

**AN ASSESSMENT OF THE BACHELOR OF ARTS IN
ORGANIZATIONAL COMMUNICATION PROGRAM IN
MEETING THE JOB RESPONSIBILITIES OF ITS GRADUATES
WORKING IN KNOWLEDGE-BASED ORGANIZATIONS**

Purita Angela L. Sandalo

An Undergraduate Thesis
Presented to

Professor Ronald M. Henson
Department of Arts and Communication
University of the Philippines Manila

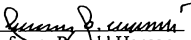
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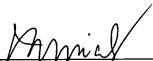
This thesis entitled "An Assessment of the Bachelor of Arts in Organizational Communication Program in Meeting the Job Responsibilities of its Graduates Working in Knowledge-based Organizations," presented by Purita Angela L. Sandalo, in partial fulfillment of the requirements for the degree of Bachelor of Arts in Organizational Communication, is hereby accepted.



Professor Ronald Henson
Thesis Adviser



Professor Alice Adeva, MA
Chair
Department of Arts in Communication



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Dean
College of Arts and Sciences

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ABSTRACT

AN ASSESSMENT OF THE BACHELOR OF ARTS IN ORGANIZATIONAL COMMUNICATION PROGRAM IN MEETING THE JOB RESPONSIBILITIES OF ITS GRADUATES WORKING IN KNOWLEDGE-BASED ORGANIZATIONS

Sandalo, Purita Angela L.

Societies around the world are now in the transitional stage from the Industrial Age to the Knowledge Era, where societies and organizations place premium on knowledge held by an organization, instead of the financial and physical assets. This shift in the economic trend puts employees in different roles— from mere machine-operating workers of the Industrial Age to knowledge-generating employees of the Knowledge Era. In this current setup, an employee's educational background plays a big role in assuring that all job responsibilities assigned him or her are met. This is because it is through school, particularly through college, that one gets to enhance the knowledge and skills one has in relation to work. With this, as an institution whose main responsibility is to provide its students with the right training that would enable the students to fit to the demands in the workplace, colleges and universities, must then also adapt to the societal changes brought about by the shift to the knowledge age. One way to do this is through reviewing course programs, which dictate what is taught to students, and how these subjects are to be taught. By seeing if current program is in line with the demands in knowledge-based organizations, which has been steadily growing in number, universities and colleges will become more effective as a training ground for future employees.

In order to assess whether the program of the Bachelor of Arts in Organizational Communication is in line with the demands of knowledge-based organizations, this study, *An Assessment of the Bachelor of Arts in Organizational Communication Program in Meeting the Job Responsibilities of its Graduates Working in Knowledge-based Organizations*, was conducted. The study aimed to see if the current Bachelor of Arts in Organizational Communication (BA OrCom) program of the University of the Philippines Manila (UPM) meets the job responsibilities of its graduates working in knowledge-based organizations. As an assessment of the BA OrCom program, this does not present a thorough evaluation of the program in knowledge-based organizations for it only focused on the knowledge-based organizations for it only focused on the knowledge and skills taught in the course and the styles and strategies used by OrCom professors and instructors and did not tackle the values that the OrCom program and its teachers wanted to instill in their students. No work observations were also made, therefore the data gathered for the study is limited to the perspective of the OrCom graduates working in knowledge-based organizations.

This thesis is anchored on the Systems Theory, which sees people and organizations not as self-contained and self-sufficient machines but as complex organisms that must interact with their environment to survive. Among the different theories adhering to the Systems Approach, the study is based on the Cybernetic Systems Theory, which sees

organizations as cybernetic systems with interrelated components, namely, system goal, system mechanisms, system behavior, and system feedback. Adapting the cybernetic systems theory, the BA OrCom degree program of UPM, which seeks to address the demand for expertise in modern communication as related to organizations in the Philippines, becomes the system goal of the control center. To be able to maintain and achieve this particular system goal, the OrCom degree program employs the specific system mechanism of teaching its students many different knowledge and skills through the 4-year OrCom curriculum. With such learning, the system or the OrCom program expects to achieve its system's target goal of having graduates whose knowledge and skills are relevant and applicable to their job responsibilities in knowledge-based organizations. To enable the OrCom program to know whether or not its target is reached, a system feedback is made available to them through an assessment of the BA OrCom program, in meeting the job responsibilities of its graduates working in knowledge-based organizations.

To fulfill the objectives of the study, the researcher made use of a retrospective descriptive qualitative approach with a checklist and an interview schedule as its tools for data gathering. The research approach and the data gathering tools enabled the researcher to gather pertinent data on the job responsibilities of the respondents, the knowledge and skills needed for their work, and whether the different knowledge taught in BA OrCom are relevant to their work and whether the skills taught in BA OrCom are applicable to their job responsibilities.

The study focused on the 2001 March graduates of Bachelor of Arts in Organizational Communication of the University of the Philippines Manila. In the said year, the BA OrCom program produced a total of 41 graduates. Out of these 41 OrCom graduates, the researcher was able to reach 32 of them for this study. Using the checklist based on the Self-Assessment Toolkit found in the book of Nicholas Bahra entitled *Competitive Knowledge Management*, 17 out of the 32 or 53% of the respondents were identified to be working in knowledge-based organizations. Ten out of these 17 were interviewed for the study using the interview schedule. Their responses were audio-recorded and transcribed for reference and analysis.

The findings of the study, based on the ten interviews, reveals that the BA OrCom program is able to meet the job or work responsibilities of its graduates working in knowledge-based organizations, which are all related to communication in organizational settings. This study was also able to determine that the subjects taught in OrCom are relevant in the workplaces of the graduates working in knowledge-based organizations, as the subjects have taught the graduates the top knowledge and skills that they need to be able to perform their job responsibilities, such as writing skills, good oral communication skills, interpersonal communication skills and knowledge of strategic communication. Another implication that the subjects are relevant is that no current subject was suggested by the graduates to be removed.

Another finding of the study is that the knowledge and skills taught in OrCom are applicable to the jobs in knowledge-based organizations. This has been shown by the fact that the four top needed knowledge and skills by the graduates to be able to do their work responsibilities are identified by them to have been taught and honed in OrCom. It can also be inferred that for the graduates, conducting a more participative class where in

the students are given a chance to apply what they are taught, and not being spoon fed are the most helpful strategies of teaching used by OrCom professors and instructors.

This study was also able to identify that some new subjects can be added to the curriculum, that some present subjects can be merged, and that the students should be given hands-on application of their learning and more exposure to real corporate world settings to make the OrCom program more relevant and applicable to the job responsibilities of its graduates in knowledge-based organizations.

For further studies, the researcher recommends that a similar study be made, this time, including not only knowledge and skills taught in the course but also the values that the teachers would want to instill to their students. Future researchers of this study could also include a validation of the response of the graduates through their supervisors. Another study that can be made related to this thesis is an assessment of the BA OrCom degree program in meeting the job responsibilities of its graduates working in non knowledge-based organizations, for a more encompassing evaluation of the program.

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Chapter 1

THE RESEARCH PROBLEM AND ITS BACKGROUND

Introduction

For many years, societies all around the world had been struck by the Industrial Age, in which acquisition of the latest technologies and machines means power to any organization or company. Thus, all efforts of company owners are focused on getting all new inventions to add to their corporate resources (Lesser 2000). In this particular age, employees are viewed merely as operators of the said corporate assets. Job responsibilities of the employees are mostly mechanical in nature, and so most of them are hired solely on the basis of how much they can harness in making use of the said physical corporate assets (Delanty, 2001).

Indeed, for years such companies with much physical assets and money to spend have prospered in their own fields. However, a new economic trend, the Knowledge Age or the Knowledge-based society, that puts material wealth such as money and machines into the background, and the knowledge held by an organization on the limelight, has challenged, and is still continuously challenging such companies. In this new economic era, the focus is shifted to those organizations whose collective knowledge enables them to be more innovative, thus, gives them a competitive edge (Housel & Bell, 2001).

In turn, such a shift has brought about changes in organizations that seek to survive in this new era of work. With the birth of the knowledge-based society comes the birth of what is called as the knowledge-based organizations that bank on knowledge to be able to do good in their industries. With this new approach, knowledge-based

organizations, unlike those organizations in the Industrial Age, now put premium on the knowledge that their employees can bring into the company. Consequently, from merely being people operating mechanistic machines, employees have become the greatest assets a company can have. Now, employees need to know a lot more than just knowing how to operate machines. In this current setup, an employee's educational background plays a big role in assuring that all job responsibilities assigned to him or her are met. This is because it is through school, particularly through college, that one gets to enhance the knowledge and skills one has in relation to work (Delanty, 2001).

With this, as an institution whose main responsibility is to provide its students with the right training that would enable the students to fit to the demands in the workplace, colleges and universities must then also adapt to the societal changes brought about by the shift to the knowledge age. One way to do this is through reviewing course program, which dictates what is taught to students, and how subjects are to be taught. By seeing if current curriculum and teaching strategies are in line with the demands in knowledge-based organizations which have been undergoing a lot of innovations, universities and colleges will become more effective as training grounds for future employees.

Statement of the Problem

With this in mind, this study aims to assess the Bachelor of Arts in Organizational Communication (BA OrCom) program of the University of the Philippines Manila (UPM) in meeting the job responsibilities of its graduates presently working in knowledge-based organizations.

Specifically, this paper also seeks to answer the following sub-problems:

1. What is the nature of work of the BA OrCom graduates working in knowledge-based organizations?
2. Are the subjects taught in the OrCom curriculum relevant in the workplace of knowledge-based organizations?
3. Are the knowledge and skills taught in the OrCom curriculum applicable to the jobs in knowledge-based organizations?
4. What different knowledge and skills taught in the Bachelor of Arts in Organizational Communication Program of UP Manila are acquired by the graduates and used in their present work at knowledge-based organizations?
5. What styles and strategies of instruction do the OrCom professors and instructors use, that helped the graduates learn the different knowledge and skills from the OrCom curriculum?
6. What changes or revisions could be made with the ORCOM Program to make it more relevant and applicable to the job responsibilities in knowledge-based organizations?

Objectives of the Study

This paper primarily aims to assess the Bachelor of Arts in Organizational Communication program of the University of the Philippines Manila in meeting the job responsibilities of its graduates working in knowledge-based organizations.

Thus, this paper also aims to achieve the following specific objectives:

1. To determine the nature of work of the BA OrCom graduates working in knowledge-based organizations;
2. To determine if the subjects taught in the BA OrCom Program are relevant to the workplace of knowledge-based organizations;
3. To determine if the knowledge and skills taught in the BA OrCom curriculum are applicable to jobs in knowledge-based organizations;
4. To determine the different knowledge and skills taught in the Bachelor of Arts in Organizational Communication Program of UP Manila that can be applied by the graduates working in knowledge-based organizations;
5. To determine the teaching styles and strategies of the OrCom professors and instructors that helped the graduates learn the different knowledge and skills; and
6. To determine what changes or revisions could be made with the ORCOM Program to make it more relevant and applicable to the job responsibilities in knowledge-based organizations.

Significance of the Study

As of this writing, there are only a few studies made on knowledge-based organizations, specifically on the knowledge and skills needed to perform the tasks in such type of organization. Through this thesis, the knowledge-based organizations, particularly those situated in this country, and their Human Resource Department, can get to know exactly what knowledge and skills do they specifically need from their employees and their job applicants. With an understanding of the knowledge and skills

required to do the jobs in their organizations, they would be able to hire the right job applicants with the appropriate knowledge and skills. More so, with such understanding, they would also be able to assess the knowledge and skills that their current employees possibly lack, and how they could help their employees learn and acquire the knowledge and skills that they need in their jobs.

In the same way, this study would also be beneficial to the Bachelor of Arts in Organizational Communication of the University of the Philippines Manila, to determine job placement of the graduates in knowledge-based organizations.

Each year, an average of 50 Bachelor of Arts in Organizational Communication (OrCom) students, finish their degree and graduate from the University of the Philippines Manila. Equipped with the many different OrCom knowledge and skills, these new graduates join the workforce. By studying how relevant and applicable the current OrCom curriculum and teaching strategies are to the job responsibilities of its graduates working in knowledge-based organizations, this assessment study on how effective the BA Organizational Communication Program of UP Manila is made possible. Based on the graduates' insights, possible recommendations for the improvement of the Bachelor of Arts in Organizational Communication Program can be made to help it become more aligned with the demands of the times.

Consequently, this study is also useful to the Organizational Communication discipline, in general. This is because, through this study, the relevance and applicability of the said discipline in the age of Knowledge-based society could be known. With such understanding of whether or not it is relevant and applicable to the new economic era, it could be known if the said discipline would survive or would become obsolete as the

world progresses more into the Knowledge Age. Thus, possible adjustments with the discipline could be made to ensure its survival in the new economic era.

Scope and Limitations

This study focuses only on the graduates of the Bachelor of Arts in Organizational Communication degree program of March 2001 from the University of the Philippines Manila. It is further limited to the members of this graduating class whom the researcher was able to reach at the time this study was conducted.

As an assessment of the BA OrCom Program, this research focused only on the knowledge and skills taught in the course, and the styles and strategies used by the professors and instructors to teach the subjects. This paper does not tackle the values that the OrCom program and its teachers would want to instill to their students.

Lastly, this study does not present a thorough evaluation of the OrCom Program as there were no work observations made by the researcher to test whether the skills and knowledge of the ORCOM graduates were actually manifested. The data gathered for this study was limited only from the perspectives of the OrCom graduates working in the knowledge-based organizations. All findings were based solely on the information that the respondents were willing to share with the researcher, as the researcher had no way of validating the information given by the respondents.

Theoretical Framework

This thesis is anchored on the Systems Theory, particularly the Cybernetic Systems Theory.

The systems theory views people and organizations not as self-contained and self-sufficient machines, but as complex organisms that must interact with their environment to survive. There are many different systems theories, but all of which have the same basic components presented in table 1.1.

Table 1.1 Summary of Systems Basics

System Components	Principle
Hierarchically ordered	A system consists of smaller subsystems and is embedded within larger supersystems.
Interdependent	System components <i>depend on each other</i> for effective functioning.
Permeable	A system is open to its environment and system components are open to each other.
Input-Throughput-Output Processes	Principle
Exchange Processes	Input and output processes require exchange between the system and the environment. Throughput processes require exchange among system components.
Feedback Processes	System control is maintained through feedback. <i>Corrective (negative)</i> feedback serves to keep a system on a steady course. <i>Growth (positive)</i> feedback serves to transform or change a system.
System Properties	Principle
Holism	Because of component interdependence, a system is more than the sum of its parts.
Equifinality	Because of component interdependence, there are multiple paths to any system outcome.
Negative Entropy	Because of system openness, a system has the ability to avoid deterioration and thrive.
Requisite Variety	Because of system openness, a system should maintain the internal complexity necessary to cope with external complexity.

Cybernetic Systems Theory. This particular Systems theory was developed by Norbet Wiener and was initially applied to self-regulation with physical systems, but has evolved to be readily applicable to organizational and human systems (Miller, 1999). A cybernetic system consists of several interrelated components. The first of these is the *system goal*, which is located in what is called as the control center. The system goal is a target for a particular aspect of system operation. To help maintain and achieve a system goal, a system uses a variety of *mechanisms*. However, there will be times when the system behavior does not match with the system goal. At this point in cybernetic processing, *feedback* is sent to the control center and compared to the goal. If there is a difference between the goal and the feedback, new mechanisms will be instituted to adjust to the behavior of the system (Miller, 1999).

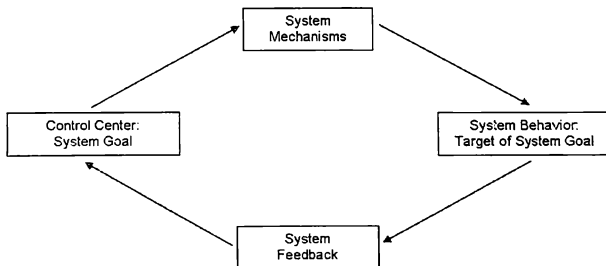


Figure 1.1 The Cybernetic Systems Model

Conceptual Framework

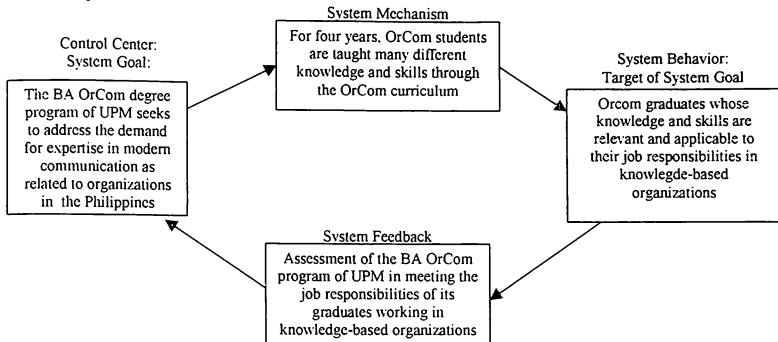


Figure 1.2 Cybernetic Systems Model of the Study

Figure 1.2 is the conceptual framework of this study. The BA OrCom degree program of UPM seeks to address the demand for expertise in modern communication as related to organizations in the Philippines. Following the cybernetic systems theory, this becomes the system goal of the control center. To be able to maintain and achieve this particular system goal, the OrCom degree program employs the specific system mechanism of teaching its students many different knowledge and skills through the 4-year OrCom curriculum that employs teaching styles and strategies. With such learning, the system or the OrCom program expects to achieve its system's target goal of having graduates whose knowledge and skills are relevant and applicable to their job responsibilities in knowledge-based organizations. To enable the OrCom program to know whether or not its target is reached, a system feedback is made available to them through an assessment of the BA OrCom program in meeting the job responsibilities of its graduates working in knowledge-based organizations.

Operational Definition of Terms

BA Organizational Communication Program pertains to the subjects offered in the curriculum, engendering the knowledge and skills taught in the BA Organizational Communication degree program, through the styles and strategies used by its professors and instructors to teach the subjects.

BA Organizational Communication graduates refer to students who have completed and finished all the requirements for the degree of BA OrCom in the University of the Philippines Manila.

Knowledge Age is also called the Knowledge-based society or the Knowledge era, which pertains to the current societal economic era that views knowledge as the most important asset a company or any person can have (Housel & Bell, 2001).

Knowledge-based Organizations pertain to organizations that treat the individual knowledge of its employees and the collective knowledge of the organization as their most valuable resource (Bahra, 2001).

