairs Office believe that the office is focused on **Concern for High Performance Goals, Openness in Downward Communication, Trust and Listening in Upward Communication**. This analysis was based on the fact that they scored higher than the Organization Composite Climate Score, which was the average of all the totalled Individual Composite Climate Scores. This indicated that these four effects were recognized by the respondents as generally indicative of the communication climate present in their office.

## COMMUNICATION CLIMATE ANALYSIS

In order to provide context for the results, an interview via E-mail was conducted with Ms. Kin Lichauco, Internal Communications Manager of the San Miguel Corporate Affairs Office.

Ms. Lichauco mentioned that a term used in the San Miguel Corporation was the word 'cascade'. It is a buzzword that, she believes, is not used elsewhere and reflects

something unique to the San Miguel Corporation. According to Ms. Lichauco, "To cascade means to allow information to stream downward, and that is a very deliberate mechanism that we use." She has a personal insight into the use of the image of 'cascading' information. "The metaphor itself, I guess, suggests water, but I tend to see creeping ivy. Like ivy, the message being cascaded takes root and has traction."

That said, Ms. Lichauco was aware that cascading information takes time. This was why she was pleasantly surprised about the Openness in Downward Communication Score. The fact that the respondents recognized an environment that fostered openness in downward communication is a manifestation that they recognize that openness is something that they actively aim to achieve, both in the Corporate Affairs Office and in the context of the entire San Miguel Corporation.

That said, Ms. Lichauco conceded that the environment of constant communication and openness is ideal. For instance, she felt that the Organizational Composite Climate Score was relatively low, based on the criteria given for quantifying the score. Generally, she said that she and her boss do enjoy open upward and downward communication, but she is unsure whether that is indicative of all subordinate-superior relationships present in San Miguel. She believes that San Miguel does not have the same candor and openness present in other multinational companies, such as Intel. As a whole, there is a tendency to be hierarchical in terms of communicating with their superiors, as well as a consciousness of authority and rank, which she believes is hardly conducive to openness. At the same time, Ms. Lichauco acknowledged her surprise at the high Composite Trust Climate Score, since the concept of trust was one that the office did not consciously promote among its members.

Still, as the name of their newsletter suggests, Ms. Lichauco said that they still have a lot to learn in terms of listening in upward communication. They have the mechanism for cascading information down pat, but the upward communication that requires some improvement. This is reflected by the fact that Composite Openness in Downward Communication Score was higher than the Composite Listening in Upward Communication Score.

Just as she was surprised at the high score received by other communication effects, Ms. Lichauco also expressed some surprise at low Composite Participative Decision Making Score. "In CAO, I think we work very hard at arriving at a consensus. I've really appreciated the way our boss tries to consult us, so...I'm surprised that was rated low." At this point, Ms. Lichauco raised the possibility of context and interpretation in terms of how the question was understood by the members of her division. "In terms of decision making, I guess it would depend on what level and which part of the organization you are looking at... Perhaps the respondents were looking at it from a macro San Miguel Group level, where decisions are relegated to the President and COO."

Ms. Lichauco indicated the importance of the communication tools, specifically *Kaunlaran*, in maintaining the communication climate of the San Miguel Corporation. "When there is something worth reporting or discussing, memos are issued, stories are carried on *Kaunlaran* or the SMC Newsbreak, and speeches reflect the same topic." Based on her observation, the cascade goes downward and sideways, indicating that key information is shared from the management to the rest of the organization, with key catalysts serving as a means for communicating knowledge and ideas. Due to the high Composite Concern for High Performance Goals and Composite Openness in Downward Communication Scores, this process of cascading information from the administration to

the rest of the organization is seen as fundamental to the communication of knowledge, ideas and insights within the San Miguel Corporation. These results, as well as the dominance of systematic levels of knowledge present in the leads of the articles of *Kaunlaran*, are key methods that reflect the practices of an organization that aims for constant information sharing, open communication and continued progress for years to come.

communicated by management through the articles featured in *Kaunlaran* (2) determine what level of knowledge, according to Karl Weig's paradigm for knowledge in the organization, is most prevalent in the leads of articles of *Kaunlaran*; (3) determine the dominant speech acts used in the leads of the articles which may express a specific type of knowledge; and (4) identify the state of the organizational climate of the Corporate Affairs Office of San Miguel Corporation, which enables it to accumulate and share internal knowledge, while gathering and incorporating useful information.

The descriptive research was undertaken to provide concrete bases for recognizing the potency of a communication vehicle in the creation of an organization whose primary goal is to learn continuously and acquire new technology and stable understanding as to how the communication of knowledge, information and skills in organization to discern how it will achieve this development through providing their internal and external stakeholders with the necessary knowledge. To achieve these objectives, three methods were undertaken: a content analysis of the leads of the articles of *Kaunlaran* from January 2005-December 2006, key informant interviews with the editor-in-chief of *Kaunlaran* and the Internal Communication Manager of the San Miguel Corporation, and a communication climate survey using Perreault and Proulx Communication Climate Questionnaire for the employees of the Corporate Affairs Office.

## CHAPTER 5

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study aimed to identifying the dominant learning organization themes and methods that were communicated by the San Miguel Corporation through its corporate newsletter *Kaunlaran*. Specifically, the study aimed to: (1) identify the strategic objectives that were communicated by management through the articles featured in *Kaunlaran*; (2) determine what level of knowledge, according to Karl Wiig's paradigm for knowledge in the organization, is most prevalent in the leads of articles of *Kaunlaran*; (3) determine the dominant speech acts used in the leads of the articles which may express a specific type of knowledge; and (4) identify the state of the organizational climate of the Corporate Affairs Office of San Miguel Corporation, which enables it to accumulate and share internal knowledge, while gathering and integrating external information.