Knowledge pertains to both general and specialized body of truths or facts, both the “know-what” and “know-how” knowledge of the OrCom graduates in the performance of their jobs in knowledge-based organizations.

Skills refer to the ability, expertness or competence in performing job responsibilities in knowledge-based organizations.

Job responsibilities refer to the different activities one is expected to perform at work, as dictated by one’s position in the knowledge-based organizations.

Assessment refers to an examination or evaluation of the OrCom Program in meeting the knowledge and skill requirements of graduates working in knowledge-based organizations.

Relevance pertains to the significance or importance of OrCom Program in relation to fulfilling the skills and knowledge of the graduates in meeting job responsibilities in knowledge-based organizations.

Applicability refers to the suitability or compatibility of the OrCom Program in relation to the job responsibilities of the graduates working in knowledge-based organizations.

Values refer to the abstract concepts of what is right or worthwhile.

Chapter 2

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

In this chapter, various ideas and concepts related to the topic, such as knowledge, intellectual capital, knowledge-based society, knowledge-based organizations, and the BA OrCom curriculum of UP Manila will be discussed.

Knowledge

Knowledge, in the Random House Webster's Dictionary (1998), has been defined in five different ways, which means: (1) familiarity, understanding, or information gained by study or experience, (2) the fact or state of knowing, (3) something that is or may be known, (4) the body of truths or facts accumulated in the course of time, and lastly, (5) the sum of what is known.

Indeed, there are a lot of different ways to define this word, but to make this broad term easier to grasp and understand, a number of simplified explanations of the definitions have also been devised. One of which refers to knowledge as "an ideational (i.e. conceptual rather than physical) construct generated through the agency of the human mind." Through this definition, one will get to understand that knowledge is both the seemingly important and unimportant thoughts that a person can acquire. One's own theory on people's personality and that of one's perception of his or her eye color are therefore both considered as knowledge. In the same way, this definition of knowledge reveals how knowledge encompasses both ideas that have been "proven", as well as those that have not yet been proven or even those that people could not prove at all. It is also then composed of beliefs, attitudes, speculations, predispositions, lifestyle choices, and

habits of mind that are a mixture of rational and irrational or emotional elements (Housel & Bell, 2001).

Furthermore, it can be said that knowledge consists of both morally-approved and morally-disapproved ideas. It is not constrained by moral philosophies nor is it constrained by its relative distribution. With this, all thoughts and perspectives, be it the thoughts that are suppressed and hidden beneath the subconscious mind, that can either be individually or widely held, or all ideas that are actively held within the human mind as well as the ideas given tangible form through writing or electromechanical records outside the human mind, all refer to knowledge. Lastly, the definition given above shows that knowledge is not constrained by the ability of the human mind to conceive or perceive the knowledge forms to “which it has given birth” (Housel & Bell, 2001).

Characteristics of Knowledge. There are seven characteristics of knowledge that are often overlooked by people, especially by those who do not take time out to really study this concept. These characteristics, though stating different things about knowledge, do have aspects that overlap each other in some ways.

The first of these seven characteristics of knowledge is that *knowledge accumulates* slowly over time, shapes and takes various channels into certain directions through the exposure of people to hundreds of different daily life situations (Leonard, 1995). Knowledge then does not just appear all at once. It is learned by people daily, and therefore continuously grows in both quantity and quality, which leads to the second characteristic of knowledge.

The second characteristic of knowledge is that it is *expandable* (Cleveland, 1985).

As knowledge is accumulated slowly through time, it then does expand with increase in quantity and quality. Here, it can be seen that there is never a scarcity of knowledge. With its expandable nature without any obvious limits, knowledge is never all known by a single person. With this, a person wanting knowledge must, therefore continually search for new facts and ideas to have a better hold of the latest, most advanced knowledge.

Knowledge *does not occur only one time* (Leonard, 1995). Following the earlier discussed characteristic of knowledge being very much expandable, it is easy to learn that knowledge is constantly being formulated everyday by all the people around the world. Knowledge then is not static, but is like a “wellspring, constantly replenished with streams of new ideas,” constituting an ever-flowing source of renewed and improved knowledge (Leonard, 1995).

Another characteristic of knowledge is that it is *compressible* (Cleveland, 1985). Paradoxically, this infinitely expandable concept can be concentrated, integrated and summarized for easier handling and reference. For example, many complex math or science cases can be consigned in a single theorem, as many lessons learned in lectures in school can be captured in a single practical or real experience (Cleveland, 1985).

Knowledge is also *transportable* (Cleveland, 1985). Transporting knowledge from a source, may it be a living creature like a person, or a man-made machine like computers, is not only possible but is actually happening everyday. The dimensional change in both the speed and volume of human activities nowadays, like that of the carrying of messages from one person to another, has become as fast as the speed of light (Cleveland 1985).

The sixth characteristic of knowledge is that it is *diffusive* (Cleveland, 1985). Certainly, no knowledge could ever be just contained by a single person or by a single knowledge-storing object. Knowledge indeed has a way to get around and be known to many. It can never be held forever in secrecy.

Lastly, the seventh characteristic of knowledge is that it is *shareable* (Cleveland, 1985). With its diffusive and transportable characteristics, knowledge is in many ways, shareable. Knowledge can be shared through many different ways, one of which is through face-to-face communication, a phenomenon that happens between people everyday in their lives.

Knowledge versus Information. Most of the time, people equate and use synonymously the terms knowledge and information. Doing so is incorrect for these two words pertain to different things.

In the knowledge pyramid, information is higher than the data, which is the base of the pyramid, while knowledge lies above information, and before the top layer of the pyramid which is wisdom (Cleveland, 1985). The placement of these terms point to one obvious thing, that information is not equal to knowledge, but is actually just a proponent of the latter.

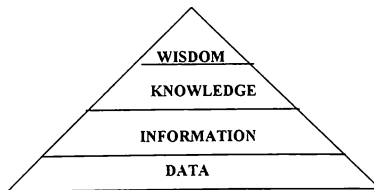


Figure 2. 1 The Knowledge Pyramid
(Source: Cleveland, Harlan. *The Knowledge Executive: Leadership in an Information Society*. New York: Truman Talley Books. 1985)

Information is composed only of facts or processed data. On the other hand, knowledge consists of processed data or information together with one's personal understanding and analysis of the information (Cleveland, 1985).

Types of Knowledge. A key classification of knowledge which scholars frequently make includes practical, experience-based knowledge, and theoretical knowledge derived from reflection and abstractions from that experience. Variouslly labeled "know-how" or "procedural knowledge," the former is frequently distinguished from "know-what" or "declarative knowledge", in that the former concerns well-practiced skills and routines, whereas the latter concerns the development of facts and prepositions (Lesser, 2000).

Nowadays, the most-cited and influential classification of knowledge that parallels to that of the "know-how" and "know-what" knowledge, is that of the identification of the two aspects of knowledge: tacit and explicit (Lesser, 2000). Tacit knowledge is distinguished from explicit knowledge in terms of its incommunicability. Tacit knowledge or the "know-how" knowledge is composed of deep wells of insight, reflection, memory and intuition that can sometimes remain hidden, and unarticulated by individuals (Housel & Bell, 2001).

On the other hand, explicit knowledge, or the "know-what" knowledge consists of those knowledge that people are able to communicate to others (Lesser, 2000). This type of knowledge are thus, easily shared and are most often documented and codified for future use and reference (Delanty, 2001).

Capital

Definition. All companies indeed need capital to start its business running, and to keep it rolling after it gets started. To have a better grasp of this concept, it is but important that this term be defined first. Capital is defined as “accumulated wealth, especially used to produce more wealth (Lesser, 2000).”

Kinds of Capital. Capital, or assets as it is also called (Random House Webster’s Thesaurus, 1999), is indeed, an important component for any company or organization. As already mentioned, without it, no organization could have ever started and established itself. There are different kinds of assets, all of which fall into two general categories- the tangible assets and the intangible ones (Housel & Bell, 2001).

As its name implies, tangible assets are composed of all the resources of a company that can be physically held or physically accounted for (Housel & Bell, 2001). The specific assets that fall under this category are labor assets, physical assets, and financial assets (Lesser, 2000).

Labor assets pertain to the whole labor force of a company or organization (Lesser, 2000). It is thus composed of the skills of its people or employees in performing the mechanical work that needs to be done.

Physical assets are the machines, equipment and other tools that an organization uses to fulfill its goals (Delanty, 2001). Examples of these are the sewing machines in sewing factories or the delivery trucks of a farm. Physical assets also include the natural resources that a company has. A good example of a natural resource that is considered a physical asset is land.

Financial assets, on the other hand, as its name says, are the monetary wealths of a company accumulated through sales returns of the company's products and services (House & Bell, 2001). This particular company asset is primarily used to pay for all employee compensations, incurred bills and other expenses such as funding of possible researches, and company developments.

Under the category of intangible assets, however, there is presently, only one asset or capital that a company can have that falls under this category. This sole organization or company asset under this category is knowledge or intellectual capital of a company (Leonard, 1995).

Knowledge or Intellectual Capital

Definition. Knowledge or intellectual capital refers to the knowledge and knowing capability of a social collectivity, such as an organization, intellectual community, or professional practice" (Lesser, 2000). When applied to business organizations and companies, intellectual capital is the totality of the knowledge of all employees and everybody else in a company that gives that company a "competitive edge" over its competitors (Stewart, 1998).

Intellectual capital is primarily composed of what the people in the company know, both each of the employees' explicit knowledge, and more so, the employees' tacit knowledge. To add to these, is an intellectual asset which is comprised of company patents, processes, employees' skills, technological advancements and a company's knowledge of its customers and suppliers (Stewart, 1998).

Truly, among these assets, a company's intellectual capital is the hardest to address and manage (Cleveland, 1985); not only because this capital is foremostly intangible, and thus harder to monitor than those assets that one can outrightly see, but because it takes the cooperation of everybody in one company to actually effectively utilize this particular capital (Leonard, 1995). Each one in the company, thus, must work for the proper employment of this asset.

Creation of Intellectual Capital. There are actually two ways through which knowledge is created; the first of which is through incremental change and development from existing knowledge and the second is through radical changes (Lesser, 2000).

An example of knowledge creation through incremental change and development from existing knowledge is that of the meetings between company managers to continuously make small adjustments on company rules or marketing strategies. Through small changes and developments inside a company, new knowledge may be created unknowingly (Lesser, 2000).

On the other hand, an example of the creation of new knowledge through radical change is an innovation. Most innovations do not really spring from developments of old things, in this case, old ideas and knowledge. The knowledge of the concept of telephones and how they work, for example, is in itself, a new knowledge that did not come about an old knowledge of any device that is similar to it (Lesser, 2000).

Noticeably, in both types of knowledge creation, there are two processes that are instrumental to the achievement of new knowledge. These two processes are *combination* and *exchange* (Lesser, 2000).

In both types of knowledge creation, people wanting new knowledge must find ways of combining and connecting elements that were previously unconnected (as in radical change), or must develop novel ways of combining elements previously associated (as in incremental change). However, to combine these elements effectively, people must undergo the process of exchanging their tacit knowledge and their experiences to each other first. Thus, for combination of elements to produce new knowledge to occur, an exchange of personal knowledge of individuals and their experiences must first take place (Lesser, 2000).

Categories of Intellectual Capital. All of the components of Intellectual Capital aforementioned fall into one of the three categories such as the human capital, structural capital, and customer capital, which interplay among themselves to create a single useful intellectual capital for a company (Stewart, 1998).

The first intellectual capital category is called the human capital. This particular category concerns the individuals in a company. It basically pertains to the employees and both their tacit and explicit knowledge, including their personal skills that can be used to create new perspectives and ideas. It is through a company's human capital that innovations come about. Human capital is indeed abounding in companies, the problem is, only few companies really get to utilize this to its fullest potentials (Stewart, 1998).

The second category of intellectual capital in companies is its structural capital, which includes company strategies and culture, structures and systems, and lastly, organizational routines and procedures that set a company apart from its competitors (Stewart, 1998). This particular part of intellectual capital is concerned with containing and retaining all the knowledge a company has, so it all becomes company property and

can be defended against possible copying of other companies. Thus, under this category is where patents, copyrights, and corporate data warehouses of companies can be found (Housel & Bell, 2001).

The third category of intellectual capital is called customer capital. This branch of the intellectual capital pertains to the ongoing relationships of a certain organization with the people or organizations with which it does business. Among the three broad categories of Intellectual Capital, this category is what is often considered as the most valuable. This is because it is the customers that keep companies alive. Without customers to sell to or serve, companies die. Also, it is the customers who bring in financial assets to companies that are used to finance its employees, which in effect, keep the employees thinking more and more about new perspectives. Customer capital can be seen in a company through the complaint letters from customers, renewal rates and cross-selling referrals (Stewart, 1998).

Knowledge-Based Society

Definition. For years, tangible assets have been regarded to be of more importance than intangible ones. In the time of the Agrarian Economy, labor assets and physical assets were given the most attention. The more an organization has these assets, the more successful that organization becomes, and the more powerful it seems than other organizations or to the people outside that said organization. During the Industrial Economy, however, the labor assets were overshadowed by the financial capital of the companies. In that particular economic era, physical assets and the company's financial capabilities are what make such organization more powerful. Now, the whole world,

started by the industrialized countries followed closely by the developing countries, has entered a new economic paradigm, that of the knowledge-based economy (Special Libraries Association, 1998).

A knowledge-based economy is an economy that is directly based on the production, distribution, and use of knowledge and information in the design, production, and distribution of products and services (Housel & Bell, 2001). It is then an economy where intellectual capital is viewed as the most important asset a company can have (Cleveland, 1985). Following this, a knowledge-based society, is then a societal era, where knowledge is held by all, as their most competitive edge to survive in this “turbulent” and ever-changing world (Stewart, 1998).

In knowledge-based societies, more than the explicit knowledge that a person has, it is one’s tacit knowledge, or his or her know-how knowledge that is given more importance (Starck & Lattuca, 1997). As already mentioned, indeed, managing or making a full use of one’s tacit knowledge is a very hard thing to do. With this, merely having deposits of tacit knowledge in one’s organization will not give that organization an edge, not until those deposits of tacit knowledge are utilized to become innovative new ideas (Lesser, 2000). Thus, the organizations that can effectively “exploit” all the kinds of knowledge they have, may it be their patents, processes, systems, explicit knowledge, and their tacit knowledge, will be the organizations that will lead the world in this particular economic era (Housel & Bell, 2001).

Implications of a Knowledge-based Society. The world moving into a knowledge-based society implies three major changes in our societies, and the way things would go about in this kind of society.

The first implication of this is that knowledge would indeed become the most valuable asset anyone can ever have (Housel & Bell, 2001). In the knowledge-based society, knowledge is what will generate wealth in companies. With this, to lead and become wealthier in the knowledge-based society, people will certainly find time to renew their knowledge, and learn new things that can bring about fresh perspectives and ideas that will give that person the advantage he or she needs to survive in this era (Stewart, 1998).

The second implication of the knowledge-based society is the recognition of the importance of communication and information technologies as drivers of growth (Beringuela, 2004). Communication and information technologies will surely be of importance in this era since it is through constant connectivity that people get to learn and acquire new knowledge and things that may spark new ideas for innovation (Vaquer, 2004). In this kind of society, the need to be linked to others, especially those from outside one's country is needed, for it is only through such connection can one learn of the new advancements in other areas of the world, that may also be applicable in one's own place.

The third implication of a knowledge-based society is the emergence of the knowledge workers (Vaquer, 2004). Knowledge workers are workers or employees whose main job is to create new ideas and manage these ideas to ensure that it would be fully utilized and will not just go to waste. Obviously, with knowledge emerging as the most important resource that a community or an organization can have, the rise of knowledge workers will be inevitable.

Knowledge-based Organizations

With the coming of the knowledge-based society comes the birth of what is called as the knowledge-based organizations. Knowledge-based organizations are organizations that put premium on the collective knowledge of the company, which mainly comes from its employees. The said collective knowledge of an organization is what gives knowledge-based organizations, its competitive edge as they use the said knowledge to build products and/or services that customers are willing to buy (Housel & Bell, 2001).

Characteristics of Knowledge-based Organizations

In order for knowledge-based organizations to have enough knowledge to bank on, it must first, of course, have some ways of getting the right knowledge and information they need for their company. Knowledge-based organizations puts incomparable investments on research and development (Bahra, 2001). Such organizations can either outsource their research and development processes from an independent research firm or could have its own department doing the necessary research work for the organization (Jones, 1999). Either way, the said researches focus not only on how a company can innovate its products and/ or services, or its core processes that affect the effectiveness of an organization, but also focus on the customers and the organizations' competitors. Such researches on these topics bring about what is called as customer knowledge and competitor knowledge (Bahra, 2001). Truthfully, having customer knowledge, or knowing what the customers really want and need helps a company gear their actions into fulfilling the said wants and needs of their primary consumers. On the other hand, being able to identify and know your competitors' best

practices is an edge to an organization for through it, a company is able to assess their own practices, and see which among the practices have so far been more effective in persuading customers to avail of their products and services (Albert & Bradley, 1997). Knowledge with regard to the latter, brings about benchmarking of competitors' best practices (Housel & Bell, 2001).

Aside from investing in research and development that helps a knowledge-based organization acquire knowledge on their products and services, customers and competitors, another mechanism a knowledge-based organization has that helps in its acquisition of knowledge is an organizational climate that encourages employees to share what they know. Indeed, in order for fresh outlook on things, which bring about new ideas and in turn, new knowledge, to flow into an organization, the organizational climate, work policies and work rules in an organization must support a free-flowing of ideas between employees. To have a free-flow of ideas means to foster innovative environment at the workplace, to encourage employees to give suggestions, to permit employees to piggy-back on others' ideas, and to provide opportunities for employees to try out new ideas and working methods (Bahra, 2001).

To ensure that the ideas that come from the employees are of quality and relevance to the company, a knowledge-based organization provides training and development for both new and old employees to enhance their knowledge and skills. Aside from that, it could either encourage personalized methods of training and development which unlock employees' potential to maximize their own performance and that of the organization, or provide employees with immediate feedback with regard to their individual works, to help their learning (House & Bell, 2001).

Only having the most relevant, up-to-date and needed knowledge with regard to an organization's products and services and customers and competitors will not guarantee a competitive edge for an organization. These knowledge must be used to either enhance an organization's methodologies or be employed for shared creative problem-solving. In this light, another characteristic of a knowledge-based organization is that it integrates new methodologies and tools that resulted from the researches and brainstorming within employees, to its company processes. These new ways of doing things is what will create a competitive advantage for an organization (Bahra, 2001).

Another important characteristic of a knowledge-based organization is the availability and use of technologies across its offices to assist faster exchange of messages between members of an organization. It is only through having such technologies could an organization facilitate faster creation of knowledge and wider dissemination of new methodologies and tools. Examples of the said technologies are: landline telephones, Internet, Intranets, fax machines, mobile phones, and company websites (Bahra, 2001).

Aside from that, knowledge-based organizations also facilitate the expansion of their employees' networks in the organization by either encouraging the employees from different divisions and/or locations to offer different approaches to thinking and working by bringing them together, and by promoting self-organized groups where employees exchange ideas and thoughts on common work practices and aims. This is because, with a wider network in the organization, knowledge within the organization will flow freely. Thus, knowledge is shared (Bahra, 2001).

Lastly, a knowledge-based organization also carefully manages and keeps its acquired knowledge for it to be preserved for probable reference and use in the future. It is through this practice that an organization is able to maintain their employees' knowledge even after employees leave the organization. To do this, some knowledge-based organizations make use of patents, copyrights or trademarks that secure their intellectual properties (Bahra, 2001).

The Link Between Education and Work in Organizations

Education, specifically higher education or tertiary learning has generally been viewed as fulfilling a social need and a functional role for the social, cultural and economic development of all societies. For the past centuries, it is said that education played an important, if not decisive role in the shaping of the cultures and civilizations of present day societies. This is because it is through education that people got to know the different knowledge and got the training they needed to be able to function well in the society through relevant social, cultural and economic contributions. At present, education is still viewed to be an important tool for the development of societies as it continues to take its role of being an avenue where students are trained for future societal works. With this, higher education is always under strong pressure of providing the most up-to-date training to its students, in response to presumed socio-economic demands (Borgen, 1996).

One important way how education is able to fulfill its purpose or task is through transmitting knowledge, which has practical use to its students. Higher education provides its students with preparatory training for different kinds of professions. It imparts competencies and skills needed in the professions its students choose to

specialize in. Surely, through the specialized training received by its students, the students now become equipped to take on jobs in their chosen professions. With high level of training, education of an individual not only becomes useful to society but also to the individual itself as it merits better job prospects and possible high-paying or high income jobs. This indeed shows that education plays an important role not only in the development of a society, but also in the employment of an individual in an organization. To a large extent, one's educational background affects one's future as a member of the workforce. It is through one's educational background that future employers get to determine the possible contributions an individual can make to an organization. More to that, one's educational background also affects the job position and the job responsibilities a company would assign to a new employee (Burgin, 1996).

Curriculum

Curriculum has been defined in many different ways. First, it is defined as an academic plan, which includes decisions about what, why and how a specific group of students are expected to learn, as well as a way of knowing what they have or not have learned, and of using this information to improve the plan. It is also said to be always in a context, not only including the institution, program, or course mission but also the goals and characteristics of a specific group of learners. More to that, it is said to include a set of process strategies, as well as an evaluation and feedback component (Starck & Lattuca, 1997).

The concept of curriculum is also defined as a written plan that drives instruction. It delineates the skills and concepts taught and evaluated to enhance student achievement (Delanty, 2001)

The Bachelor of Arts in Organizational Communication (University of the Philippines Manila)

Description

The Bachelor of Arts in Organizational Communication degree program seeks to address the ever-increasing demand for expertise in modern communication as related to organizations in the Philippines. It aims to present a holistic perspective of organizational dynamics in the modern century by focusing on organization-related communication skills.

Because communication is a complex process in itself and a vital factor in the shaping of human ecologies, the importance of strengthening efficiency and effectiveness in communication cannot be overemphasized, especially in organizational structures where needs are highly technical. Thus, the entire program concentrates on an integration of written-oral skills and not just the mastery of either oral delivery or writing style as separate abilities. Furthermore, the audio-visual component in the curriculum aims to encourage the students to employ all the modern persuasive tools that make for effective communication.

Since the program is specifically geared to serving organizations where English and Filipino languages are used as major instruments of communication, a bilingual approach will be adopted for classroom dynamics. This is to train the students to be articulate not only in English but also in Filipino for them to be truly effective in the Philippine organizational setting (www.upm.edu.ph, 2002).

The current curriculum of the Bachelor of Arts in Organizational Communication (BA OrCom) degree program of the University of the Philippines Manila has a total of 135 units. 42 units of which are General Education courses, while 48 units of which are Organizational Communication majors. 12 units are given for Speech Communication subjects, 6 units for foreign languages, 9 units for cognate courses, 12 units for electives, 3 units for Linguistics and another 3 units for PI 100 which is the subject that tackles the life and works of the Philippine national hero, Jose Rizal (Bachelor of Arts in Organizational Communication Curriculum, 1998).

Among the major subjects or courses offered to BA OrCom majors are the following: Introduction to Organizational Communication, Dynamics of Interpersonal Communication, Intercultural Communication, Introduction to Organizational Theories, Technical Writing I and II, and Communication Processes and Organizational Structure.

Also offered are Group Discussion and Conference Leadership, Dynamics of Public Relations, Approaches to Communication in Management, Organizational Communication Statistics, Communication Trends and Styles, Organizational Communication Research, Communication Strategies and Thesis-writing (Bachelor of Arts in Organizational Communication Curriculum, 1998).

Competence of an OrCom Graduate

According to the Department of Arts and Communication of the University of the Philippines Manila, which handles the BA OrCom degree program of the university, an OrCom graduate with his background in interpersonal communication and intercultural communication, should be able to actively deal with the different publics of his organization, both internal and external and vertical and horizontal. In the same way, his background in technical writing, speech, audio-visual communication and linguistics should enable him to produce convincing messages and to convey those messages through presentation and audio-visual communication. More to that, he is also expected to be able to responsibly preside over business meeting and do documentation. Furthermore, with his background in research and management, he should be able to assist in the preparation, implementation, and analysis and evaluations of OrCom-oriented programs. The whole BA OrCom program should have prepared him to assume a junior-level managerial position in the corporate communication department of any organization. Lastly, his relatively extensive training in public speaking (at least 15 units) should have imbued him with a strong sense of self-confidence which, in turn, should also be present in his works (Cepe, 1999).

Possible Career Placements of OrCom Graduates

Based on the BA OrCom curriculum, the graduates are expected to have been equipped with the knowledge, skills, and character they need to be adept in the communication processes in various organizations. With this, the graduates can venture in diverse fields that need their expertise in communication. OrCom graduates may be employed in the fields such as advertising, broadcast media, communication research, foreign service, organizing professional seminars and training programs, public relations and personnel (Cepe, 1999).

Review of Related Studies

Currently, there are only two studies in the University of the Philippines Manila that are related to this study on the relevance and applicability of the Bachelor of Arts in Organizational Communication (OrCom) curriculum to the job responsibilities of its graduates working in knowledge-based organizations.

The first of these studies is the study in 1999, entitled *A Study of the success factors among BA Organizational Communication graduates in UP Manila*, basically tried to look for the factors that contribute to the occupational success of BA Organizational Communication graduates of the University of the Philippines Manila. To do this, the researcher of the said thesis performed a study using the exploratory design that enabled her to interview OrCom graduates through the use of the telephone and through personal visits in their offices (Cepe, 1999).

The researcher learned through her study that the written and oral communication skills of BA OrCom graduates acquired from the degree program is the biggest factor that contributes to the occupational success of the respondents. Likewise, it was learned

through this study, that the BA Organizational Communication Program of the University of the Philippines Manila, according to the respondents who they themselves have undergone, can be improved further, if the coordinators of the program would set specialization or focus for the program. The respondents of this study justified their recommendation, by stating that having a specialization is an edge that a graduate can have (Cepe, 1999).

The other study in the University of the Philippines Manila that in some ways is connected to the present study being proposed, is the study made in the year 1997. The study was entitled *The match between the required skills of job positions held by Organizational Communication graduates and the skills they acquired from the Organizational Communication Program*. As it is obvious from its title, this particular thesis tried to answer the question of whether or not there is a match between the skills developed in the graduates of the Organizational Communication program of the University of the Philippines Manila and the skill required by the job positions they take after college (Sia, 1997).

To perform this study, the researcher employed the One- shot Survey Design, which has enabled her to interview her respondents. After the interviews, the researcher made use of the descriptive way of analyzing data (Sia, 1997).

Through the said study, the researcher was able to figure out, that certainly, there is a match between the required skills of the job positions held by Organizational Communication graduates and the skills they acquired from the BA Organizational Communication program of the University of the Philippines Manila. Like that of the respondents of the other thesis earlier discussed, the respondents of this second thesis

suggested that the BA Organizational Communication be developed further by setting a certain topic that would be the specialization of the program.

Like the present topic on the relevance and applicability the BA OrCom curriculum to the job responsibilities of its graduates working in knowledge-based organizations, these two theses just cited, looked at the curriculum of the BA Organizational Communication Program of the University of the Philippines Manila and its effectiveness as a degree program in honing students to be useful members of the Philippine workforce. Both studies done in the past, and this study currently being proposed here in this paper, all aim for the improvement of the BA Organizational Communication curriculum of the University of the Philippines Manila. Like the past researchers on the topic of BA OrCom curriculum, the researcher of this study also see the need to assess the curriculum once more, to ensure that it is indeed, updated to the changes in its surroundings.

Chapter 3

METHODOLOGY

This chapter presents the research design, sampling technique and instrument used by the study on assessment of the BA OrCom Program of UP Manila in determining the relevance and applicability of the subjects offered and teaching strategies which contributed to the acquisition of knowledge and skills of the graduates working in knowledge-based organizations.

Research Design

This study aims to assess the Bachelor of Arts in Organizational Communication Program of UP Manila in meeting the job responsibilities of its graduates working in knowledge-based organizations. In order to do this, a retrospective descriptive qualitative approach was undertaken by the researcher. This enabled the researcher to determine the nature of the jobs of the OrCom graduates working in knowledge-based organizations, and enabled the researcher to identify the subjects taught in OrCom that are relevant in the workplace of knowledge-based organizations. It also enabled the researcher to identify the OrCom-taught knowledge and skills that are applicable to the jobs in knowledge-based organizations. More to that, it enabled the researcher to determine the styles and strategies of teaching of the OrCom professors and instructors that were instrumental to their learning in OrCom. Lastly, it also enabled the researcher to solicit suggestions from the respondents, on how the OrCom curriculum, including the teaching styles and strategies of its teachers, can be further improved to suit the present and future demands of their jobs.

Population and Sampling

As this study aims to assess the current BA Organizational Communication curriculum in meeting the job responsibilities of its graduates working in knowledge-based organizations, it is important that the population studied here in this thesis will be among the recent graduates of the said degree program. Thus, this study focused on the March 2001 graduates of Bachelor of Arts in Organizational Communication of the University of the Philippines Manila.

The 2001 OrCom graduates were purposively chosen because they the researcher considered them to be more immersed and settled in their jobs as compared to the batches that graduated after them. They were also chosen because as compared to those who graduated earlier than 2001, which could actually be more immersed in their works, the class 2001 did not graduate that long yet to actually forget their acquired knowledge and skills from the BA Organizational Communication curriculum. Hence, recall of their OrCom experiences was not yet hard to accomplish.

In the said year, the Bachelor of Arts in Organizational Communication (OrCom) program produced a total of 41 graduates. Out of these 41 OrCom graduates, the researcher was able to reach 32 of them for this study. Then, out of 32 graduates, the researcher was able to identify 17 or 53% of them working in knowledge-based organizations. Initially, the researcher intended to interview all 17 graduates working in knowledge-based organizations; however, seven of them declined the interview due to their very busy work schedules. Finally, only 10 graduates were tapped by the researcher for an interview session.

Tools for Data Gathering

The researcher used a checklist and an interview schedule to gather data for this study. The checklist, which was used to screen who among the 2001 graduates of the OrCom Program are working in knowledge-based organizations, was prepared by the researcher based on the Self-Assessment Toolkit found in the book of Nicholas Bahra entitled Competitive Knowledge Management (2001). A copy of the checklist is found in Appendix D.

Basically, for an organization to be classified as knowledge-based, it must first employ organizational practices that facilitate the main processes in knowledge-based organizations, which include Knowledge Acquisition or Creation, Knowledge Utilization, Knowledge Sharing and Knowledge Retention. The classification of the organizational practices of knowledge-based organizations included in the checklist is shown in Table 3.1. The presence of a single practice, at a minimum, in each of the sub-classification of the processes, qualifies an organization to be knowledge-based.

The interview schedule used to solicit pertinent data from the 10 OrCom graduates working in knowledge-based organizations is composed of eight main questions. Through the said interview schedule, the researcher was able to gather data on the nature of work of the respondents, the subjects taught in OrCom that are relevant in their workplaces, and the OrCom-taught knowledge and skills that are applicable to the job responsibilities of the respondents. It is also through the said interview schedule that the researcher was able to identify the useful and helpful styles and strategies of the

Table 3.1 Classification of the Organizational Practices of Knowledge-based Organizations

Classification of the Organizational Practices of Knowledge-based Organizations			
Knowledge Acquisition/Creation	Knowledge Utilization	Knowledge Sharing	Knowledge Retention
A. Product, Customer and Competitor Knowledge 1. Invests on Research and Development to give the company a competitive edge 2. Keeps track of your customers to ensure that the products/services the company provide are what they want and need and keeps track of the best practices of the competitors	1. Integrates new methodologies and tools to your company processes to create competitive advantage 2. Employs shared creative problem solving among employees	A. Uses technologies across the organization to assist the knowledge sharing process	1. Manages and keeps company documents for reference in the future 2. Uses patents, copyrights or trademarks to protect the company's intellectual properties
B. Accumulation of knowledge from employees 1. Fosters innovative environment at the workplace 2. Encourages teamwork and piggy-backing of ideas among employees 3. Encourages employees to give suggestions or new ideas that the company can bank on			
C. Personal Intellectual Growth of Employees 1. Encourages personalized methods of training and development, which unlock employees' potential to maximize their own performance and that of the organization 2. Provides opportunities for employees to try out new ideas and working methods		B. Expansion of Knowledge Networks 1. Brings together employees from different divisions and/or locations to offer different approaches to thinking and working 2. Promotes self-organized groups where employees exchange ideas and thoughts on common work practices and aims Promotes interdependence among employees and divisions	
D. Company-assisted employee knowledge enhancement 1. Provides employees with immediate feedback to help their learning 2. Provides training and development for both new and old employees to enhance employees' knowledge and skills in the workplace			

OrCom professors and instructors that were instrumental to their learning. The interview schedule also enabled the researcher to gather suggestions from the graduates on how the OrCom curriculum can be improved to suit their present and future work challenges in

knowledge-based organizations. A copy of the interview schedule is found in Appendix C.

Tools for Data Analysis

As a qualitative research, the data gathered in this thesis have been analyzed thematically. All pertinent information gathered for this study have been described thoroughly.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Aside from being able to screen who among the members of the March 2001 graduates are currently working in knowledge-based organizations, the researcher was also able to obtain through the checklist the nature and profiles of the organizations and work of the graduates. Table 4.1 shows the nature of the knowledge-based organizations or companies where the graduates presently work, with their job profiles.

Data Analysis. The 2001 graduates of OrCom who are currently working in knowledge-based organizations of diverse industries. Five of them are with government institutions, and four are in call centers. Two OrCom graduates work for non-profit organizations and two others in pharmaceutical companies. The remaining four OrCom graduates are in public relations, advertising, manufacturing, and sales industries. Except for the two who are both Information Officers, the rest of the OrCom graduates working in knowledge-based organizations hold different positions in their respective companies, but their diverse jobs fall into eight categories, namely call center, public relations, corporate affairs and communications, human resource-organizational development, advertising, operations, marketing, and administration. The jobs of six OrCom graduates are classified under corporate affairs and communications, four under call center, two under operations, and one each under public relations, human resource-organizational development, advertising, administration, and marketing.

Data Interpretation. Table 4.1 reveals that OrCom 2001 graduates were able to establish professional careers in different knowledge-based organizations with different orientations in diverse industries. This suggests that the OrCom curriculum is relevant

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and applicable to knowledge-based organizations and to various types of industries.

Although the 2001 OrCom graduates hold different positions in their respective companies, all of their positions deal with communication in organizational settings.