The descriptive research has two objectives: to provide concrete bases for recognizing the potency of a communication tool, in the context of an organization whose primary goal is to learn continuously and acquire new information, and enable understanding as to how the communication of existing information will guide an organization to discern how it will achieve this development, through providing their internal and external stakeholders with the necessary knowledge. To attain these objectives, three methods were undertaken: a content analysis of the leads of all the articles of *Kaunlaran* from January 2005-December 2006, key informant interviews with the editor-in-chief of *Kaunlaran* and the Internal Communication Manager of the San Miguel Corporation, and a communication climate survey using Peterson and Pace's Communication Climate Inventory for the employees of the Corporate Affairs Office.

## SUMMARY OF QUANTITATIVE DATA AND DISCUSSION

**Dominant Learning Organization Ideas and Concepts.** Based on the results of the content analysis and the key informant interviews, the **systematic level of knowledge** was the most dominant, as expressed by the leads of the articles. This level of knowledge is concerned with communicating key management initiatives, problem-solving methods and the solutions to previously expressed concerns of the organization. This is complemented by the fact that the most dominant speech act was the **constative speech act**, which aims to express an idea and make it explicit to the recipient of the speech act. Ms. Luan Fuentes, the editor-in-chief of *Kaunlaran*, affirmed the fact that the aim of the San Miguel administration, with the use of *Kaunlaran* was to inform the entire San Miguel organization of to motivate employees to support business objectives, and to inform internal and external stakeholders of how the San Miguel Corporation continues to develop new products and meet its goals. The administration and the Corporate Affairs Office aim to provide an environment of San Miguel that would allow its members to realize that they were all part of one big family, determined to work for the continued progress of the company and the nation.

According to Ms. Fuentes, all five disciplines that Peter Senge mentioned in his discourse about the learning organization- namely systems thinking, personal mastery, mental models, building shared vision and team learning – were all essential to fulfilling the mission of *Kaunlaran*, and the San Miguel Corporation, as well.

**Communication Climate of the SMC – Corporate Affairs Office.** Based on the result of the Peterson and Pace Communication Climate Survey, the following communication effects are evident in the environment of the SMC – Corporate Affairs Office: **Concern for High Performance Goals, Openness in Downward**

**Communication, Trust and Listening in Upward Communication.** These communication effects were reinforced by a system of 'cascading' information, from management to the rest of the organization. To cascade information is to ensure that key ideas and insights are communicated efficiently and effectively from the administration to the rest of the San Miguel Corporation. This is done using communication tools, such as *Kaunlaran*.

## CONCLUSIONS

Based on the results of the content analysis, the interviews and the survey, it can be concluded that:

1. All of the five key disciplines mentioned by Peter Senge are utilized and communicated by the San Miguel Corporation with the use of its corporate newsletter *Kaunlaran*.

*Systems thinking* is practiced through the management's communication of its goals, strategies and accomplishments to the rest of the organization, so that its members may become aware of the role of the San Miguel Corporation within the context of the local and international market.

*Personal mastery* is manifested in the revelation of individual experiences by both management and employees through the articles of *Kaunlaran*.

*Mental models* and *building shared vision* are developed through communication with the members, the use of communication councils and disclosure of goals and ideals in *Kaunlaran*, such as the Big Hairy Audacious Goal (BHAG) and the use of *Kaunlaran* as a means of gathering support for management initiatives and supporting open communication.

*Team learning* is manifested through the use of explicit knowledge that is shared in each division and office, with the use of *Kaunlaran*, their respective communication councils,

coordination with the Editorial Services office, and other ways of learning new ideas and sharing goals together, as one big San Miguel family.

2. The strategic objectives of management that are communicated through *Kaunlaran* include the communication and strengthening of support for fiscal and company goals, such as the BHAG of becoming a \$10 billion company by December 2007, and the consolidation of the employees for continued growth and progress of the San Miguel Corporation.

3. The systematic level of knowledge is the most dominant level communicated by the management. This level of knowledge is concerned with revealing how problems are solved and goals are met. This level of knowledge is communicated the most often in order to foster a constant sense of problem-solving and organizational performance among the members of the San Miguel Corporation, encourage organizational support and boost the company's performance.

4. The constative speech act is the most dominant speech act featured in the leads of the articles of *Kaunlaran*. This speech act is key to making knowledge explicit to the recipient of the speech act, thus resulting in communicating information that is vital to the organization's development.

5. The organizational climate of the Corporate Affairs Office is one that encourages an organizational concern for meeting high performance goals, open communication from the administration to the employees, trust and the openness of the management to insights from employees, through open communication and listening. This is harnessed through communication tools, such as the corporate newsletter *Kaunlaran*, and cascading information for the continued growth and development of the San Miguel Corporation.

## RECOMMENDATIONS

Based on the results and findings of the study, the following recommendations were made.

### For further studies:

1. **Develop a method of content analysis that would factor in recent events in the company's history with the publication of communication tools, its layout and the general distribution of the newsletter.** This could be reflected in the contents of the articles, its mission-vision and how its intended readers are affected by said events.
2. **Conduct a study on the effects of a corporate newsletter to individuals who are not members of the corporation where said newsletter is published.** This would serve as an interesting way of determining how potential customers or clients of a corporation would be engaged to support the company, based on the newsletter alone.

### For other corporations or organizations:

1. **Explore the possibility of making a corporate newsletter more than a glorified brochure for any private corporation.** A corporate newsletter can serve as an active catalyst for communicating key information to members of an organization, especially one as expansive, ambitious and successful as the San Miguel Corporation. These corporate newsletters must be made engaging in terms of content, layout and must be managed efficiently to ensure distribution throughout the organization.
2. **Conduct research on new methods of revolutionizing how the potential of communication tools can be maximized to meet organizational goals.** These tools may be tangible, such as publications, websites or newsletters. They may also be intangible,

such as methods of information dissemination, meetings and other avenues of similar communication. The challenge is making these communication tools active, engaging and lively, no matter what their form or medium may be.

**For the San Miguel Corporation:**

1. **Conduct a communication climate audit for the entire San Miguel Corporation.** Due to time constraints, a communication climate audit using the Peterson and Pace Inventory for all divisions, branches and bases of operation of the San Miguel Corporation was impossible to accomplish. This would serve as an excellent barometer for determining how to further improve on the existing environment of sharing ideas and goals within a corporation.
2. **Find ways to develop supportiveness and participative decision making within the San Miguel Corporation Corporate Affairs Office.** These two communication effects received the lowest composite scores, based on the communication climate survey that was conducted. A low score for the supportiveness effect may indicate a perception of a rather weakened level of candor and sincerity within the office. A low participative decision making score may indicate that the employees do not actively participate in the formation of strategies to be implemented by the Corporate Affairs Office. This may be indicative of the perceptions of the employees, despite higher scores in downward and upward communication. This may mean that even if they are open to suggest and give their input about said decisions or strategies, they are not involved in the integral process of assessing and offering insights prior to the final decisions. They may do this by improving on their communication tools, such as *Kaunlaran*, or providing more opportunities to engage the staff in the decision making process.

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## PERCENTAGE OF KNOWLEDGE COMPONENTS IN APPENDIX

% Goal Setting = 2 (100% of total)

% Systematic = 7 (100% of total)

% Pragmatic = 1 (100% of total)

% Automatic = 1 (100% of total)

% No Level of Knowledge (Unsubstantiated) = 2 (100% of total)

## PRIMARY LEVEL OF KNOWLEDGE CAPABILITY

## APPENDIX A

## KAUNLARAN CONTENT ANALYSIS TABULATION SHEET

DATE AND YEAR OF PUBLICATION:

VOLUME AND ISSUE NO:

TOTAL NUMBER OF ARTICLES:

## LEVEL of KNOWLEDGE

S  
P  
E  
E  
C  
H  
  
A  
C  
T  
S

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive					
Directive					
Commissive					
Acknowledge ment					

PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:

\_\_\_\_ % Goal Setting = \_\_\_\_ / \_\_\_\_ (total number of articles)

\_\_\_\_ % Systematic = \_\_\_\_ / \_\_\_\_ (total number of articles)

\_\_\_\_ % Pragmatic = \_\_\_\_ / \_\_\_\_ (total number of articles)

\_\_\_\_ % Automatic = \_\_\_\_ / \_\_\_\_ (total number of articles)

\_\_\_\_ % No Level of Knowledge Communicated = \_\_\_\_ / \_\_\_\_ (total number of articles)

PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: \_\_\_\_\_

## APPENDIX B

### QUESTIONNAIRE FOR SAN MIGUEL CORPORATION CORPORATE AFFAIRS OFFICE

*The learning organization is one where people "continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." – Peter Senge, The Fifth Discipline.*

*These are its five disciplines:*

- 1) *Systems Thinking* – It is the art of seeing the interrelated nature of the world at large, and how it affects the organization
- 2) *Personal Mastery* – This is seen as the ability to continually understand and realize one's own personal visions, abilities and limitations.
- 3) *Mental Models* – These are intrinsic judgments, assumptions and ideas that determine our individual understanding of the world and how we take action.
- 4) *Building Shared Vision* – This involves the leader translating his own personal 'vision' or desires for the organization into shared vision – into a set of principles and guiding practices
- 5) *Team Learning* – This discipline takes place when a team dialogues, exchanges free-flowing insights, thinks together, and produce results.

**1) What have been the organizational goals of SMC for the past two fiscal years (2005 & 2006)?**

**2) What are some ways that SMC shares knowledge or communicates ideas from its management to its members, and among them?**

**3) Based on Senge's definition of a learning organization above, do you believe that the San Miguel Corporation is an example of a learning organization? If so, which particular discipline or disciplines do you believe have been instrumental in becoming so?**

**4) How would you describe the environment of communication in San Miguel Corporation?**

## APPENDIX C

### COMMUNICATION CLIMATE QUESTIONNAIRE

Greetings! I am Simoun Salinas, and I am a 4<sup>th</sup> year student of the BA Organizational Communication program of UP Manila. Currently, I am completing my undergraduate thesis entitled **The Corporate Newsletter and the Fifth Discipline**, about the role that the corporate newsletter plays in organizational learning and knowledge distribution. It is also a study on the communication climate of your office, since it is the catalyst for determining the environment of communication from the administration to the rest of the San Miguel Corporation.

With that, please complete this survey on the communication climate present in your office. Rest assured that all information will be used strictly for academic purposes, and that the highest amount of discretion will be used in discussing your participation.

Please respond to all questions as honestly and frankly as you possibly can.

In *no* way will your identity be associated with your response nor will your responses be used in such a manner as to jeopardize you or your job. Unless the wording of a particular item specifically indicates otherwise, respond in terms of your own impressions of the entire organization in which you work.

Indicate your response to each item by *circling just one of the five numbers*. PLEASE DO NOT OMIT ANY ITEM! Use the following code to interpret the meaning of the numerical symbols:

5 – Circle this number if, in your honest judgment, the item is a true description of conditions in the organization.

4 – Circle if the item is more true than false as a description of conditions in the organization.

3 – Circle if the item is about half true and half false as a description of conditions in the organization.

2 – Circle if the item is more false than true as a description of conditions in the organization.

1 – Circle if the item is a false description of conditions in the organization.

Your responses should reflect your own judgments, not those of other people. There are no right or wrong answers. Please answer all questions in terms of your impressions concerning your own organization.

1. Personnel at all levels in the organization demonstrate a commitment to high performance goals (high production, high quality, low cost).

5 4 3 2 1

2. Superiors seem to have a great deal of confidence and trust in their subordinates.

5 4 3 2 1

3. Personnel at all levels in the organization are communicated to and consulted with concerning organizational policy relevant to their positions.

5 4 3 2 1

4. Subordinates seem to have a great deal of confidence and trust in their superiors.

5 4 3 2 1

5. Information received from subordinates is perceived by superiors as important enough to be acted upon until demonstrated otherwise.

5 4 3 2 1

6. All personnel receive information that enhances their abilities to coordinate their work with that of other personnel or departments, and that deals broadly with the company, its organization, leaders and plans.

5 4 3 2 1

7. A general atmosphere of candor and frankness seems to pervade relationships between personnel through all levels of the organization.