Table 4.1 Company and Job Profile of 2001 OrCom Graduates Working in Knowledge-Based Organizations

Industry	Company/ Organization	Position	Classification of Job
Call Center	1. Infonxx Philippines, Inc. 2. Bank of the Philippine Island Call Center 3. PeopleSupport (Phil). Inc	-Customer Service Representative -Assistant Manager -Team Supervisor -Quality Assurance Analyst	-Call Center -Call Center -Call Center -Call Center
Public Relations Company (PR)	1. Perceptions, Inc.	-PR Executive	-Public Relations
Pharmaceuticals	1. United Laboratories, Inc (Unilab) 2. Astra Zenica Phils.	-External Communications Specialist (Supervisor 2) -Associate OD Manager	-Corporate Affairs and Communications -Human Resource-Organizational Development
Government Institutions/ Government-funded Offices	1. PAGCOR 2. DTI- Board of Investments 3. Land Bank of the Philippines 4. IPPAO-UP Manila 5. UP Manila Pahinungod	-Operations Office Assistant -Investment Specialist -Information Officer -Information Officer II -Administration Officer II	-Operations -Corporate Affairs and Communications -Corporate Affairs and Communications - Corporate Affairs and Communications -Administration
Non-profit Organizations	1. PRISM Project/ USAID 2. Philippine NGO Support Program, Inc.(PHANSuP)	-Project Assistant-Workplace Initiatives -Knowledge Management Associate	-Operations -Corporate Affairs and Communications
Advertising	1.Special Publications (Sunlit Media)	-Associate Managing Editor	-Advertising
Manufacturing	1. San Miguel Corporation	-Communication Account Officer (Packaging Division) Products	-Corporate Affairs and Communications
Sales	1. Teledata Phils	-Marketing Manager/Head	-Marketing

As mentioned, out of the 17 OrCom 2001 graduates working in knowledge-based organizations, 10 were interviewed. The following data were gathered through the interview:

Table 4.2 Skills and Knowledge Learned from OrCom and Needed for Work in Knowledge-based Organizations

Respondent	Work Responsibilities	Skills and Knowledge Needed to Perform Work	Useful Skills and Knowledge Learned from OrCom	Relevant Skills and Knowledge
A	<ul style="list-style-type: none"> >Acts as the consultant/adviser of the Division's newsletter (decides on what stories to include and what angles the stories must take, and presides over the monthly meetings) >Manages corporate-wide events (leads the planning and execution of events) >Writes speeches for the Division President >Prepares Press Releases for the Divisions 	<ul style="list-style-type: none"> >Writing Skills (speech writing, press release writing, editorial writing) >Well-versed in scripts >Events Management >Knowledge and Skills in making Audio-Visual Presentations >Editing Skills >Skills in relating with people 	<ul style="list-style-type: none"> >Writing Skills (speech writing, press releases, scripts) >Events Management >Relating with People 	<ul style="list-style-type: none"> >Technical Skills >Speech classes and Public Speaking >Strategic Communication >Interpersonal Skills >Group Dynamics
B	<ul style="list-style-type: none"> >Designs graphics for organization's publications >Lay-outs informational materials >Sometimes writes feature and news articles for newsletter 	<ul style="list-style-type: none"> >Writing Skills (Technical and article writing) >Computer Skills >Lay-out and Graphic Design Skills >Knowledge and Skills in making informational materials >Strategic Communication 	<ul style="list-style-type: none"> >Writing Skills (Technical and article writing) >Strategic Communication (for Lay-out designs) 	<ul style="list-style-type: none"> >Technical Skills >Strategic Communication
C	<ul style="list-style-type: none"> >Handles company's corporate social responsibility (CSR) after (out-reach programs and good citizenship efforts) >Deals with media >Handles public relations (plant tours for students, people wanting to research about the company) >Writes press releases and speeches 	<ul style="list-style-type: none"> >Marketing Communication >Public Relations >Interpersonal Communication >Communication Strategies >Presentation Skills >Conversational Skills >Convincing Skills >Writing Skills >Critical Thinking 	<ul style="list-style-type: none"> >Public Relations >Interpersonal Communication >Communication Strategies >Presentation Skills >Writing Skills >Convincing Skills 	<ul style="list-style-type: none"> >Public Relations >Interpersonal Communication >Communication Strategies >Technical Skills >Debate
D	<ul style="list-style-type: none"> >Designs processes and systems with regard to the performance management system of the company, training and development, and succession plan >Sets up basics from where training should be anchored 	<ul style="list-style-type: none"> >How to facilitate seminars >Counseling and coaching >Understanding of how processes and systems are set-up in a company >Good communication skills (both written and oral) 	<ul style="list-style-type: none"> >Communication Skills >Group Discussion 	<ul style="list-style-type: none"> >Technical Skills >Speech classes (Communication) >Public Speaking >Interpersonal Skills >Group Dynamics
E	<ul style="list-style-type: none"> >Handles incoming calls requesting directory assistance, directions assistance, movie schedule and listings 	<ul style="list-style-type: none"> >Excellent oral communication skills >Good command of the English language with emphasis on grammar and 	<ul style="list-style-type: none"> >Good Communication Skills >Good Listening Skills 	<ul style="list-style-type: none"> >Speech classes (Communication) >Public Speaking

om 2001 graduates working in knowledge-based

he following data were gathered through the

in and Needed for Work in Knowledge-based Organizations

Skills and Knowledge Needed to Perform Work	Useful Skills and Knowledge Learned from OrCom	Relevant OrCom Subjects	Other Things Learned from OrCom
<p>iting Skills (speech ng, press release ng, editorial writing)</p> <p>all-versed in scripts ents Management owledge and Skills aking Audio-Visual entations</p> <p>iting Skills</p> <p>ills in relating with ple</p>	<p>>Writing Skills (speech writing, press releases, scripts)</p> <p>>Events Management</p> <p>>Relating with People</p>	<p>>Technical Writing</p> <p>>Speech Communication classes (Communication 3 and Public Speaking)</p> <p>>Strategic Communication</p> <p>>Interpersonal Communication and Group Dynamics</p> <p>>Intercultural Communication</p>	<p>>Value of Brainstorming</p> <p>>Thinking out-of-the-box</p> <p>>How to package messages to suit audience</p> <p>>Confidence</p>
<p>iting Skills (Technical article writing)</p> <p>mputer Skills</p> <p>y-out and Graphic igh Skills</p> <p>owledge and Skills aking informational erials</p> <p>ategic Communication</p>	<p>>Writing Skills (Technical and article writing)</p> <p>>Strategic Communication (for Lay-out designs)</p>	<p>>Technical Writing</p> <p>>Strategic Communication</p>	
<p>arketing Communication</p> <p>ublic Relations</p> <p>erpersonal</p> <p>rmunication</p> <p>munication Strategies</p> <p>resentation Skills</p> <p>nversational Skills</p> <p>nvincing Skills</p> <p>iting Skills</p> <p>tical Thinking</p>	<p>>Public Relations</p> <p>>Interpersonal Communication</p> <p>>Communication Strategies</p> <p>>Presentation Skills</p> <p>>Writing Skills</p> <p>>Convincing Skills</p>	<p>>Public Relations</p> <p>>Interpersonal Communication</p> <p>>Communication Strategies</p> <p>>Technical Writing</p> <p>>Debate and Argumentation</p>	<p>>Critical Thinking</p>
<p>w to facilitate seminars</p> <p>ounseling and coaching</p> <p>derstanding of how esses and systems are up in a company</p> <p>od communication skills h written and oral)</p>	<p>>Communication Skills</p> <p>>Group Discussion</p>	<p>>Technical Writing</p> <p>>Speech Communication classes (Communication 3 and Public Speaking)</p> <p>>Interpersonal Communication</p> <p>>Intercultural Communication</p> <p>>Group Discussion</p>	
<p>cellent oral munication skills</p> <p>od command of the lish language with hasis on grammar and iling</p>	<p>>Good Communication Skills</p> <p>>Good Listening Skills</p>	<p>>Speech Communication (Communication 3 and Public Speaking)</p>	

		<ul style="list-style-type: none"> >Good listening skills >Call management skills, which include being able to handle different kinds of callers, being able to immediately identify the caller's needs, and knowing the best way to fulfill or meet the needs of the caller >Basic computer skills 		
F	<ul style="list-style-type: none"> >Handles people and financial matters >Coordinates programs >Takes care of volunteers 	<ul style="list-style-type: none"> >Accounting Skills >Basics of Math >Human Resources Management >Handling people well >Interpersonal Communication Skills >Intercultural Communication Skills >Public Speaking skills >Conducting interviews 	<ul style="list-style-type: none"> >Communication Skills, which include Interpersonal Communication and Intercultural Communication Skills, Public Speaking, and conducting interviews 	<ul style="list-style-type: none"> >Interpersonal C >Intercultural C >Public Speakin >Communicatio
G	<ul style="list-style-type: none"> >Writes speeches >Writes news and feature articles for company publications and newsletters >Writes remarks for special occasions (MOA signing, recognition rites) >Prepares Annual Reports >Makes multi-media productions for corporate occasions. >Interacts with internal and external clients >Manages events >Makes graphic designs for posters, streamers, and advertisements 	<ul style="list-style-type: none"> >People Skills (knowing how to communicate well with different people) >Writing Skills >Interpersonal Communication Skills (knowing your audience, knowing what communication tools to use) >Public Relations Skills >Knowing how to conduct yourself 	<ul style="list-style-type: none"> >Writing Skills (for articles) >Argumentation (develops confidence and can be used for writing speeches) >Communication Strategies >Interpersonal Communication Skills >Technical Writing 	<ul style="list-style-type: none"> >Technical Writi >Argumentation >Communicator >Interpersonal C >Intercultural Cc >Public Relation >Thesis
H	<ul style="list-style-type: none"> >Handles PR accounts (responsible for data gathering, research, and editorial services for the publicity, promotions, and total public relations requirements of the accounts) >Prepares monthly PR reports and drafts the taking points, fact sheets, media briefs, and speeches for clients' media and other special events >Drafts press releases and news advisories >Organizes and manages the clients' events (press conferences, launches, media trips, press parties, OTG activities, press interviews, media forums, and briefings 	<ul style="list-style-type: none"> >Communication Skills (written, oral, and interpersonal) >Events Management >Organizational and Planning Skills >Multi-tasking and efficiency under pressure >Media relations, publicity and promotions >Computer proficiency 	<ul style="list-style-type: none"> >Communication Skills (written, oral, and interpersonal) >Technical Writing >Public Relations >Public Speaking 	<ul style="list-style-type: none"> >Technical Wri >Public Speaki >Communicati >Public Relatio >Interpersonal >Communicati

<p>management skills, which include being able to handle different kinds of requests, being able to immediately identify the requester's needs, and knowing the best way to fulfill or meet the needs of the caller</p> <p>>Basic computer skills</p>			
<p>Counting Skills Skills of Math Human Resources Management Handling people well Interpersonal Communication Skills Intercultural Communication Skills Public Speaking skills Conducting interviews</p>	<p>>Communication Skills, which include Interpersonal Communication and Intercultural Communication Skills, Public Speaking, and conducting interviews</p>	<p>>Interpersonal Communication >Intercultural Communication >Public Speaking >Communication 3</p>	<p>>Multi-tasking</p>
<p>People Skills (knowing how to communicate well with different people) Writing Skills Interpersonal Communication Skills Winning your audience, knowing what communication is to use) Public Relations Skills Knowing how to conduct self</p>	<p>>Writing Skills (for articles) >Argumentation (develops confidence and can be used for writing speeches) >Communication Strategies >Interpersonal Communication Skills >Technical Writing</p>	<p>>Technical Writing >Argumentation Class >Communication Strategies >Interpersonal Communication >Intercultural Communication >Public Relations >Thesis</p>	<p>>Confidence >Multi-tasking</p>
<p>Communication Skills Written, oral, and interpersonal) Events Management Organizational and Planning Skills Multi-tasking and efficiency Under pressure Media relations, publicity Promotions Computer proficiency</p>	<p>>Communication Skills (written, oral, and interpersonal) >Technical Writing >Public Relations >Public Speaking</p>	<p>>Technical Writing >Public Speaking >Communication 3 >Public Relations >Interpersonal Communication >Communication Strategies</p>	

I	<ul style="list-style-type: none"> >Prepares and executes marketing communication programs and good citizenship >Manages advertising and PR campaign events >Prepares strategic marketing plans for the whole region (Singapore, India, Vietnam, Indonesia, Malaysia, Thailand, and Philippines) >Oversees the development and execution of marketing of the 7 countries >Makes marketing research >Prepares competitive analysis >Manages databases 	<ul style="list-style-type: none"> >Communication skills (technical writing, creative writing for the brochures and advertising programs, interpersonal communication skills, especially in dealing with the customers) >Events Management skills >Coordinating Skills >Research Skills >Planning Skills >Using graphic design softwares >Product Management >Knowledge on Organizations 	<ul style="list-style-type: none"> >Strategic Planning >Basic Skills in writing reports, letters, and content of brochures >Technical Writing >Oral Communication Skills >Knowledge on Organizations 	<ul style="list-style-type: none"> >Strategic C >Technical >Public Spe >Organizati
J	<ul style="list-style-type: none"> >Makes lay-outs of straight advertisements >Works on advertorials (conceptualizes advertorials, coordinate with the crew, the make-up artists, photographers, models and stylists, coordinates with the production team, makes 1-page to full-blown magazine advertorials) >Presents and pitches to clients 	<ul style="list-style-type: none"> >Strong editorial background >Basic knowledge of print production and the different processes involved in it >Excellent writing skills in both English and Filipino >Knows how to utilize the internet and local magazines for new ideas >Dealing with different kinds of people >Multi-tasking Skills >Creative Writing >Technical Writing 	<ul style="list-style-type: none"> >Writing Skills >Dealing with different kinds of people >Presentation skills 	<ul style="list-style-type: none"> >Technical V >Interperson. >Audio-Visua

<p> cation skills writing, creative he brochures and programs, ial communication cially in dealing stomers) lanagement skills ting Skills) Skills Skills aphic design Management ge on Organizations </p>	<p> >Strategic Planning >Basic Skills in writing reports, letters, and content of brochures >Technical Writing >Oral Communication Skills >Knowledge on Organizations </p>	<p> >Strategic Communication >Technical Writing >Public Speaking >Organizational Theories </p>	<p> >How to conduct one's self </p>
<p> ditorial background owledge of print n and the different s involved in it it writing skills in lish and Filipino ow to utilize the nd local magazines leas with different kinds sking Skills e Writing al Writing </p>	<p> >Writing Skills >Dealing with different kinds of people >Presentation skills </p>	<p> >Technical Writing >Interpersonal Communication >Audio-Visual Communication </p>	<p> >Multi-tasking >Confidence </p>

Data Analysis. The class 2001 respondents working in knowledge-based organizations perform different work responsibilities in their respective offices. One of them, being in a call center, answers the inquiries and questions of people availing of the services of the company. Another respondent, on the other hand, designs processes and systems with regard to the performance management system of the company. One respondent takes care of both the media relations and corporate social responsibility of the company, while another one does multi-media productions and annual reports. There is also one respondent whose main responsibility is to do marketing communication programs, and another is tasked to do advertisement materials for their clients. Diverse as it may seem, there are some work responsibilities that are common to some of them, for example handling research work, which is a work responsibility by two of the respondents; administering people in the office, also performed by two respondents; writing press releases and speeches for their bosses done by three respondents; and writing and editing articles for their company publications as performed by three respondents. Taking care of the Public Relations and Client Relations of the company is another responsibility shared by some of the respondents, as performed by four of them in their respective workplaces. There are also four respondents tasked to do graphic designs and lay outs for their company publications and informational materials. Lastly, six of the respondents manage company events.

To be able to perform these varied tasks in their offices, the respondents need different skills and knowledge, as dictated by the positions they have at work. Because of this, they have identified skills and knowledge that they need that they do not share commonly with the other respondents like accounting skills, counseling and coaching,

facilitating seminars, understanding of processes and systems set-up in companies, knowledge of print production and its processes, product management, call management skills, media relations, publicity and promotions, listening skills, knowledge of argumentation, knowledge of organizations, creative thinking and knowledge of conduct of oneself. However, as the table shows, there is one particular skill that all 10 of them need in order to perform their duties at work, and that is writing skills. Included under writing skills are speech-writing, press releases/editorial writing and editing skills, article writing, scripts/creative writing and technical writing. Eight of the respondents, on the other hand, need oral communication skills. Included in oral communication skills are presentation skills, convincing skills, conversational skills and public speaking. Next to oral communication skills, the two skills that are needed by most of the respondents are interpersonal skills and knowledge of communication strategies, specifically public relations, advertising and event management, according to seven respondents. Following this is computer skills, as identified by four respondents; and the skills in lay-outing, graphic designs, and making informational materials, multi-tasking skills, and planning skills, according to two respondents.

Among these skills and knowledge needed by the respondents to perform their tasks, they have identified eight of them to have been learned and honed through the OrCom curriculum. These eight skills and knowledge are writing skills, oral communication skills, interpersonal communication skills, strategic communication, listening skills, knowledge on organizations, strategic planning, and knowledge of argumentation. To add to these skills and knowledge, other things that have been indirectly taught in OrCom very useful in their respective workplaces are having

confidence in one's self and multi-tasking, as identified by three respondents; and critical thinking, brainstorming, thinking out-of-the-box, and knowing how to conduct oneself as identified by each of the respondents.

When asked about the particular courses offered in the OrCom curriculum that were instrumental to their learning of the mentioned OrCom-learned knowledge and skills, eight out of 10 respondents answered Technical Writing I and II to have been very useful. Seven mentioned Interpersonal Communication, while six mentioned Strategic Communication and another six of the respondents identified Public Speaking. Communication III was mentioned by five of the 10 respondents, while Intercultural Communication was mentioned by four respondents. Three mentioned Dynamics of Public Relations and two mentioned Argumentation. Group Discussion and Conference Leadership was mentioned by two respondents, while Introduction to Organizational Theories, Audio-visual Communication, and Thesis Writing were mentioned each by three respondents.

Data Interpretation. As shown in the table, although the 2001 OrCom graduates are assigned to different positions in different industries, there are still tasks like handling newsletters, writing speeches and press releases, overseeing company events, and programs, making graphic designs and lay-outs for company publications and informational materials, public relations and client relations, administering employees and research, that are commonly shared by the graduates. This suggests that though they enter different industries, OrCom graduates still perform jobs that are somehow related to each other, and as a whole, related to communication. In this regard, the table shows that most of the skills and knowledge largely needed by the graduates are linked to

communication such as writing skills, oral communication skills, interpersonal communication skills, strategic communication, audio-visual communication skills (lay-outting, graphic designs), and computer skills which is used to aid communication processes.

Another important thing shown in this table is that the four most-needed skills and knowledge of the OrCom graduates working in knowledge-based organizations (writing skills, oral communication skills, interpersonal skills, and strategic communication skills,) are claimed by the graduates to have been learned and honed through the OrCom Program. The graduates have also identified additional skills and knowledge they have indirectly learned from OrCom, which have helped them in their work. However, it should also be noted that this table likewise shows skills and knowledge, like computer skills for lay out and design that have been identified to be very useful in their work, but are not taught in OrCom.

As for the subjects that were instrumental to their learning of the different knowledge and skills as claimed by the respondents to have been learned and honed in OrCom, the subjects are considered to be more general, and that they are useful in any type of work in an organization, like Technical Writing, Interpersonal Communication, Strategic Communication and Public Speaking, which were identified by most of the respondents. Also, the subjects mentioned by most of the respondents are those that are less on theories, and more on teaching of practical skills. This suggests that the subjects that give the students practical and handy knowledge on how to go about things are the subjects that they find to be relevant in their work responsibilities in knowledge-based organizations.

More to the work responsibilities of the respondents, the knowledge and skills they need to perform their job, the knowledge and skills they use in their jobs that they learned in OrCom and the OrCom subjects they find relevant in their jobs, the researcher was also able to gather data on the styles and strategies of the OrCom professors and instructors, which they find helpful to their learning, as shown in Table 4.3.

Data Analysis. There are many different styles and strategies of teaching that the professors and instructors used as identified by the 2001 OrCom graduates to have been helpful for their learning of the skills and knowledge applied in their work at knowledge-based organizations. Among the said styles and strategies, the giving of the students a chance to practice what they have learned through hands-on application of the lessons has been recognized by eight of the respondents. Five of the eight respondents who recognized the said style to be effective further mentioned that having more hands-on opportunities in class, and less lectures on theories in some of their classes was really practical. This is because, according to them, the hands-on experience in the workplace is what matters most, than the theories one knows. In relation to this, one respondent identified the oral exams for speech classes and practical exams for the rest of the classes as a good strategy to enable the students to practice their learning.