5 4 3 2 1

8. There are avenues of the communication available for all personnel to consult with management levels above their own in decision-making and goal-setting processes.

5 4 3 2 1

9. All personnel are able to say "what's on their minds" regardless of whether they are talking to subordinates or superiors.

5 4 3 2 1

10. Except for necessary security information, all personnel have relatively easy access to information that relates directly to their immediate jobs.

5 4 3 2 1

11. A high concern for the well-being of all personnel is as important to management as high performance goals.

TOTAL NUMBER OF ARTICLES

5 4 3 2 1

12. Superiors at all levels in the organization listen continuously and with open minds to suggestions or reports of problems made by personnel at all subordinate levels in the organization.

5 4 3 2 1

Thank you!

PERCENTAGE OF KNOWLEDGE DEVELOPMENT IN ALL ARTICLES

27 % Goal Setting = 100 - 73 (Total number of articles)

18 % Systematic = 100 - 82 (Total number of articles)

9 % Pragmatic = 100 - 91 (Total number of articles)

9 % Automatic = 100 - 91 (Total number of articles)

45 % No Level of Knowledge Development = 100 - 55 (Total number of articles)

PRIMARY LEVEL OF KNOWLEDGE DEVELOPMENT

APPENDIX D  
CONTENT ANALYSIS TABULATION SHEET  
DATE AND YEAR OF PUBLICATION: January 2005  
VOLUME AND ISSUE NO: Volume 38, No. 1

TOTAL NUMBER OF ARTICLES: 11

S  
P  
E  
E  
C  
H  
  
A  
C  
T  
S

LEVEL of KNOWLEDGE					
	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	III	II		I	IIII
Directive					
Commissive					
Acknowledge ment					

PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:

27 % Goal Setting = 3 / 11 (total number of articles)

18 % Systematic = 2 / 11 (total number of articles)

0 % Pragmatic = 0 / 11 (total number of articles)

9 % Automatic = 1 / 11 (total number of articles)

45 % No Level of Knowledge/Speech Act Communicated = 5 / 11 (total number of articles)

PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Goal Setting

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION:** February/March 2005  
**VOLUME AND ISSUE NO:** 38 No. 2

**TOTAL NUMBER OF ARTICLES:** 16

S P E E C H  A C T S	LEVEL of KNOWLEDGE					
	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis	
	Constantive					
	Directive					
	Commissive		I			
	Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

38 % Goal Setting = 6 / 16 (total number of articles)

19 % Systematic = 3 / 16 (total number of articles)

0 % Pragmatic = 0 / 16 (total number of articles)

19 % Automatic = 3 / 16 (total number of articles)

25% No Level of Knowledge/Speech Act Communicated = 4 / 16 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Goal Setting

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** April 2005**VOLUME AND ISSUE NO:** Volume 38, No. 3**TOTAL NUMBER OF ARTICLES:** 17**LEVEL of KNOWLEDGE**S  
P  
E  
E  
C  
H  
  
A  
C  
T  
S

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive					
Directive					
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

18 % Goal Setting = 3 / 17 (total number of articles)

35 % Systematic = 6 / 17 (total number of articles)

5 % Pragmatic = 1 / 17 (total number of articles)

24 % Automatic = 4 / 17 (total number of articles)

18 % No Level of Knowledge/Speech Act Communicated = 3/17 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Systematic

**KAGNALARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION: May 2005**  
**VOLUME AND ISSUE NO:**

**TOTAL NUMBER OF ARTICLES: 11**

LEVEL of KNOWLEDGE					
	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
S P E E C H  A C T S	Constantive Constantive	 			
	Directive Directive				
	Commissive Commissive				
	Acknowledge ment Acknowledge ment				

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

**37 % Goal Setting = 4 / 11 (total number of articles)**

**54 % Systematic = 6 / 11 (total number of articles)**

**0 % Pragmatic = 0 / 11 (total number of articles)**

**9% Automatic = 1 / 11 (total number of articles)**

**0 % No Level of Knowledge/Speech Act Communicated = 0/ 11 (total number of articles)**

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** June 2005**VOLUME AND ISSUE NO:** Volume 38, No. 5**TOTAL NUMBER OF ARTICLES:** 14**LEVEL of KNOWLEDGE**

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
<b>Constantive</b>					
<b>Directive</b>					
<b>Commissive</b>					
<b>Acknowledge ment</b>					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

29 % Goal Setting = 4 / 14 (total number of articles)

29 % Systematic = 4 / 14 (total number of articles)

36 % Pragmatic = 5 / 14 (total number of articles)

6 % Automatic = 1 / 14 (total number of articles)

0 % No Level of Knowledge/Speech Act Communicated = \_\_\_\_\_ / \_\_\_\_\_ (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Pragmatic

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** July 2005**VOLUME AND ISSUE NO:** Volume 38, No. 6**TOTAL NUMBER OF ARTICLES:** 8**LEVEL of KNOWLEDGE**S  
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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	III	I		I	II
Directive			I		
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

37 % Goal Setting = 3 / 8 (total number of articles)

13 % Systematic = 1 / 8 (total number of articles)

13 % Pragmatic = 1 / 8 (total number of articles)

13 % Automatic = 1 / 8 (total number of articles)

25 % No Level of Knowledge/Speech Act Communicated = 2 / 8 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Goal Setting

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION: August 2005**  
**VOLUME AND ISSUE NO: Volume 38 No. 7**

**TOTAL NUMBER OF ARTICLES: 17**

S P E E C H  A C T S	LEVEL of KNOWLEDGE				
	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
	Constantive	II		II	II
	Directive				
	Commissive				
	Acknowledge ment				

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

12% Goal Setting = 2 / 17 (total number of articles)

47 % Systematic = 8 / 17 (total number of articles)

12 % Pragmatic = 2 / 17 (total number of articles)

12 % Automatic = 2 / 17 (total number of articles)

17 % No Level of Knowledge/Speech Act Communicated = 3 / 17 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** September 2005**VOLUME AND ISSUE NO:** Volume 38 No. 8**TOTAL NUMBER OF ARTICLES:** 10**LEVEL of KNOWLEDGE**S  
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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	III	III	I	I	II
Directive					
Commissive					
Acknowledgement					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

30 % Goal Setting = 3 / 10 (total number of articles)

30 % Systematic = 3 / 10 (total number of articles)

10% Pragmatic = 1 / 10 (total number of articles)

10 % Automatic = 1 / 10 (total number of articles)

20 % No Level of Knowledge/Speech Act Communicated = 2/ 10 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Goal-Setting/Systematic

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION:** October 2005  
**VOLUME AND ISSUE NO:** Volume 38 No. 9

**TOTAL NUMBER OF ARTICLES:** 18

**LEVEL of KNOWLEDGE**

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
<b>S</b>	<b>Constantive</b>				
<b>P</b>	<b>Directive</b>				
<b>E</b>	<b>Commissive</b>				
<b>C</b>	<b>Acknowledge</b>				
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<b>S</b>					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

11 % Goal Setting = 2 / 18 (total number of articles)

44 % Systematic = 8 / 18 (total number of articles)

11 % Pragmatic = 2 / 18 (total number of articles)

27 % Automatic = 5 / 18 (total number of articles)

5 % No Level of Knowledge/Speech Act Communicated = 1/ 18 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Systematic

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION: November/December 2005**  
**VOLUME AND ISSUE NO: Volume 38 No. 10**

**TOTAL NUMBER OF ARTICLES: 16**

**LEVEL of KNOWLEDGE**

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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	II	III	I	III	IIIIII
Directive		I			
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

13 % Goal Setting = 2 / 16 (total number of articles)

40 % Systematic = 4 / 10 (total number of articles)

25 % Systematic = 4 / 16 (total number of articles)

0% Pragmatic = 0 / 16 (total number of articles)

7% Pragmatic = 1 / 16 (total number of articles)

20 % Automatic = 3 / 16 (total number of articles)

19 % Automatic = 3 / 16 (total number of articles)

20 % No Level of Knowledge/Speech Act Communicated = 3 / 16 (total number of articles)

36 % No Level of Knowledge/Speech Act Communicated = 6 / 16 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION:** January 2006  
**VOLUME AND ISSUE NO:** Volume 39, No. 1

**TOTAL NUMBER OF ARTICLES:** 10

**LEVEL of KNOWLEDGE**

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
S P E E C H  A C T S	Constantive	IIII		II	II
	Directive				
	Commissive				
	Acknowledge ment				

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

20 % Goal Setting = 2 / 10 (total number of articles)

40 % Systematic = 4 / 10 (total number of articles)

0% Pragmatic = 0 / 10 (total number of articles)

20 % Automatic = 2 / 10 (total number of articles)

20 % No Level of Knowledge/Speech Act Communicated = 2 / 10 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Systematic

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** February 2006**VOLUME AND ISSUE NO:** Volume 39, No. 2**TOTAL NUMBER OF ARTICLES:** 16**LEVEL of KNOWLEDGE**

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
S P E E C H  A C T S	Constantive		I	I	II
	Directive		III		
	Commissive				
	Acknowledge ment				

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

13 % Goal Setting = 2 / 16 (total number of articles)

44 % Systematic = 7 / 16 (total number of articles)

25 % Pragmatic = 4 / 16 (total number of articles)

6% Automatic = 1 / 16 (total number of articles)

13 % No Level of Knowledge/Speech Act Communicated = 2 / 16 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Systematic

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION: March 2006****VOLUME AND ISSUE NO: Volume 39, No. 3****TOTAL NUMBER OF ARTICLES: 9****LEVEL of KNOWLEDGE**

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
S P E E C H  A C T S	Constantive	I	III	I	III
	Directive				
	Commissive				
	Acknowledge ment				

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:****11 % Goal Setting = 1 / 9 (total number of articles)****33 % Systematic = 3 / 9 (total number of articles)****11 % Pragmatic = 1 / 9 (total number of articles)****11 % Automatic = 1 / 9 (total number of articles)****33 % No Level of Knowledge/Speech Act Communicated = 3 / 9 (total number of articles)****PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION: April 2006****VOLUME AND ISSUE NO: Volume 39, No. 4****TOTAL NUMBER OF ARTICLES: 9****LEVEL of KNOWLEDGE**

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
S P E E C H  A C T S	Constantive	I	IIII	II	I
	Directive				
	Commissive				
	Acknowledge ment				

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

11 % Goal Setting = 1 / 9 (total number of articles)

56% Systematic = 5 / 9 (total number of articles)

0 % Pragmatic = 0 / 10 (total number of articles)

22 % Automatic = 2 / 9 (total number of articles)

11 % No Level of Knowledge/Speech Act Communicated = 1 / 9 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION: May 2006****VOLUME AND ISSUE NO: Volume 39, No. 5****TOTAL NUMBER OF ARTICLES: 8****LEVEL of KNOWLEDGE**S  
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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	I				
Directive	I		I		
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

25% Goal Setting = 2 / 8 (total number of articles)

62.5% Systematic = 4 / 8 (total number of articles)

12.5% Pragmatic = 1 / 8 (total number of articles)

0 % Automatic = 0 / 8 (total number of articles)

0% No Level of Knowledge/Speech Act Communicated = 1/8 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

**KAUNTLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** June 2006**VOLUME AND ISSUE NO:** Volume 39, No. 6**TOTAL NUMBER OF ARTICLES:** 11**LEVEL of KNOWLEDGE**S  
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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive			I		
Directive					
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

0 % Goal Setting = 0 / 10 (total number of articles)

64 % Systematic = 7 / 11 (total number of articles)

6 % Pragmatic = 1 / 11 (total number of articles)

27 % Automatic = 3 / 11 (total number of articles)

\_\_\_\_ % No Level of Knowledge/Speech Act Communicated = \_\_\_\_ / \_\_\_\_ (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Systematic