The next strategy identified by six of the respondents to be helpful in their learning was creating an open communication line between the professors and the students, and among the students themselves. Specifically, five of the respondents mentioned the interactive lectures, dialogues and discussions in class, while two respondents mentioned the availability of the teachers for consultation. One respondent identified the group work given by the professors as a means to facilitate learning among

Table 4.3. Styles and Strategies of OrCom Instructors and Professors that were helpful in their learning

Respondent	Styles and Strategies of OrCom Instructors and Professors
A	<ul style="list-style-type: none"> -Giving a general view of the lesson and then letting the students do sample works of the lesson (Professor Henson in Communication Strategies class) -Not spoon feeding the students (general strategy of all UP instructors and professors) -Giving room for group works that teach the value of brainstorming and proper exchange of ideas -Simulating actual situations in class/role-playing (Professor Sarile in Interpersonal Communication class) -Reporting
B	<ul style="list-style-type: none"> -Giving projects for application of learning (Professor Henson in Strategic Communication class) -Presence of dialogues between teachers and students and between students and students -More on situation-simulations/skits, and less on lectures and theories (Professor Sarile in Interpersonal Communication class)
C	<ul style="list-style-type: none"> -Hands-on -Not spoon feeding -Letting students exhaust all their creative means by providing mere guidelines for projects and assignments -Group works that emphasize the concept of teamwork
D	<ul style="list-style-type: none"> -Coaching and Mentoring -Being available for one-on-one discussions or consultations (Professors Henson and Adeva)
E	<ul style="list-style-type: none"> -Giving lectures that are followed by activities that enable students to apply what was taught to them especially in Speech Communication classes, which was more hands-on -Delivering speeches, role-playings and reportings -Giving usual written exams to validate learning
F	<ul style="list-style-type: none"> -Giving students a chance to apply what was taught to them (letting students prepare and give their own speeches, letting students write memos, minutes, etc for technical writing) -Not all theories, also has application part
G	<ul style="list-style-type: none"> -Not spoon feeding, professors as mere facilitators of learning -Facilitating discussions where ideas are exchanged -Assigning students to do presentations and reportings -Having film-showings -Hands-on like thesis -Highly interactive lectures, not uni-directional, which is the best thing about the course
H	<ul style="list-style-type: none"> -Letting students undergo oral/practical exams especially in Speech Communication or Public Speaking classes -Assigning students to report -Letting students research lessons on their own -Letting students write sample letters for Technical Writing -Letting students do skits and presentations that enhance good oral communication -Skills had been used and practiced in class
I	<ul style="list-style-type: none"> -Having practical application part in classes because you tend to forget theories as you start working
J	<ul style="list-style-type: none"> -Conducting classes very lightly and yet substantially, making students feel like they are just playing when they are actually already learning (Sir Henson) -Extending personal help (Sir Henson) -Being strict with requirements/being detail-oriented (Ma'am Sarile) -Letting students do presentations and skits that help make students confident

the students as they share their thoughts with regard to the topics under discussion. It also taught the students the value of brainstorming, which according to the respondent is very handy in the workplace.

Next to the creation of an open communication line in school, five respondents mentioned assigning students to report certain lessons and asking the students to do presentations in class are good strategies of the professors and instructors. In the same way, not spoon feeding the students is another good strategy considered by four of the respondents, and so is simulation of actual situations and role-playing in class as identified by three respondents. Other strategies mentioned are coaching and mentoring, film-showing, written exams, and the strict quality standards of professors when it comes to requirements of the class.

Data Interpretation. The data above show that among the styles and strategies of OrCom professors and instructors, it can be said that the five main strategies viewed by the respondents to be useful are the application of the lessons in class, the open communication line between professors and students and among the students themselves, assigning the students to report and do presentations, liberal instruction devoid of spoon feeding the students with information, and simulating actual situations in class.

It can be seen in these five strategies that the main ingredient which graduates deem as useful in the strategies mentioned, is the participation of the students in class activities. It is through immersing the students to applications of what were taught to them and through engaging them in interactive discussions and other activities like simulation of situations, can they truly learn more effectively. Though the graduates do not discount the fact that lectures are still important for the learning of the students, the

data reveal that straight lectures, where only the teacher talks, is not anymore preferred by the students.

Table 4.4 Possible Future demands at work

Respondent	Future Challenges at work
A	-Dealing with people (both old and new employees and clients)
B	-Being asked to conceptualize on her own the contents of information materials -Being asked to write more articles
C	-The company going full-blast in promoting corporate image
D	-Getting an idea how to set-up processes and concrete models of core competencies
E	-Keeping up with new services, new markets and new technologies that the company may introduce
F	-Handling more programs at one time -Being more knowledgeable in coordinating programs and different people -Effectively invite volunteers
G	-Coping up with the technological developments in line with communication (being able to reach audience the fastest way) -Coping with the fast exchange of messages due to new communication technologies -Validating information -Adapting new advancements to help deliver job
H	-Being able to continuously provide excellent PR services to the clients of bringing in more publicity and public awareness to their company/product -Competition and the need for creativity and innovative ideas -Coming up with the most original, newest yet most feasible plans and proposals to attract and acquire new clients -Global reach
I	-Further handling the marketing of the region because of the ever-changing cultures of each country -Being asked to do Marketing Research alone because of lack of background in Economics
J	-Being more creative -Not running out of ideas -Making our clients more sophisticated in such a way that the advertisements are smarter -Knowing more about technically good designs

Data Analysis. The diversity of the jobs that the 2001 OrCom graduates get in knowledge-based organizations is reflected by the diversity of the future challenges they foresee themselves in facing their current organizations. There are some future challenges mentioned, like for example, getting an idea on how to set-up processes and concrete models of core competencies, which was mentioned by one respondent. However, it can

be seen in the data that six of the 22 future concerns mentioned by the respondents have something to do with adapting to new technologies that may be introduced to their company or their markets or clients in the future, while 16 of the 22 future concerns are focused on enhancing one's self, skills, knowledge and capabilities to be able to adapt to the changes of the times. It is also worth-mentioning that no respondent introduced any new work responsibility. All mentioned future concerns are still in relation to their present work responsibilities.

Data Interpretation. Though the mentioned future demands and challenges of the respondents in their workplace vary from each other, the data show a pattern that all concerns are connected to being able to adapt to the changes that may happen in their future work responsibilities in the company. As already stated, no respondents made mention of a possible new workload, but focused on their current tasks. As a solution to these challenges, the respondents pointed to enhancing what they currently know to be able to keep up with possible changes in the future. Such a mindset is evident from people working in knowledge-based organizations. To be able to survive in the future, one's present knowledge, skills and capabilities must be updated and continuously refreshed.

Table 4. 5 Suggestions for the improvement of the OrCom Curriculum

Respondent	Ways to improve the OrCom Curriculum	Suggestions on the Styles and
A	<ul style="list-style-type: none"> > Provide students with more exposure to the real corporate life >Lessons should be less on theories, more on applications >Practicum should be more guided and focused, no clerical works >Make and use OrCom materials or books that focus on Filipino organizations in Philippine settings and Philippine settings in the global world >All programs should still be included but develop Intercultural Communication subject because it can give OrCom graduates an edge upon entry to globalized companies 	<ul style="list-style-type: none"> >Current styles and strategies
B	<ul style="list-style-type: none"> >Less on pure lectures >Lectures should focus on practical applications not much on theories >Expose students more to the skills to enable them to hone and develop their skills >Electives and cognates should be related to OrCom >Make Intercultural Communication class more effective by exposing the students to real situations and introducing them to different cultures >Generally, subjects are okay, however, some teaching styles must be changed >Add Basic Desktop Lay-outting class >Add refresher courses on Grammar 	<ul style="list-style-type: none"> >Lecture-only classes should
C	<ul style="list-style-type: none"> >Presence of a constant or regular view of the curriculum to enable realignment of the courses with the demands in the workplace >Use outside looking in perspective when reviewing subjects to see if they are still relevant >OrCom needs more practitioners as facilitators of subjects >Establish networks outside school to increase experience of students with the outside world and to help promote OrCom >Use actual case problems for discussions >Some subjects are redundant and should be grouped together, like Intercultural Communication, which should be under Interpersonal Communication >Add more external communication subjects like Social Marketing and Corporate Image Projection 	<ul style="list-style-type: none"> >Instead of making students go to companies and do actual >Make classes more interactive >Bring students to field trips >Less on reporting, more on own life/career
D	<ul style="list-style-type: none"> >Students should be exposed to basic courses on how a communication set up of a company works, how to set up processes, how to know which models to use, and how to know what models are applicable to the needs of an organization (for HR work) 	<ul style="list-style-type: none"> >General style of UP teachers
E	<ul style="list-style-type: none"> >Add a refresher course on Grammar and Basic English >Add more opportunities for oral practices 	<ul style="list-style-type: none"> >Current styles and strategies
F	<ul style="list-style-type: none"> >Add electives related to IT (web design, graphic arts and softwares >Modify subjects to fit the needs in the workplace >Get new instructors for fresh ideas 	<ul style="list-style-type: none"> >No definite need to modify >Teachers' styles are still appropriate >needs of the students
G	<ul style="list-style-type: none"> >The curriculum is quite solid, the theories are still applicable but should focus more on the processes itself >Classes should focus more on the application of the theories rather than the theories themselves >More on hands-on practices for the students >Curriculum should be more sensitive to the needs of the communication processes in the organizations by including lay out and design classes, and add editing part of making a video in the Audi-Visual Communication class >More hands-on training on communication tools, PR, annual reports, news and feature writing, press releases 	<ul style="list-style-type: none"> >Maintain current set-up with presentations >Inject more hands-on opportunities
H	<ul style="list-style-type: none"> >More field work because hands-on learning is still the best tool to use in OrCom >Provide cognate courses that are in relation with the course like a business course, HR subject, media/masscom-related courses >Add a marketing subject >More in-depth discussion of PR >Add more units to Audi-Visual Communication, include graphic design 	<ul style="list-style-type: none"> >Lecture alone is not enough >Letting students do research >resourceful and efficient >More interactive teaching >Class trips, forums, sit-in

n Curriculum

	Suggestions on the Styles and Strategies of teaching
<p>ie real corporate life in applications used, no clerical works hat focus on Filipino organizations s in the global world develop Intercultural Communication s an edge upon entry to globalized</p>	<p>>Current styles and strategies are all still appropriate</p>
<p>tions not much on theories e them to hone and develop their</p> <p>OrCom more effective by exposing the tem to different cultures ie teaching styles must be changed</p>	<p>>Lecture-only classes should incorporate application activities</p>
<p>ie curriculum to enable realignment place viewing subjects to see if they are itors of subjects se experience of students with the</p> <p>s grouped together, like be under Interpersonal</p> <p>s like Social Marketing and</p>	<p>>Instead of making students think of hypothetical issues and campaigns, let them go to companies and do actual campaigns >Make classes more interactive, less on lecturing and monologue of teachers >Bring students to field trips (Sir Timbungco style) >Less on reporting, more on workshops >Make subjects interesting to students by showing them its importance to their own life/career</p>
<p>s on how a communication set up s how to know which models to cable to the needs of an</p>	<p>>General style of UP teachers of not hand feeding the students is really helpful</p>
<p>asic English</p>	<p>>Current styles and strategies are okay</p>
<p>iphic arts and softwares place</p>	<p>>No definite need to modify styles. already interactive and participative >Teachers' styles are still applicable and ever-changing to adapt to changes in the needs of the students</p>
<p>ire still applicable but should focus on of the theories rather than the</p> <p>s needs of the communication ay out and design classes, and add isual Communication class ools, PR, annual reports,news and</p>	<p>>Maintain current set-up which includes interaction with students, discussions, and presentations >Inject more hands-on opportunities for students</p>
<p>s is still the best tool to use in with the course like a business courses</p> <p>ation, include graphic design</p>	<p>>Lecture alone is not enough to hold the students' interest >Letting students do research is effective because it trains students to be more resourceful and efficient >More interactive teaching will be most helpful to students >Class trips, forums, sit-ins in actual seminars/briefings will also be useful</p>

	<ul style="list-style-type: none"> >Generally, subjects are okay, however, some teaching styles must be changed >Add Basic Desktop Lay-outing class >Add refresher courses on Grammar 	
C	<ul style="list-style-type: none"> >Presence of a constant or regular view of the curriculum to enable realignment of the courses with the demands in the workplace >Use outside looking in perspective when reviewing subjects to see if they are still relevant >OrCom needs more practitioners as facilitators of subjects >Establish networks outside school to increase experience of students with the outside world and to help promote OrCom >Use actual case problems for discussions >Some subjects are redundant and should be grouped together, like Intercultural Communication, which should be under Interpersonal Communication >Add more external communication subjects like Social Marketing and Corporate Image Projection 	<ul style="list-style-type: none"> >Instead of making students go to companies and do assignments >Make classes more interactive >Bring students to field trips >Less on reporting, more on analysis >Make subjects interesting to students' own life/career
D	<ul style="list-style-type: none"> >Students should be exposed to basic courses on how a communication set up of a company works, how to set up processes, how to know which models to use, and how to know what models are applicable to the needs of an organization (for HR work) 	>General style of UP teaching
E	<ul style="list-style-type: none"> >Add a refresher course on Grammar and Basic English >Add more opportunities for oral practices 	>Current styles and strategies
F	<ul style="list-style-type: none"> >Add electives related to IT (web design, graphic arts and softwares) >Modify subjects to fit the needs in the workplace >Get new instructors for fresh ideas 	<ul style="list-style-type: none"> >No definite need to modify >Teachers' styles are still appropriate >Needs of the students
G	<ul style="list-style-type: none"> >The curriculum is quite solid, the theories are still applicable but should focus more on the processes itself >Classes should focus more on the application of the theories rather than the theories themselves >More on hands-on practices for the students >Curriculum should be more sensitive to the needs of the communication processes in the organizations by including lay out and design classes, and add editing part of making a video in the Audi-Visual Communication class >More hands-on training on communication tools, PR, annual reports, news and feature writing, press releases 	<ul style="list-style-type: none"> >Maintain current set-up with presentations >Inject more hands-on opportunities
H	<ul style="list-style-type: none"> >More field work because hands-on learning is still the best tool to use in OrCom >Provide cognate courses that are in relation with the course like a business course, HR subject, media/masscom-related courses >Add a marketing subject >More in-depth discussion of PR >Add more units to Audi-Visual Communication, include graphic design softwares 	<ul style="list-style-type: none"> >Lecture alone is not enough >Letting students do research >Resourceful and efficient >More interactive teaching >Class trips, forums, sit-ins
I	<ul style="list-style-type: none"> >Add Economics and Marketing classes >Add classes on computer softwares 	<ul style="list-style-type: none"> >Course is too research-focused >Different industries like Real Estate, Corporate Affairs, Advertising
J	<ul style="list-style-type: none"> >Should be more dynamic >Discuss newer art forms like digital film making, broadcasting, flash presentations, and animations >Add financial classes and basic Economics >Establish a network of graduates >Merge some subjects to give way to suggested programs (merge group discussion class with interpersonal class, merge linguistics with psycholinguistics) >Add advertising classes >Teach students the basics of how to produce magazines, print production >Incorporate field trips to Intercultural Communication class 	<ul style="list-style-type: none"> >Have field trips to different advertising agencies where they can learn >DAC must coordinate with

<p>... effective by exposing the them to different cultures the teaching styles must be changed</p>	
<p>the curriculum to enable realignment place viewing subjects to see if they are tors of subjects se experience of students with the grouped together, like be under Interpersonal like Social Marketing and</p>	<p>>Instead of making students think of hypothetical issues and campaigns, let them go to companies and do actual campaigns >Make classes more interactive, less on lecturing and monologue of teachers >Bring students to field trips (Sir Timbungco style) >Less on reporting, more on workshops >Make subjects interesting to students by showing them its importance to their own life/career</p>
<p>on how a communication set up how to know which models to able to the needs of an</p>	<p>>General style of UP teachers of not hand feeding the students is really helpful</p>
<p>sic English</p>	<p>>Current styles and strategies are okay</p>
<p>phic arts and softwares place</p>	<p>>No definite need to modify styles, already interactive and participative >Teachers' styles are still applicable and ever-changing to adapt to changes in the needs of the students</p>
<p>e still applicable but should focus of the theories rather than the needs of the communication out and design classes, and add ual Communication class ols, PR, annual reports, news and</p>	<p>>Maintain current set-up which includes interaction with students, discussions, and presentations >Inject more hands-on opportunities for students</p>
<p>s still the best tool to use in with the course like a business urses</p>	<p>>Lecture alone is not enough to hold the students' interest >Letting students do research is effective because it trains students to be more resourceful and efficient >More interactive teaching will be most helpful to students >Class trips, forums, sit-ins in actual seminars/briefings will also be useful</p>
<p>on, include graphic design</p>	
	<p>>Course is too research-focused, would be more helpful if students are exposed to different industries like Research, Marketing, Corporate Communications, Corporate Affairs, Advertising and PR agencies</p>
<p>ing, broadcasting, flash programs (merge group : linguistics with magazines, print production nication class</p>	<p>>Have field trips to different industries related to OrCom like newspapers and advertising agencies where they can talk to people >DAC must coordinate with ORCOMSOC for a more wholistic learning</p>

Data Analysis. When asked how the OrCom curriculum could be improved to better suit to the present and future demands of their jobs, the OrCom 2001 graduates gave different suggestions. Eight of them suggested that the OrCom curriculum should give less focus and less discussions on the theories, and give more hands-on practice for the application of the theories and other skills and knowledge taught in the curriculum. Six respondents suggested that students should be exposed to real corporate situations by establishing networks outside school, using actual case problems for discussions and not just hypothetical situations, conducting field works, establishing a network of graduates who can be interviewed by the students, and making sure that the practicum jobs of the students are related to the course, and not just clerical in nature.

The graduates also recommended that some subjects be added to the present curriculum in order to improve it. Five mentioned adding electives related to Information Technology (IT) like web design, graphic arts, softwares, and basic desktop lay-outing, while another three respondents suggested adding Marketing, Economics or Finance courses. Adding other courses that can discuss newer art forms like digital film making, broadcasting, flash presentations and animations were also suggested by a respondent, and adding more external communication subjects like Social Marketing and Corporate Image Projection. Having an advertising class, and likewise, having a class that tackles the communication set up of company and how its processes work, have also been suggested. Two respondents also mentioned having electives and cognates that are related to OrCom like Business, Human Resource, and Media or Mass Communication. One respondent also suggested that the curriculum should add a class on print production that would teach the students how magazines and the like are produced. Lastly, two

respondents suggested that refresher courses on Grammar and Basic English be added in the curriculum.

More to adding new subjects, the respondents also suggested that some of the present subjects be upgraded and improved. Two respondents suggested adding more units to the Audio-Visual Communication class so it can accommodate the students who wish to learn how to edit films and other multi-media presentations. Three of the graduates also suggested that the Intercultural Communication class be taught with exposure of the students to real situations and different cultures through field trips. This is prompted by one of the respondents who suggested that the knowledge of Intercultural Communication can actually be an edge for OrCom graduates planning to enter globalized companies. Another suggestion of a respondent is to have a more in-depth class in Public Relations.

There were also suggestions to merge some subjects that are related in order to give way to possible new subjects and avoid redundancy. The subjects suggested by the graduates to be merged are Group Discussion and Interpersonal Communication, Linguistics and Psycholinguistics, and Interpersonal Communication and Intercultural Communication.

Another suggestion made by a respondent is for the Department to get new instructors, while another respondent suggested that more OrCom practitioners be hired as facilitators of the subjects. One respondent suggested that it was high time to produce OrCom materials that focus on Filipino organizations but meeting the challenges of the global world. Lastly, one respondent suggested that there should be a constant or regular

review of the curriculum from the practitioner's perspective, to see if the subjects offered in OrCom are still aligned to the present demands of the workplace.

Aside from soliciting suggestions on how the curriculum can be improved, the researcher was also able to solicit suggestions on how the OrCom professors and instructors can make their styles and strategies of teaching more effective and helpful to the learning of the students. Five of the respondents commented that there is no need to modify the current styles and strategies of the OrCom professors and instructors because all their styles and strategies, which include not spoon feeding the students and interactive class discussions, are effective and are still applicable. Two respondents, on the other hand, commented that though the styles and strategies of the OrCom teachers are still applicable, there is still room for improvements. The remaining three respondents also gave suggestions on how the styles of the teachers may be improved. All five of the respondents who offered suggestions on the styles and strategies of OrCom teachers mentioned that it would be better if teachers give less straight lectures on theories, and give more room for interactive classes and hands-on activities. All five of them also suggested that the OrCom students should be exposed to the different industries related to the course and actual situations in those industries through class field trips, forums, and participation in seminars. One respondent also suggested that there should be more workshop-like classes than reporting. Another respondent also suggested that the Department must coordinate with the Organizational Communication Society (OrComSoc) to be able to provide a more holistic learning of the students.

Data Interpretation. From the data presented above, it can be seen that hands-on learning is given premium by the graduates than straight lectures on theories. In the same

way, they also consider exposure to real corporate setting as more important than formulating or discussing hypothetical situations in class. These both suggest that the OrCom 2001 graduates view that one way the OrCom curriculum could really be helpful to its students, is by making sure that what the students learn is how exactly things are done, and how these things are actually applied to real corporate setting. The suggestion that OrCom professors and instructors can still improve their teaching styles can be achieved according to the respondents, by giving the students more chance to apply what they are taught in class and by exposing the students to different industries related to OrCom. This further points to the view of the graduates to have a present or constant review of the curriculum from a practitioner's standpoint, to see if the subjects are still in line with the demands of the workplace.

Another important point suggested by the data shows that the present subjects of OrCom are, in certain ways, all helpful to their present jobs. This is because none of them suggested to eliminate any of the present subjects offered in OrCom, instead they suggested ways to upgrade and improve the present subjects to make them more responsive to the demands of the knowledge-based organizations.

Moreover, the graduates suggested on how the current subjects can be improved, and what subjects can be added to improve the curriculum. The OrCom 2001 graduates viewed OrCom, as a multi-disciplinary course, effective enough in preparing its graduates for work, and that no specialization of field is needed. As for the subjects the OrCom graduates suggested to be added, it can be seen that the six suggested subjects are in line with being able to adapt to the new technologies currently present in the world today, which can be helpful to their current jobs. This suggests the incorporation of

technology as it plays a crucial part in the jobs of the 2001 OrCom graduates now working in knowledge-based organizations.

Table 4.6 Comments on OrCom

Respondent	Comments on OrCom
A	-Very useful in work because work is related to OrCom
B	-Really good course because all companies need effective communicators
C	-Training in OrCom was really helpful because current job is very OrCom
D	-Though OrCom does not teach setting up processes and models, would not have taken any other course
E	-Learnings in OrCom is more than sufficient for current job -OrCom is good as a course
F	-The skills you learn from OrCom can be applied to any profession
G	-Current curriculum is okay but should expose its students more on the application of the theories
H	-Courses are sufficient enough but there are subjects that can be improved further to enhance OrCom majors' knowledge and skills
I	-As a marketing head, communication skills is very basic, and OrCom has helped largely in this part of my work
J	-OrCom is good because it makes its students confident, not afraid to talk to people

Data Analysis. All ten respondent-graduates commented that OrCom is a course that is very helpful in acquiring the much-needed communication knowledge and skills . Two respondents mentioned that though they still have to learn other things to be able to do their responsibilities at work, OrCom had still helped them largely in the communication aspects of their work. One of the two respondents even stated that she would not have taken any other course in fulfilling the demands of her work now. Likewise, two other respondents also said that their training in OrCom is very useful and helpful in their current work, but contrary to the other two employees, who considered their current work as really related to OrCom. There is also one respondent who even considers her training in OrCom to be more than sufficient in order for her to perform her tasks. There were

also two of the ten respondents who commented that OrCom is a good course because according to them, OrCom is applicable to any profession and all companies need effective communicators. Another reason given by one respondent why OrCom is a good course is that this particular course makes its students confident to deal with different kinds of people. The remaining two respondents also consider OrCom as being sufficient enough for their present work. However, according to these two respondents, OrCom could still be further improved to enhance the OrCom graduates' knowledge and skills. This can be done by exposing the students more on the applications of learning, than just solely on the theories taught in OrCom.

Data Interpretation. Regardless of the specific work responsibilities of the 2001 OrCom graduates in knowledge-based organization, all of them consider OrCom as a helpful course in their current jobs. This is taken to mean that OrCom knowledge and skills are useful in meeting the respondents' job responsibilities in knowledge-based organizations.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations based on the data gathered through the interview of OrCom 2001 graduates in assessing their perceptions about the OrCom Program in meeting the job responsibilities in knowledge-based organizations where they presently work.

Summary of Findings

Only 53% or more than half of 2001 OrCom graduates reached for this study were able to establish professional careers in different knowledge-based organizations of diverse industries. They hold different job positions, and thus, perform different work responsibilities, but all of which are related to communication in organizational setting. With this, most of the skills and knowledge they need to have in order to perform their jobs are in line with communication. Among the communication knowledge and skills they need, the graduates identified writing skills, good oral communication skills, interpersonal communication skills and knowledge of strategic communication, which are among the most needed in their jobs, which have been honed through the OrCom Program. The specific subjects offered in the curriculum that were instrumental to their learning of what they consider as useful knowledge and skills in their current jobs are subjects that are more hands-on than theoretical like, Technical Writings I and II, Interpersonal Communication, Strategic Communication, Public Speaking, Communication III, and Intercultural Communication. They further added that what helped them learn the said knowledge and skills are the styles and strategies of the

OrCom professors and instructors, who were mainly focused on interactive and participative nature of learning. Most of the OrCom teachers gave them the chance to apply all that they were taught in class, and this helped them to understand fully what was being taught to them. It is important to note, however, that there are still some skills and knowledge that they use in their workplace at the present that have not been taught in OrCom, which they think could be incorporated in the course.

When asked about the possible future challenges and demands they might have to undergo at the workplace, all the respondents mentioned the enhancement of their skills and knowledge, and other capabilities to be able to adapt to future social changes. Some of them even specifically pointed to adapting to technological advancements as a possible hurdle they might need to overcome in the future.

To improve the OrCom program and to suit the present and future demands of their jobs, the graduates made suggestions on both the subjects offered in OrCom and the teaching styles and strategies of the professors, which play a major role in the learning of students. They suggested that teachers give OrCom students more opportunities in class to apply their learning and to expose the students to the real corporate world. They also suggested that some subjects be added, and some subjects be merged, but there were no suggestions given to make specialization in the course. This proves that the current OrCom curriculum needs no specialization to be effective in preparing its graduates for work in knowledge-based organizations. This is supported by the comments the comments of the respondents that OrCom is a good course.

Conclusions

Based on the findings of this study, the BA Organizational Communication program is able to meet the job or work responsibilities of its graduates working in knowledge-based organizations, which are all related to communication in organizational settings. This study was able to determine the subjects taught in OrCom which are relevant in the workplaces of the graduates now with knowledge-based organizations. These subjects have taught the graduates the knowledge and skills that they need to perform their job responsibilities, such as writing skills, good oral communication skills, interpersonal communication skills and knowledge of strategic communication. Another implication of the study is that the OrCom subjects are found relevant, and that no current subjects will have to be removed according to the graduates.

Another conclusion that can be drawn from the findings of this study is that the knowledge and skills taught in OrCom are applicable to the jobs in knowledge-based organizations. This has been shown by the fact that the four top knowledge and skills by the graduates as applied to their work responsibilities are identified by them to have been taught and honed in OrCom. It can also be inferred from the graduates, that the conduct of a more participative classes wherein the students are given a chance to apply what they are taught, and not just being spoon-fed are the most helpful strategies of teaching used by OrCom professors and instructors.

As for the suggestions on the improvements of the OrCom curriculum, this study was able to identify some new subjects that can be added to the curriculum, some present subjects that can be merged together, and the strategy to provide the students with hands-on application of their learning and more exposures to real corporate world, as

meaningful suggestions from the graduates in order to make the OrCom curriculum more relevant and applicable to the job responsibilities of its graduates working in knowledge-based organizations.

Recommendations

The researcher recommends that a similar study be made, this time, including not only the knowledge and skills taught in the course but also the values that the teachers would want to instill to their students. Future researchers of this study could also include a validation of the response of the graduates through their supervisors. Another study that can be made related to this thesis is an assessment of the BA OrCom degree program in meeting the job responsibilities of its graduates working in non knowledge- based organizations, for a more encompassing evaluation of the program.

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APPENDICES

Appendix A

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Figure 1.2 The Cybernetic Systems Model of the Study

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Table 4.1 Company and Job Profiles of Batch 2001 OrCom graduates working in Knowledge-based Organizations

Table 4.2 Skills and Knowledge learned from OrCom and Needed for work in Knowledge-based Organizations

Table 4.3 Styles and Strategies of OrCom Professors and Instructors that were helpful in their learning

Table 4.4 Future Demands at Work

Table 4.5 Suggestions for the Improvement of the OrCom Curriculum

Table 4.6 Comments on OrCom

Interview #1
Interview with Ms. Janice Cristobal
April 20, 2005
2:00pm at San Miguel Corporation Compound

Purita Sandalo (PS): So ma'am, what does your job entail you to do?

Janice Cristobal (JC): What does my job entail me to do? Okay, so I am a part of the account management group of the Corporate Affairs office. So basically the Corporate Affairs office is divided into to groups, one is the external communication that handles media, advocacy, PR and so forth. Then it handles the external communication. I handle the packaging division of San Miguel, because San Miguel has a lot of businesses, so mine is centered on the packaging. So what do I do? I handle the communication council. The communication council is composed of representatives from different plants of packaging. We have about 16 domestic plants. So they send their reps in the division council, we have engineers and HR people and quality assurance people. So monthly nagmeet kami and then we, nagplan kami ng publication nila. Kasi kada planta may publication, may newsletter sila, and then for the division level, merong isang publication, which is called the Pintig. So, kami nagpaplaning, and they also write their articles. Me, my role is just parang adviser nila. Kung ano yung stories na dapat isama don, kung ano yung angle nung story, ganyan-ganyan. And then another is, kapag may corporate-wide event, like Corporate Service Award, then the Concert day, or mga Technology Packaging School launches, mga ganyan, I handle the event management. So basically I have, pwedeng ma-wrap into events management, and consultation ng editorial and I also write speeches for the President of Packaging and then I also prepare yung mga Press Releases for Packaging.

PS: Ma'am, what skills and knowledge do you need to have in order to fulfill the demands of your job?

JC: First to be part of the Corporate Affairs Group, you have to be a writer, and ayun, you have to be well-versed sa script. Events, AVP, and then speech-writing, editorial, and then you have to be very good din sa parang relating with people. Para kang HR pero comm yung focus mo. It is very Orcom talaga.

PS: Ano yun ma'am, doon sa mga events-events, gumagawa pa po ba kayo ng mga plans, or hindi ganon ka...

JC: Ano siya, script to page, so you conceptualize, you talk to your clients, we call them the client, yung CSU. Corporate Service Unit, so you talk to them, ano ba yung rationale nung event niyo, ano yung background, ano yung gusto niyong message na ma-feel nung mga tao, ano yung take home nila. Tapos, from there, kasi hindi ko naman kayang ako lng mag-isa, kahit with the help of the corporate team, we hire the services of agencies. So they help also sa creative stuff naman. Pano yung stage, ano yung mga pabongga ganyan, mga pampagising.

PS: Ma'am, which among these skills and knowledge did you learn from Orcom?

JC: Actually, most of them. Kasi sa Orcom, talagang tinuruan tayo na first is yung na, the communication in the organization is dynamic, and sa communication, na nageentail pa yan ng relaying ng message to different divisions, minsan sa grand level, and minsan pa nga may LR pa yan, Labor Relation, so ang difference natin with HR, sila more on, sila yung technical, compensation, employee relation, but us, our focus is communication, yun yung strength natin. We communicate with people, and they appreciate when you tell them na hindi lang lahat ng stories pwede mong ipublish sa publication niyo, merong angle yan. Parang, pano mo ihook yung mga tao sa planta magbasa niyan after office hours. Lahat ng yun naturong sa Orcom eh.

PS: Ma'am, from what particular subjects offered in OrCom did you learn the said knowledge and skills?

JC: From lots of different courses. Technical Writing, Speech Classes, specifically Communication III and Public Speaking. Tapos siyempre Strategic Communication, Interpersonal Communication, Group Dynamics or Discussion class and Intercultural Communication. Pero marami pa pwedeng iimprove yung Intercultural Communication class.

PS: What styles and strategies of teaching did the professors or instructors use that help you learn these skills and acquire these knowledge?

JC: What style? Well, I can remember si Professor Henson. What he did was give us a general view of nung subject non, yung, yung mga may proposals, yung Comm Strategies, tapos yun, didescribe lang niya kung ano yung mga different strategies, and then he let us do yung sample work, yung mga Comm plans. Yun, napakalaking tulong non sa akin kasi hands on and then, alam mo naman sa UP dba, parang talagang you are, d naman spoon-feeding sa atin, you have to learn the lesson yourself, most of the time. So, that's group work so parang ayun, you exchange ideas, yun. Yung dynamism ng pagtuturo niya. Kasi it helped us

eh. Hindi lang ako, most of my batchmates that working with other corporations na malaki din. Yung value ng brainstorming, na never ka muna nagsasabi na mali yan, explore muna natin lahat. And we were also taught na, to think out-of-the-box. Hindi nung mag-iisip nang kung ano yung madaling gawin lang, kasi kami, we really work on mga difficult issues, like for example, yung isang comun plan namin, promoted meat ng seal, seal lion hamburgers. Tapos yung ibang groups were like it is wrong, animal rights, pero kami, ang tanong namin, ano bang spirit ng comun plan, advocacy eh, diba to convince other people to believe otherwise. Nandon yung challenge eh, paano if you stick to normal issues lang, edi wala ka na ding kailangang i-convince. Isa pa nga nung piromote namin yung after-morning pill na contraceptive, so parang diba, at that time, no-no ang Catholic Church on that, parang, although hindi yun reflection ng aming morality or whatever, we just tried doing it. So, sa work namin ngayon, parang ano yan eh, parang nag-invent ka or nag-explore ka ng new ways to attract new audience, for me yung people employed, and mafeel nila or maintindihan nila yung message mo. Kasi, kunwari, like, corporate level, our vision is to be, three billion US dollars yata by year 2012, big vision, yung mga tao parang, ano yan, so ikaw, iisipan mo ng paraan paano nila maintindihan yun at their level, and to know na hindi naman sila lahat college graduate, or lahat sila would really care if mag-expand ang San Miguel. Yung iba diyan parang, okay na beer, okay na food, hindi nila maintindihan, like bakit natin kailangan mag-expand into packaging, bakit kailangan magbalik ng ice cream, or magproduce ng coffee, or magrelease ng suka. So, kailangan mo talagang i-message yung message sa kanila. So, yun, yung case study, it really helped eh.

PS: Doon naman po dun sa mga forms ng mga professors magteach, as in yung mga techniques or strategies nila.

JC: That time, nung student pa ako, siguro maghahanap ka rin nung mga prof na talagang kumpleto magbigay ng lesson, may lesson plan talaga, may complete lesson plan, nababasa rin mo na lng. Pero meron ding mga prof na parang saan namin hahanapin yan. Pero, a little bit of everything pa din yung mashelpful. Ganon naman talaga format ng UP eh, may part na formally iicexplain yung objective nung course, kung ano yung theories, and then yun na, mostly role-playing na yan, or reporting na.

PS: What do you think would be the future challenges and demands of your work?

JC: Personally, sa akin, yung pagdeal pa rin with the people in the organization, especially yung mga old employees na really traditional na mag-iisip. Kasi actually medyo d naman totoo yung mga sinasabi nila na, okay we will hire new graduates for fresh ideas. They actually still stick doon sa mga tried and tested methodologies nila. Ayun.

PS: How can Orcom be further improved to better suit the present and future demands of your job?

JC: Yan nga pinag-uusapan namin nila Barry. Ang kulang talaga sa Orcom yung exposure talaga ng mga estudyante sa totoong corporate life. Parang tayo puro tayo theory, mga Maslow, ganyan. So yun, exposure, atsaka, tutok pagpracticum. Kasi diba ang nangyayari sa atin, go out and find a company then practicum ka doon, without really giving us kahit seminar man lang or parang what to expect, how to behave sa practicum and ano ba dapat yung mga gagawin mo, na hindi ka dapat clerical, tapos kunwari pagpasok mo talaga sa isang corporation, yung mga tao parang, o cge, fax this, ganyan, so, I've learned to say no, na parang, hindi ako clerical, it is not for me to do that. Tapos ayun, yung one thing na magaling talaga sa Orcom is yung mabubuild yung confidence mo. Na you are in this course kasi you are good at speaking, you are good at writing, you are good at strategizing, kaya lang nga, kulang taiga ng exposure eh. Yung mga, how to deal with, I don't know if may mga course ba talagang ganon, na nagpreprepare talaga ng mga estudyante nila, but yung mga theories na ginagamit sa Orcom, medyo American theories or British. It is about time na gumawa sila ng textbook na talagang Filipino setting in the global world. Yung sa mga subjects naman natin, yung intercultural comm, pwede pa idevelop yun eh, kasi, masyado siyang naggleos over lang. Lalo na ngayon, although ang Pilipinas parang huli sa globalization, pero ang San Miguel, nangunguna naman tayo sa Asia Pacific ngayon, We expand sa all these countries, so parang, it will be a plus, for example an Orcom graduate applies to San Miguel, meron siyang useful and practical knowledge of intercultural communication. Parang benchmark with Intel or Global companies on how they do their parang standardized PR programs, ganyan, or communication programs.