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**

DATE AND YEAR OF PUBLICATION: July 2006

VOLUME AND ISSUE NO: Volume 39, No. 7

TOTAL NUMBER OF ARTICLES: 14

**LEVEL of KNOWLEDGE**S  
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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	IIII	IIII	II	I	II
Directive				I	
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

28.5 % Goal Setting = 4 / 14 (total number of articles)

28.5 % Systematic = 4 / 14 (total number of articles)

14.2 % Pragmatic = 2 / 14 (total number of articles)

14.2 % Automatic = 2 / 14 (total number of articles)

14.2 % No Level of Knowledge/Speech Act Communicated = 2 / 14 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Goal-Setting/Systematic**

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION: August 2006**  
**VOLUME AND ISSUE NO: Volume 39, No. 8**

**TOTAL NUMBER OF ARTICLES: 10**

**LEVEL of KNOWLEDGE**

	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
S P E E C H  A C T S	Constantive		I		II
	Directive		I		
	Commissive				
	Acknowledge ment				

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

0 % Goal Setting = 0 / 10 (total number of articles)

60 % Systematic = 6 / 10 (total number of articles)

20 % Pragmatic = 2 / 10 (total number of articles)

0% Automatic = 0 / 10 (total number of articles)

20 % No Level of Knowledge/Speech Act Communicated = 2 / 10 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** September 2006**VOLUME AND ISSUE NO:** Volume 39, No. 9**TOTAL NUMBER OF ARTICLES:** 12**LEVEL of KNOWLEDGE**S  
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E  
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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	III	IIII	II		I
Directive	I				
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

33.3 % Goal Setting = 4 / 12 (total number of articles)

41.6 % Systematic = 5 / 12 (total number of articles)

16.6 % Pragmatic = 2 / 12 (total number of articles)

0% Automatic = 0 / 12 (total number of articles)

8.3 % No Level of Knowledge/Speech Act Communicated = 1 / 12 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Systematic

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET****DATE AND YEAR OF PUBLICATION:** October 2006**VOLUME AND ISSUE NO:** Volume 39, No. 10**TOTAL NUMBER OF ARTICLES:** 13**LEVEL of KNOWLEDGE**S  
P  
E  
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	Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
Constantive	II	III	I	I	II
Directive	III	I			
Commissive					
Acknowledge ment					

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

38.4 % Goal Setting = 5 / 13 (total number of articles)

30.7 % Systematic = 4 / 13 (total number of articles)

7.6 % Pragmatic = 1 / 13 (total number of articles)

7.6 % Automatic = 1 / 13 (total number of articles)

15.4 % No Level of Knowledge/Speech Act Communicated = 2 / 13 (total number of articles)

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED:** Goal-Setting

**KAUNLARAN CONTENT ANALYSIS TABULATION SHEET**  
**DATE AND YEAR OF PUBLICATION: November/December 2006**  
**VOLUME AND ISSUE NO: Volume 39, No. 11**

**TOTAL NUMBER OF ARTICLES: 16**

		LEVEL of KNOWLEDGE				
		Goal-Setting	Systematic	Pragmatic	Automatic	No Unit of Analysis
S P E E C H  A C T S	Constantive	III	IIIIIIII			II
	Directive		I			
	Commissive					
	Acknowledge ment		I			

**PERCENTAGE OF KNOWLEDGE COMMUNICATED IN ARTICLES:**

**18.8 % Goal Setting = 3 / 16 (total number of articles)**

**68.8 % Systematic = 11/ 16 (total number of articles)**

**0 % Pragmatic = 0 / 16 (total number of articles)**

**0 % Automatic = 0 / 16 (total number of articles)**

**12.5 % No Level of Knowledge/Speech Act Communicated = 2 / 16 (total number of articles)**

**PRIMARY LEVEL OF KNOWLEDGE EXPRESSED: Systematic**

## APPENDIX E

RESULTS OF THE PETERSON & PACE  
ORGANIZATIONAL COMMUNICATION CLIMATE SURVEY  
of the SAN MIGUEL CORPORATION – CORPORATE AFFAIRS OFFICE

1

Composite Climate Score	2.83
Trust Climate Score	3.5
Participative Decision Making Score	2
Supportiveness Climate Score	2.5
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	2
Concern for High Performance Goals Score	3

2

Composite Climate Score	3.1667
Trust Climate Score	4.5
Participative Decision Making Score	2.5
Supportiveness Climate Score	2
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	3.5
Concern for High Performance Goals Score	3

3

Composite Climate Score	2.667
Trust Climate Score	3.5
Participative Decision Making Score	2
Supportiveness Climate Score	1.5
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	2
Concern for High Performance Goals Score	3.5

4

Composite Climate Score	3.833
Trust Climate Score	4.5
Participative Decision Making Score	3.5
Supportiveness Climate Score	3
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	4.5
Concern for High Performance Goals Score	4

5

Composite Climate Score	3.4167
Trust Climate Score	3.5
Participative Decision Making Score	3
Supportiveness Climate Score	2.5
Openness in Downward Communication Score	4
Listening in Upward Communication Score	3.5
Concern for High Performance Goals Score	4

6

Composite Climate Score	3.4167
Trust Climate Score	4
Participative Decision Making Score	3
Supportiveness Climate Score	3.5
Openness in Downward Communication Score	4
Listening in Upward Communication Score	3.5
Concern for High Performance Goals Score	4

7

Composite Climate Score	2.583
Trust Climate Score	3
Participative Decision Making Score	3
Supportiveness Climate Score	1.5
Openness in Downward Communication Score	2
Listening in Upward Communication Score	3
Concern for High Performance Goals Score	3

8

Composite Climate Score	3.667
Trust Climate Score	3.5
Participative Decision Making Score	3
Supportiveness Climate Score	3.5
Openness in Downward Communication Score	4
Listening in Upward Communication Score	3.5
Concern for High Performance Goals Score	4

9

Composite Climate Score	2.75
Trust Climate Score	2.5
Participative Decision Making Score	3
Supportiveness Climate Score	2
Openness in Downward Communication Score	2.5
Listening in Upward Communication Score	3
Concern for High Performance Goals Score	3.5