PS: Ma'am, what style or strategy of teaching do you think would be more helpful?

JC: Hindi ko talaga maintindihan dati yung reporting. Parang kasi pag students are tasked to report what yung dapat ituturo nung teacher, parang ang hirap intindihin or magsink in sa rest of the class. Iba talaga yung perspective ng teacher, so, ewan ko kung katamaman lang yun or talagang malaki lang ang confidence ng mga professors sa mga estudyante. Pero helpful and reporting para matuto ng presentation skills ang students. Yung focused group discussions maganda yan.

PS: Yun lang po, ma'am. Thank you so much po.

JC: Okay.

Interview #2

Interview with Ms. Aileen Baccay

April 21, 2005

12:30pm at IPPAO office, UP-PGH

Purita Sandalo (PS): Ma'am, what does your job entail you to do?

Aileen Baccay (AB): I do graphic designs for publications. Lay-out and graphic designs for publications, and informational materials concerning the university. Tapos, sometimes I write feature and news articles for the newsletters, Bagumbayan, yung mga internal publications. Yun lang basically.

PS: What skills and knowledge do you need in order to fulfill the demands of your job?

AB: Siyempre kailangan mo doon ng writing skills, basically mas ano ako doon, sa writing skills, kasi hindi naman ako masyadong nakikipag-usap sa ibang mga tao, atsaka, ayun, computer skills, graphics.

PS: Which among these skills and knowledge did you learn from Orcom?

AB: Siyempre yung writing skills sa Orcom yun. Tapos, yung ano rin, Strategic Communication kasi ginagamit ko yun sa paglay-out ko. Kasi siyempre, kailangan yung print materials mo, ano din, nagcocommunicate din yan eh. Si Sir Henson nga yung teacher ko diyan eh.

PS: Ma'am, from what particular subjects did you learn the said knowledge and skills?

AB: Dalawa lang basically eh, Technical Writing, yung dalawang Technical Writing at yung Strategic Communication talaga.

PS: Ma'am, what styles and strategies of teaching did the professors or instructors use that help you learn these skills and acquire these knowledge?

AB: Siguro ano, yung, si Sir Henson marami kasi siyang binigay na mga projects, kasi siyempre nga naman Strategic Communication, kailangan application. Tapos, doon naman sa ano, yun din sa Interpersonal, gusto ko lang din ishare noh, kasi effective yung, sa tingin ko naging effective yung naging pagtuturo sa amin ni Ma'am Sarile. everyday talagang lagi kaming merong mga dialogues, so masmakakaisip kung paano ka magreact sa ganitong sitwasyon, yun effective talaga siya. Pagkatapos ng dialogues, ng skits, doon siya nagdidiscuss. So malalaman mo talaga kung ano yung tama, atsaka yung mali mong ginawa. Matututo ka talaga. Hindi yung naglelecture lang the whole time, puro theories. Alam mo kasi sa Orcom, kailangan talagang ibabad mo eh, expose mo talaga yan eh. Kasi ganon yung trabaho nila, so para pagtatapos sila.

PS: Do you intend to go to stay longer with this organization po?

AB: Hindi ko lang alam, kung loloobin ng Diyos, siguro magtatagal pa ako dito, pero kung, He has other plans for me, siyempre. Pero ang gusto ko talaga, magwork sa isang, sa UN, mga ganong type..mga non-government organizations, mga foundations, mga advocacy, parang mga NGOs. Kasi nga yung training ko, more sa strategic communication, ganon, tapos paggawa ng informational materials, development communication, which is bagay talaga sa mga ganong organizations. Makakatulong talaga.

PS: What do you think would be the future challenges or demands of your work?

AB: Siguro ano, diba kasi sa work ko nga ngayon, nagdedesign and naglay-out ako ng mga informational materials, eh ngayong, finifeed lang sa akin yung information, na nilalagay ko lang dun sa mga informational materials. Kaya sa tingin ko, yung magiging challenge sa akin, in the future, pag ako na yung inask nila na magconceptualize nung content, mag-isip ng content for those informational materials, hindi lang yung maglay-out lang ako, magdedesign. So yun, atsaka more on writing. Kasi, masyado akong maraming ginagawa sa graphics, kaya hindi ko na masyado napapractice yung pagsusulat ko. Napaka-rare lng.

PS: How can Orcom be further improved to better suit the present and future demands of your job?

AB: Improvement sa Orcom, ano lang, yung tanggalin yung mga teachers na hindi..Hindi, ayun, ano lang siguro. Kailangan mas maging maspractical yung ways of teaching nila, katulad nga nung mga inexample ko sa iyo. Kasi meron din mga ibang teachers na ano talaga, naglelecture lang, hindi maganda yun for Orcom students, kasi Orcom students, kailangan talaga ma-hone yung skills nila eh. so paano mo mahhone yung skills nila kung hindi nila nagagamit, hindi sila na-expose or hindi sila nabibigyan ng opportunity para yun nga, idiscover yung skills nila na yon, so yun lang, yun lang ang pinaka-concern ko sa Orcom. Tapos yung, Tapos yung electives din, gamitin ng mabuti ng mga estudyante, kailangang punilit sila nung

electives na makakatulong, na magagamit nila, narelated sa Orcom. Like kunwari, yung elective namin na photography, nakatulong yun ng malaki sa aming mga Orcom yun, kasi kailangan mo din yun sa paggawa ng mga informational materials, sa mga presentations, it is a way of communicating eh. Kaya, visual communication, nakatulong yun ng malaki. Parang ganon, kailangan related yung electives nila doon sa Orcom, para hindi masayang yung electives atsaka yung mga cognates din. Tapos, sa courses, actually yung intercultural communication gusto ko sana yun eh, kaya lang hindi naging effective. Kasi kailangan mo yon in dealing with people with different backgrounds. Kaya lang hindi naging effective eh. Kailangan dapat ang practice non talagang, kailangan ang pagtuturo non, in expose talaga kami sa iba't ibang cultures, eh yun talagang more on lecturing lang, kaya ayon. Ano bang hindi namin kailangan? Yung mga general educ. ung mga GE courses hehe, siguro yung math, tamang-tama lang siguro yung mga tinuro sa amn. Ilang units baayo sa math?

PS: Ano po, six?

AB: Oo, tama, six units, math 1, math 11. So far okay naman lahat eh, nagagamit naman lahat eh, kaya nandon lang naman talaga lahat sa pagtuturo. Ayun, oo, siguro ano, basic desktop lay-outing, importante yun eh, kasi hindi naman lahat kayo magaling don, sa computers. Iba pa rin kasi talaga, kasi lalo na nasa Digital World naayo ngayon eh, yun nga, yung information ngayon, madalas visual eh. Kaya importanteng matuto ka ng mga layouting atsaka simpleng desktop skills, tapos kung gusto mong i-improve, magsarili ka na pag-enhance ng skills mo.

PS: What style and strategy of teaching do you think would be more helpful?

AB: Yun, sinabi ko na. Yun lang, Maganda namang course ang Orcom talaga eh. As in talagang nagpapasalamat nga ako eh, kasi hindi ko naman talaga first choice ang Orcom, kaya lang doon ako napunta, kasi masmataas daw ang aking english proficiency kaya sa Orcom ako napunta. Ano pa ba, magandang course siya kasi not all people can communicate effectively. Yung mga organizations, kailangan ng mga taong marunong magcommunicate, effectively ah. Orcom is a good course to equip people to communicate effectively, so yun, maganda subjects nito. Lalo na pagmagaling yung pagtuturo. Marami akong natutunan sa Orcom, lalo na yung technical writing. Atsaka dapat ano, ayun, pwede mo ring idagdag yung ano, siguro isang course sa grammar. Oo, kasi feeling ko kasi, sa tingin nila, na-enhance na yung grammar mo kapag pinagawa ka, or tinambakan ka ng maraming maraming papers. Eh sila naman pagmagcheck, hindi naman nila nadedetalye yung mga corrections sa grammar, content lang madalas kasi sobrang dami ng papers, kaya masmaganda kung mayroong isang course, o kaya dalawang courses na nagtackle sa grammar. Importante yun, kasi nakakahiya nga naman, kung sinasabi mong Orcom ka, communication specialist, communicologist, tapos yung grammar mo salisaliwa.

Interview #3

Interview with Mr. Ernani Barrientos

April 21, 2005

4:00pm at United Laboratories, Inc.

Ernani Barrientos (EB): Sana masagot ko mga tanong mo, anj.

Purita Sandalo (PS): Oo naman, sir. So sir, what does your job entail you to do?

EB: I am an external comm specialist. I basically handle the external comm programs of Unilab. Number one, it involves Corporate Social Responsibility, so basically, outreach programs, good citizenship efforts of Unilab- corporate level, okay? It also involves media relations, dealing with media, plus it also deals with public relations. Public Relations kasi is very broad, but in Unilab it is, they wanna focus on specific groups, like for example, students, so I handle the plant tours, so lahat ng visitors to Unilab, addressed to us also. And then, yung researchers, if they want to research about Unilab, they want information about Unilab, they course it through us. And so the usual, writing press releases, writing speeches, basta very external comm, separate from the internal. Sila kasi yung internal publications.

PS: Yung mga newsletters.

EB: Yup, doon ka nagpracticum.

PS: Opo. Eh sir, actually po yung hinawakan ko po non yung mga sponsorships.

EB: Oo, Ngayong may isang guy na taking care of sponsorships, si Raymond.

PS: Sir, what skills and knowledge do you need to have in order to fulfill the demands of your job?

EB: Skills and?

PS: Knowledge.

EB: Okay. Number one, training in Orcom was really helpful. because my job is very Orcom, in the sense that it is public relations, it is marketing comm, it is interpersonal comm, it is knowing communication strategies, okay, so these are the skills. Also, presentation skills are very important because it deals with meeting different types of people from different walks of life. sometimes you meet doctors, sometimes students lang. sometimes you are asked to present to the senior management, so conversational skills and convincing skills, you have to convince them to approve your project. okay, what other skills? Writing skills is very important. Sobrang writing skills. If they know that you are good at writing, you have a mark na, they come to you to edit their speeches, they ask you to write speeches for the president and the chairman, even if it is not really your job kasi may speech writer yung president eh, so that is very important. Knowledge I think, knowledge about, number one, understanding what PR is. Not many people kasi understand what PR is. They feel it is purely media relation, when PR is more building good will and then reporting it, something like that. And how do you build up goodwill? It is through your Corporate Social Responsibility projects. It is giving back to the community, it is doing all these outreach programs, for the environment, for whatever. You build the reputation of the company. Kasi, I think the bottomline of external comm is projecting a positive corporate image of Unilab. Okay. Unilab has been known for its very popular brands, Enervon, PH Care, all of these. So these are already popular, but people don't know that behind these brands, like Biogesic, is Unilab. They can't relate that eh, they cannot make the connection. ah okay. Biogesic, ah Unilab, hindi. Some people know Unilab, some people know Biogesic, but hindi nila maconnect. I think my job is to make that connection. Make that apparent. So that means selling the name Unilab, not the brands because the marketing groups are handling the brands. So I am in-charge of selling the corporate name. And yun nga, like what I said, sa Corporate Social Responsibility, you build on that para whatever happens, diba, that is a proactive way to deal with it eh. You are building on your good will so that if there is a negative thing that happens to the corporate, people will say, no, hindi eh. Unilab is involved here eh, so mukhang hindi totoo. Also pala, part of my work is crisis management. So it deals with knowing the issues, issues affecting the pharma industry, affecting our brands, tapos being proactive about it. Hindi na naghihintay na lalabas, you have to know na how to deal with it. What other knowledge? So that is it. Understanding of what PR is all about. Number two, knowledge on communication strategies, that is very important. For example, if you need to launch a campaign, knowing who your target audience is, diba. You might be surprised because many workers, they just do plans without thinking who their target audience is. So masyadong sender-centric. Masyado siyang focused on who is sending and what the sender wants to convey. Ang problema diyan, it does not get to the audience, so nagffail. Nagiging failure ang campaigns. So I think, yun nga, ang 'raining kasi sa Orcom is focus on your audience, diba? You survey them, what you think do they need, you know, ang yung preferences nila, and that is what you target. So pagganon yung connection, mas okay. What else, knowledge, mmm, critical thinking because you are fed with so much information, kasi it is a position that deals with so much issues and with so many information about Unilab, and people offer some information to you, you are given all these information, and at the end of the day, I think you have to critically analyze which of these information do you really need. Which of these information will really affect your company. Kasi hindi naman lahat, so critical ability. Yeah, that is all. Okay.

PS: Sir, which among these skills and knowledge did you learn from Orcom?

EB: All of them. Although, we don't have training in corporate social responsibility, so diyan I had to, wala naman tayong subject diyan eh, so that is learning on the job. Okay yun kasi exciting. But the rest, really Orcom, like example, presentation skills, writing skills, interpersonal skills, comm strategies, I learned that from Orcom a lot.

PS: Sir, from what particular subjects did you learn the said knowledge and skills?

EB: Well, from Public Relations, Interpersonal Communication, Strategic Communication, Technical Writing and Argumentation.

PS: Sir, what styles and strategies of teaching did the professors use that help you learn these skills and acquire these knowledge?

EB: Okay, it is hands on, it is not spoon feeding, they make you think on your own, they make you think on your own in a sense that, you are given the freedom to attack, let us say a case study or a problem on your own. They only provide guidelines, and that is very important because you are able to exhaust all creative means or all strategies that you can do to do that. What else, so it is very hands on. Some subjects are hands on, some subjects are not hands on. Some subjects are purely theories, some subjects are purely abstract. Well, for me naman, I believe that there should be a healthy balance between the theory subjects and the skills-oriented subjects. Because the theories are important for you to understand the practical

applications of it. Parang ah okay, kaya naman ganon naiintindihan mo kasi may theory siya. But I think Orcom is more theory-oriented than it is skills-oriented. Although nga some subjects are skills like you are made to do campaigns talaga, so I like that. Yung hands on siya and you are allowed to think on your own, and to attack the problem without limits. You can tackle everything and the concept of teamwork, like there is group work. I like that very much especially if you have fantastic groupmates.

PS: May qualifier noh.

EB: Oo, may qualifier, kasi yung iba mga free-riders lang.

PS: Sir, what do you think would be the future challenges or demands of your work?

EB: Of my work? Future demands of my work..Unilab kasi now is slowly realizing that we need to actively promote the corporate image. For the longest time, it has been low profile that is why we don't realize that the product is Unilab's. Now it is starting to pick up the pace. Kasi, huling huli na. Unilever is so into it, Procter & Gamble is starting to, San Miguel is so high about it, Jollibee is, Pfizer even is, number one sila diyan. Pfizer is. Unilab is way behind. And I am happy that they are getting somebody who is a practitioner, yun nga, my new boss, who I think understands the concept of promoting corporate image. So now, medyo bumabangon na. Para lang siyang infant. alam mo yon, ngayon pa lang nagsisimula. And I think the future challenge is when we go full blast with it, then I think I should be ready because that would entail a lot more than what I am just doing now. Now kasi, medyo building of, writing of policies, institutionalizing some procedures, kasi when I came to Unilab, I never had a single file turned over to me by people who did it before, no single file, wala talaga. Like, you have to ask people around, how do you do this, what is the process for this, for the plant tour, who approves and things like that, and so most of the work I have done last year was to write the policies, okay, ito yung procedure, ganito ang gagawin, para may sistema na. So naka-approve na siya ng management such that kung mawala man ako, and somebody takes over, alam na and other divisions, know what to do also. Alam na nila na may sistema na tayo. So may blueprint na ng mga sistema na yan. Number one, sa, for example medical missions, there was a system before but now mas stricter siya so meron ng mga, nababawasan na yung mga dubious requests. Sa plant tours before there was no system. Now we have a system such that we prioritize groups, kung ano lang ang ibibigay, anong areas lang ang bibisitahin, anong sasabihin sa areas na yon. Sa request for information from Unilab, ano lang mga pwede naming ibigay, ano dapat proseso niyan, sa crisis management, for example sa IT, what do we do if there is a security breach. So all of those things last year, we did with my boss. Talagang sobrang pencil-pushing, kasi wala pang sistema eh, you have to put a system, tapos pagnandyan na yan, that is what you can work on. Kaya sinasabi ko para siyang yung PR ng Unilab, in terms of corporate image projection is parang infant. Para lang siyang starting to walk. So the greater challenge is that when it goes full blast, I think mas grabe na talaga. And it is a challenge for me because last year I was the only guy in external comm. So parang, hiniwalay nila yung corporate affairs office last year, tapos sabi nila, ay walang tao don sa external comm, siges kuha tayo ng tao don. And then I applied for the job and got in. Diba yun yung time na nagpracticum kayo. Now I have somebody, si Raymond. He is focused on the sponsorships kasi so I really do the rest. So, atleast meron na. Pero nang una kasi nalungkot ako, kasi sabi ko, for a company as big as Unilab, you only have one guy who handles PR and that is very sad. Although meron naman kaming PR consultants, but iba pa rin yung home-grown talent, who understands the issues and andon talaga. And the consultants, dati silang empleyado, dati silang boss, matanda na siya. Ibig sabihin, kung mawala siya, edi parang wala na. So kailangan you build your own talent, you build your own ano. So I think yun yung challenge, pag full blast na, mas grabe na yung demands, So, yun na. Sana makayanan natin. Sana nadito pa ako.

PS: Bakit, may plano ba kayong umalis, Sir?

EB: Hindi ah, wala pa naman, sobra. Mag-one year pa lang ako sa June.

PS: Atsaka okay naman yung benefits dito, Sir?

EB: Yeah.

PS: Sir, how can Orcom be further improved to better suit the present and future demands of your job?