10

Composite Climate Score	3.8333
Trust Climate Score	4
Participative Decision Making Score	3.5
Supportiveness Climate Score	4
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	4
Concern for High Performance Goals Score	4

11

Composite Climate Score	2.8333
Trust Climate Score	3
Participative Decision Making Score	2.5
Supportiveness Climate Score	3
Openness in Downward Communication Score	2.5
Listening in Upward Communication Score	3
Concern for High Performance Goals Score	3

12

Composite Climate Score	3.4167
Trust Climate Score	3
Participative Decision Making Score	3.5
Supportiveness Climate Score	3
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	3.5
Concern for High Performance Goals Score	4

13

Composite Climate Score	3
Trust Climate Score	3
Participative Decision Making Score	3
Supportiveness Climate Score	3
Openness in Downward Communication Score	3
Listening in Upward Communication Score	3
Concern for High Performance Goals Score	3

41.428

14

Composite Climate Score	3.667
Trust Climate Score	4.5
Participative Decision Making Score	3.5
Supportiveness Climate Score	2.5
Openness in Downward Communication Score	4
Listening in Upward Communication Score	3.5
Concern for High Performance Goals Score	4

15

Composite Climate Score	3.4167
Trust Climate Score	4
Participative Decision Making Score	3
Supportiveness Climate Score	3
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	3.5
Concern for High Performance Goals Score	3.5

16

Composite Climate Score	2.667
Trust Climate Score	3
Participative Decision Making Score	2.5
Supportiveness Climate Score	1.5
Openness in Downward Communication Score	3.5
Listening in Upward Communication Score	2.5
Concern for High Performance Goals Score	3

17

Composite Climate Score	3.167
Trust Climate Score	3.5
Participative Decision Making Score	3.5
Supportiveness Climate Score	3.5
Openness in Downward Communication Score	2
Listening in Upward Communication Score	3
Concern for High Performance Goals Score	4

18

Composite Climate Score	2.583
Trust Climate Score	2.5
Participative Decision Making Score	2
Supportiveness Climate Score	2.5
Openness in Downward Communication Score	3
Listening in Upward Communication Score	2.5
Concern for High Performance Goals Score	3

19

Composite Climate Score	2.167
Trust Climate Score	2
Participative Decision Making Score	2
Supportiveness Climate Score	2.5
Openness in Downward Communication Score	2
Listening in Upward Communication Score	2
Concern for High Performance Goals Score	2.5

20

Composite Climate Score	4.333
Trust Climate Score	4
Participative Decision Making Score	4.5
Supportiveness Climate Score	3.5
Openness in Downward Communication Score	5
Listening in Upward Communication Score	4.5
Concern for High Performance Goals Score	4.5

## SUMMARY

**Organizational Composite Climate Score : 3.029**

**Composite Trust Climate Score = 3.3**

**Composite Participative Decision Making Score = 2.925**

**Composite Supportiveness Climate Score = 2.675**

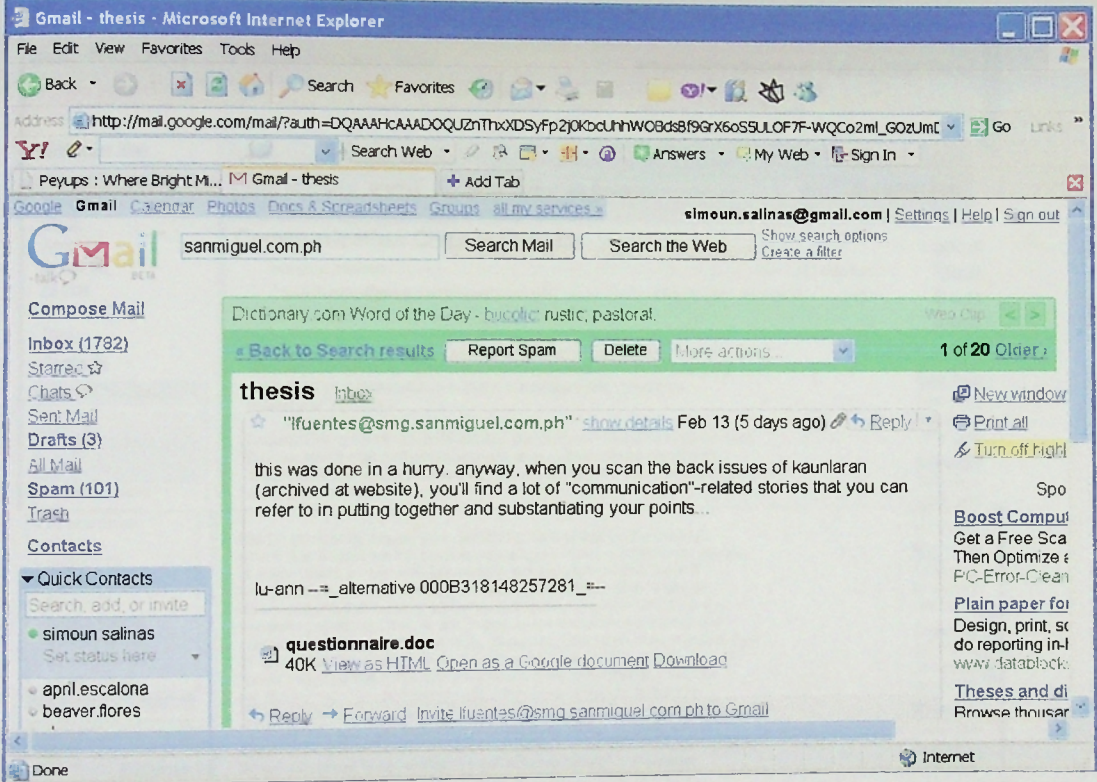
**Composite Openness in Downward Communication Score = 3.325**

**Composite Listening in Upward Communication Score = 3.175**

**Composite Concern for High Performance Goals Score = 3.525**

## APPENDIX F

### E-MAIL INTERVIEWS



Gmail - Communication Climate Results - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Search Favorites

Address http://mail.google.com/mail/?auth=DQAAAHGAAAD75V23nT32pu77bDZFYtcf7H5EUGLUAqKUCX-YZTRJhYNG6QK4D4PLAWx Go Links

Search Web Search Web Show search options Create a filter

M Gmail - Communication Climate Results + Add Tab

Google Gmail Calendar Docs Images News Maps more...

simon salinas@gmail.com | Settings | Help | Sign out

Search Mail Search the Web

Compose Mail

inbox (1894) Staged Chats Sent Mail Drafts (9) All Mail Spam (173) Trash

Quick Contacts

Simon Salinas Set status busy

april.escala

beaver hores

nteguas

nezy0719

Patricia Anne

terdon18

babydinkstars

melissa abarq

nicowendano

ronaldo de los t

Add contacts Show all

Labels

PJMA Edit labels

Invite a friend

Give Gmail to:

Send invite 44 left

PREVIEW INVITE

About Today New Cars for 2008

Back to inbox Archive Report Spam Delete More actions

Newer 3 of 3441 Older

### Communication Climate Results

simon salinas Dear Ms. Urchazo, Greetings! Here are the results of Mar 18 (1 day ago)

"mrlichauco@smg.sanmiguel.com.ph" show details Mar 19 (10 hours ago) Reply

Hi Simon,

Ang hirap naman yung mga tanong mo! I would think a scale of 3 isn't high at all, but if your interpretation is that it is a respectable rating then I'll take your word for it.

I wouldn't know how to begin to answer question one, because to me, except for concern for high performance goals, all the other criteria are directly related to where you say we scored low, ie participative decision making and supportiveness.

But I'm going to try answer your questions in a way that will be useful to you in San Miguel, we have this word, cascade. And I don't know if cascade is a word that's exclusive to San Miguel, but it's only here that I hear it being bruited about. To cascade means to allow information to stream downward and that's a very deliberate mechanism we use. When there is something worth reporting or discussing, memos are issued, stories are carried in Kaularan and Newbreak, speeches reflect the same theme or topic of discussion. It's a cascade downward and sideways. The metaphor itself I guess suggests water, but I tend to see (as a visual metaphor) creeping ivy, like ivy, the message being cascaded takes root and has traction.

I'm pleasantly surprised that we scored relatively higher in openness in downward communication, because I do know it takes us awhile to cascade things. Openness is nevertheless something we strive for on a larger context, so I suppose this is why it generally takes us a longer time to open the gates of communication as it were. In my own office, I would say that my direct boss and I enjoy fairly open upward and downward communication, but I don't think our relationship as boss and subordinate is typical of reporting or organizational relationships in San Miguel. As a whole I would think that San Miguel is typical of large, family-owned Filipino companies (even if we're not family owned), we don't have the same sort of candor and openness as multinationals (for instance), we still tend to be very hierarchical and authority conscious and that consciousness of rank and our own place in the organization is not particularly conducive to openness.

I would think that we have a lot more to learn in terms of listening in upward communication. We have the mechanism of cascading right, but feedback on the upward loop still needs a bit of work.

I'm also pleasantly surprised to see that Trust rated relatively high.

In terms of decision making, I guess it would depend on what level and which part of the organization you are looking at. In CAO, I think we work very hard at arriving at a consensus. I've really appreciated the way our boss tries to consult us, so just as I'm surprised about the relatively high rating the other criteria got, I'm equally surprised that this was rated low. Perhaps the respondents were looking at it from a macro San Miguel Group level, where decisions are relegated to the President and COO.

Hope this helps. Have been a bit busy today so have only really gotten to sit down just this minute.

simon salinas@gmail.com | Settings | Help | Sign out

Golf Tour Lets you's like a pro. www.golfs

Industrial Ecture, ie communic www.indu

NTL Insti Providing for more b www.ntl.co

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APPENDIX G  
LETTERS

February 9, 2007

February 8, 2007

Mr. Ramon Santiago  
Vice President  
Corporate Affairs Office  
San Miguel Corporation

Dear Mr. Santiago,

Greetings!

I am Simoun Salinas, and I am a 4<sup>th</sup> year student of the BA Organizational Communication program of UP Manila. Currently, I am completing my undergraduate thesis entitled **The Corporate Newsletter and the Fifth Discipline**, about the role that the corporate newsletter plays in organizational learning and knowledge distribution. It is also a study on the communication climate of your office, since it is the catalyst for determining the environment of communication from the administration to the rest of the San Miguel Corporation.

With that, I would like to request your permission to allow me to conduct a key informant interview with you, as well as allow the members of the Corporate Affairs Office to participate in a survey that would determine the communication climate present in your office. Rest assured that all information will be used strictly for academic purposes, and that the highest amount of discretion will be used in discussing your participation.

Thank you for your kind consideration. If you have any questions or concerns, please feel free to contact me at (0916)2829748 or at 9332784.

Sincerely,

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Simoun Antonio M. Salinas

February 9, 2007

Ms. Luan Fuentes  
Editor-in-Chief  
*Kaunlaran*  
Corporate Affairs Office  
San Miguel Corporation

Dear Ms. Fuentes,

Greetings!

First, allow me to introduce myself. My name is Simoun Salinas, and I am a 4<sup>th</sup> year student of the BA Organizational Communication program of UP Manila. I am currently completing my undergraduate thesis entitled **The Corporate Newsletter and the Fifth Discipline**, about the role that the corporate newsletter plays in organizational learning and knowledge distribution. It is a study on *Kaunlaran*, which builds on information gathered from a previous case study that we did on October of 2005.

With that, I would like to request your permission to allow me to conduct a key informant interview with you. Rest assured that all information will be used strictly for academic purposes, and that the highest amount of discretion will be used in discussing your participation.

Thank you for your kind consideration. If you have any questions or concerns, please feel free to contact me at (0916)2829748.

Sincerely,

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Simoun Antonio M. Salinas