EB: Okay. Number one, I think there has to be a constant or regular review of the curriculum. A realignment of the courses with the demands in the workplace. I am happy because DAC is planning to realign some subjects. Like for example, yung AV Com ilalagay nila sa third year, para pag nagpracticum may alam na sa AV Comm, such that pag nagpracticum sa advertising agency, hindi na mukhang ewan na hindi alam yung script, hindi alam ang video cam, whatever. Aside from that, review ng subjects. Is the subjects still relevant? And then, that is inward looking out. Na parang review your curriculum, see if it is relevant to the outside world. What you can do is outside looking in. You can go out and see, what are the things that, for example, the communication professionals do in the workplace. Anong skill ang kailangan.

For example, if it is social marketing, kung merong need niyan sa office, ang Orcom ba may training sa social marketing? Especially because Orcom targets that diba, yung communication professionals working in organizations. So kung yun ang ipapangmarket mo ng course mo, na-involved with that, so you need to look outside also. Ano nga ba ang kailangan ng social marketing, baka kailangan nating maglagay ng social marketing, or baka kailangan ng training on Social Corporate Responsibility or on Corporate Good Governance diba kasi that is also part of Corporate Comm eh. Meron ba tayon niyan sa Orcom? Wala pa. So inward looking out and out looking in. Number two, Orcom needs more practitioners as facilitators of subjects. I don't have anything against full-time professors but they can be good at handling the basic courses or the theory courses. But even some theory courses need some practitioners and ako, I appreciate it kasi graduate ako ng Orcom, Orcom ang work ko, nagtuturo pa ako ng Orcom, so nakikita ko yung interplay, and I think naman some students din are starting to appreciate kapag practitioner. iba yung experience from somebody who is so academic kasi very limited yung perspective. A course as dynamic as Orcom, it needs more lecturers talaga, as in more more lecturers. In fact, kung pwede lang puro lecturers tapos yung mga basic subjects will be taught by full time professors, I think mas okay. What else...ummm..ano na ito eh, recurring comment na ito eh, some subjects are redundant. How can we improve it to suit pa? I think Orcom or DAC needs to establish networks outside. That is very important because sometimes very exclusive ang Orcom to UP na konting konti lang ang experience ng students outside, so I think kailangan may ma-establish na network. Para yung mga ginagawang school projects ng mga estudyante are actual case problems outside or actual campaigns outside. Hindi na puro hypothetical. Kasi if it is purely hypothetical, although you know, that develops our creativity, pero kapag puro ganon, pagdating sa workplace parang oops...ibang iba talaga. Kasi college, you can go with the campaign, eh if you start working na, there is a lot of limitations, budget, approval, and daming protocol, so I think yung network will be helpful. And that will help. I think, yung estudyante, number one, to get jobs. Number two, it propagates the concept of Orcom among companies. Atleast now medyo alam nila yung Orcom, but the problem kasi is there is no Orcom Department. I am an Orcom graduate but I work for Corporate Affairs. So akala nila, wala, comm graduate ka but not Orcom. But if you establish that, I think maspropagate mo yung concept nung Orcom. Then, Specific? Mmm, tanggalin ko kaya ang...hehe..intercultural comm..hehe..Hindi, recurring comment na rin kasi yan. Intercultural Comm should be taken under interpersonal comm. Interpersonal Comm is the broader concept of relating to other people. Intercultural Comm is relating with other people of different culture, so it should be under that. Wala akong aalisin eh, dadagdagan ko siya. Kasi, masyado siyang konti. Parang gusto ko pa pahirapan yung mga estudyante. Para masaya, para mangangaragangarag, para talagang mangingiyakngiyak na parang intarmed ang dating. Para parang nursing ang dating. No, really, to add more subjects. Diba, parang ang konti lang, although mahirap pero kayang kaya pa. Kaya mo diba? Subjects like, there is one subject na I appreciate sa Ateneo na I am taking for my master's, Social Marketing. It really deals with ano, ang touch niya talaga is corporate image projection. Kasi these are marketing campaigns, na ang focus niya is not a brand or a product or a service, but a concept. For example, no smoking. If you launch a campaign on no smoking, that is social marketing. PS: Pero, sir, iba siya sa advocacy?

EB: Advocacy, well actually naglalaban sila. Advocacy kasi is, almost, ang isang pang aspect of advocacy kasi is yung lobbying. Yung making sure that laws are passed in Congress, that is more the area of advocacy, na may lobbying. Social Marketing may not involve that. Pwedeng ang target mo lang is yung external publics mo, without the pressure na kailangang ma-pass itong law na ito, which is Advocacy. Sa Social Marketing din kasi yung changing the concept lang or the attitude and the mindset of the people. So more of changing that, the behavior. Hindi siya produkto na buying buying. So trabaho yun I think ng Orcom. Ay, isa pa palang problema sa Orcom, ay hindi naman problema, now that I am doing external comm work. I realized that most of the subjects in Orcom are internal, are more internal. In fact, we only have one parang external eh, two. Comm Strategies and Public Relations. The rest kasi are basic writing, speech comm, these are for both, but these are basic skills you learn kasi, but yung very specific for jobs, like yung PR, konti lang yung pang-external. That is why I think, there is ano, feeling ko nga pwedeng i-divide ang Orcom curriculum into very specific internal and external eh. Parang internal subjects to, these are external subjects. So, pwede ka ring mamili ng track. Gusto mo magfocus ka ng internal, sa internal pwedeng newsletter publication, we don't even have that. How do you put up a magazine, or how do you handle employee relations, something like that, separate from yung PR naman na external. So pwedeng ganon, pwede siya. I think we have to add more subjects. In answer to the new question, I think we can add more subjects talaga that I think are needed in the workplace.

PS: Sir, what style and strategy of teaching do you think would be more helpful?

EB: Style and Strategy? Okay, sinabi ko na diba na lecturers, kasi biased ako kasi lecturer ako eh...hehe...Kasi, it is different kasi like now, ako talaga I appreciate my Orcom subjects, because I do it in the office, and then, I teach it. So nakikita ko yung relevance. If only nga I can flash a screaming headline to my students na parang remember this, you need this in the workplace. Parang I couldn't stress it more. When you see kasi diba the relevance of something to what you are doing, mas nagiging receptive ka. So the beauty about practitioners is that yung experiences na ibinibigay mo sa estudyante mo and the things that you let them do are from your experiences at the office. So medyo dba, yung polarization mo dyon, eh yung gap, nadedecrease mo siya. What else...styles? Instead of making your students think of hypothetical issues and campaigns, let them go to companies and do actual campaigns. Let them go and research actual issues and problems. Hindi gawa-gawang issue. I think some companies naman will be willing to share some information basta may confidentiality agreement. So make concrete the issues talaga. Kasi ang problem with us nga kasi mayado tayong enclosed sa UP Manila, yung issues na alam natin doon lang eh. So, kung paglabas, mas okay. Strategy, I think more interactive, less on lecturing, less on parang monologue ng teacher. I suggest more interaction. Interaction not only between the students and the professor, but among the students themselves. Mga groupworks, mga ganon, and more on information exchange sa mga companies. Like for example, okay let us visit San Miguel and magpaddiscuss tayo sa Corporate Affairs group rula like among experience nila with this publication, how is it working with Corporate Affairs, so yung mga estudyante, ah okay, so ganito pala. This is the future career I can be in, ah ganito pala yung work na pwede kong pasukin, or like what Timbungco does, let us say, field trip to an advertising agency. That helps a lot. Kasi diba, parang ah okay, ganyan pala nangyayari sa advertising agency. So you have a preview, hindi ka gagradsuate ng Orcom, tapos mag-aply ka diyan na parang, ano kaya ang meron sa likod ng mga pintuang ito. What else...biased kasi talaga ako to knowing what is going on outside eh. Kasi I think Orcom is good at theories naman. We have professors who are good at teaching theories, admittedly magagaling sila. Pero yun nga, one suggestion talaga is for us to look outside, sacan the environment outside and see kung how we can prepare our students better for that. If you remember, nhandle ba kita sa Interpersonal Comm? Yung sa batch niyo, yung treatment ko of Interpersonal Comm, I just patterned it sa treatment ni Ma'am Sarile, medyo psychological. Pero naisip ko, how can I make this subject more relevant to the students. Kaya naisip ko to focus it to interpersonal skills in the workplace. Naisip ko yun kasi these are the things that my batchmates were telling me. Na for example, interview skills, how do you ace your interview, how do you answer exams, or how do you deal with a difficult superior. I let them interview not only HR managers for info sa pagpass ng interviews, but also Orcom professionals. Tapos I tell them to always ask for calling cards and ask if they could call them up for practicum or after they graduate. So they are not only learning something, but they are also starting to build networks that can be useful to them in the future. Tapos pinagagawa ko sila ng workshops. Yung mga workshops na ito is also about sa workplace. So they research on their own, tapos nagconduct sila ng workshop sa class. So instead of reporting, they do a workshop complete with name tags, tapos may activity siya, workshop yung dating. So it is like, every Saturday, they go to a workshop. So hindi parang papasok ka sa school tapos maglecture lang ako from the book tapos copy lang sila ng notes. So most of those activities na napreparepare tayo sa outside world. Ang techniques din kasi diyan, ako kasi I experienced the best and the worst teachers in UP, so nung nagtuturo na ako, I just take all the good of the professors, tapos pinagsama sama ko lang. Ang principle ko rin kasi diyan is if the students see the connection of what the subject matter is with his or her future work, mas nagiging receptive siya. And reception is the first step to learning. It is also a way kasi para mas madedecrease again yung gap doon sa theory and actual practice. So I think dapat ganon, you make a subject interesting to your students. And how do you make it interesting, you always get the connection of that don sa future career. Ano yung relevance nito, ano ba yung gamit nito, kasi kung wala din yang gamit sa estudyante, wag na lang nating idiscuss, basahin na lang natin sa libro. After all, books are there to record information, meaning you could always go back to them and read them. So kung may book siya, kaya nga may book yan eh, pwede mo basahin na agad atska prepared na. Kasi, undergraduate course is merely preparation for actual work. Pineprepare ka lang niyan, kaya yung ibang graduates they expect so much from Orcom, akala kasi nila pagkatapos ng Orcom, manager na kagad sila, ang galing galing na nila, when in fact, every course, every undergraduate course is a preparation lang naman eh, it is still on the job talaga where you learn more kasi andyan na yung actual interaction, wala ka ng, okay deadline natin two weeks from now, tapos hindi ka muna gagawa. Sa tootong work, meron ka ng accountability. In college you can submit or not, you could

opt to just get 2, 2.5 or 5, walang ganon sa work. Sa work, appektado yung buong company sa work na hindi mo nagawa. So yun nga. kung gusto mong iprepare yung graduates mo, kailangan may experience na siya sa labas. Para pagsinabak mo siya don hindi siya parang tanga na walang alam. And mababawasan mo yung idealistic concept of the workplace. Kasi diba when you discuss Goldhaber, when you talk about upward com, and organizational communication climate, blah blah blah, these are all ideal. Parang oh ang gandang concepts. But I think as soon as you go out talaga, you would learn na hindi ganon. Problema kasi pag idealistic yung graduate mo, pagpasok niya sa work, o dapat ganito, dapat ganito, maculture shock. I think yun yung mga strategies na important, para masnaaappreciate ng mga estudyante. Pagna-appreciate kasi nung estudyante nataatandaan niya eh. Maybe not now, but definitely in the future. Maaalala talaga ng estudyante yan eh. Parang somehow naggets nila. Okay.
PS: Yey, thank you sir.

Interview #4

Interview with Ms. Rizza Acuña

April 24, 2005

10:00 am at the Residence of the Acuña's (Muntinlupa City)

Purita Sandalo (PS): So ma'am, what does your job entail you to do?

Rizza Acuña (RA): Okay, ano ba ako? I'm an Org Development Specialist, so I basically design processes and systems with regard to the performance management system of the company, training and development and succession planning.

PS: Ma'am, what knowledge and skills should you have in order to fulfill the demands of your job?

RA: Skills? You need to know how to type? Hindi. Basically, you need to know how to facilitate. And then do counselling, coaching, and then you have to have a good idea of how processes and systems are set up in a company. And then, actually you have to be very good in communication.

PS: Ma'am, which among these skills and knowledge did you learn from Orcom?

RA: Communication. Public Speaking. it is different kasi eh. When you do training, it is really more specialized and really catered to the individuals attending the training; so it is not something that you can rehearse and classify under public speaking. Pero ano, meron tayong Group Discussion, pero that is unstructured, unlike in college that you have an agenda, doon hindi. Conducting meetings, you have to do that. Pero other than that, I think yung pagsetup nung processes and systems, more of, siguro, for Orcom, we need to have a little more classes on, parang, Engineering. Kasi you need to see how, you need to know what the right models are, kasi when you study models, you should also study that. Kasi in work, or in my line of work, I have to develop systems, so I need that.

PS: Ma'am, from what specific subjects did you learn the said OrCom knowledge and skills

RA: Technical Writing, Communication III, Public Speaking, ano pa ba... Interpersonal Communication, Intercultural Communication and Group Discussion.

PS: Ma'am, what type and strategies of teaching did the professors use that help you learn these skills and knowledge?

RA: Styles of teaching... well, coaching and mentoring. More of one-on-one discussion, and siguro in a group and the whole class, it is more up to you if you want to listen, if you want to take it all in or if not, but if you do one-on-one discussions, it is more of one really gets to pay attention.

PS: Pero doon po sa Orcom?

RA: Yeah, yun yun. Kasi ako, I like having discussions with Professor Henson, Professor Adeva. Especially when I was doing my thesis. I like to sit-down with them and talk to them. Until know actually, Ma'am Adeva made my recommendation letter for my MBA.

PS: What do you think will be the future challenges or demands of your work?

RA: Future. More of, really getting a basic idea of how to set up processes. Yun talagang concrete model. Kasi that is what the company is lacking right now. They have a good training and development program, but they don't have the core competencies, or the structure where they should be basing it from. So that is my work right now, to set up the basics from where the training should be anchored. And I didn't learn that talaga in Orcom. Pero ano, Orcom is a very...I would not have taken any other course. Although na, I'm thinking of pursuing some classes in Industrial Engineering to help me in my work. Kasi, it is really...the

way we work now is really making use flowcharts, programs, which should be implemented across the entire organization. So if I don't know how to do that, that becomes my barrier in performing.

PS: Ma'am, how can Orcom be further improved to better suit the present and future demands of your job?

RA: Yun na nga, well, for me, if you are trying to do HR work, or kasi, you are talking about Organizational Communication. Organizations, so I think you need exposure in not engineering, basic courses on how to set up processes, how to know which models to use, how to see what is applicable on the organization, atsaka, siguro, needs assessment. Kasi you want to see, as an Organizational Communication major, you want to see whether the company or the organization has a good communication system set up, diba? So, how do you do that? You need to be able to assess. So how do you do that? You need to have the skill to write parang training need analysis yan eh, you need to know how to write the questionnaire, the format, yun. And assessing how the communication set up of the company work. That is for every endeavour you pursue after Orcom. Well, yeah, lalo na if you enter HR, well, bordering ng HR and OD, siguro more on OD siya not on HR. So I guess, we could add subjects siguro. Yun nga, yung basic courses on how to set up models, processes. All the rest of the subjects are okay naman, walang katilangan i-exclude.

PS: What style or strategy of teaching do you think would be more helpful?

RA: Ako I like the way UP teachers teach. Ako, I'm going to Ateneo now diba, So when you compare both, ang laki ng difference. You think na while you are in UP, parang ang hirap hirap diba, but when you move to another school, you will thank your school, na it was mahirap. Because in Ateneo, I am not belittling the school ha, but everything about it is being hand-fed. You know, I go to school, I don't study, I work, I work, and I stay with my family, and yet, dean's lister ako. I don't know ha, pero the thing is, bakit ganon, what is going on? The fact that I don't devote that much time on my studies now than I did while I was still in UP, na talagang aral na aral.

PS: Yun lang po.

RA: Okay.

Interview #5

Interview with Ms. Maria Arminda Alvarado

April 24, 2005

11:30am at Alvarado's Residence, Pandacan, Manila

Purita Sandalo (PS): Ma'am, what does your job entail you to do?

Arminda Alvarado (AA): Simply put, a Customer Service Representative at INFOXX basically handles incoming calls requesting directory assistance, directions assistance, movie times and listings, etc. We provide information depending on the caller's needs. Our ultimate goal is customer satisfaction.

PS: Ma'am, what knowledge and skills do you need to have in order to fulfill the demands of your job?

AA: A CSR needs to have excellent oral communication skills, good command of the English language. That's with emphasis on grammar and spelling. A CSR must also have good listening skills because he or she must be able to focus on what the caller is saying regardless of possible internal noises. Possible noises could range from the CSR thinking of the proper keyword to enter to his or her unit for the best search techniques to utilize, or the CSR pressured by the call-processing-time, which should always be kept at a minimum. The call-processing-time is the length of time that should be spent on a particular call. There are also possible external noises that a CSR must overcome. An example of which is the static on the line during a call or a loud background. A CSR must not be affected by such disturbances, which by the way, usually occurs. A CSR should also have good call management skills. Call management skills include being able to handle different kinds of callers, being able to immediately identify the caller's needs and knowing the best way to fulfill or meet the needs of the caller. Lastly, a CSR must also have basic computer skills.

PS: Which among these skills and knowledge did you learn from Orcom?

AA: I definitely learned good oral communication skills from Orcom. We had lots of speech classes and presentations in class that really honed my oral communication skills. Orcom also helped me in achieving good listening skills. We are taught in Orcom that listening is also an important part of communication, that is why we should also learn to do it right. Hindi lang puro speaking skills. Our debate class also helped me hone both these skills, listening and oral communication. Napractice kasi tayo to both listen well to what the other group or party is saying, his points and all of that, at the same time, our speaking skills are also honed sa class nayun.

PS: From what particular subjects did you learn the said knowledge and skills?

AA: Specific? Mmm.. Just Communication III and Public Speaking. I guess. Well, may iba na walang specific subject talaga, parang sa lahat ng subjects pwede.

PS: What styles and strategies of teaching did the professors or instructors use that help you learn these skills and acquire these knowledge?

AA: The usual lectures and classroom application. Though may ibang subjects tayo na straight lectures lang talaga, useful pa rin na doon sa mga courses like the speech communication classes we had, it was more hands on. May application talaga. I think that was the most important thing talaga that honed the skills I need to properly perform my job right now. Yung pagdeliver ng mga speeches, role-playings, reportings. Pati rin actually yung usual written exams were helpful because it sort of trained me rin, somehow.

PS: What do you think would be the future challenges or demands of your work?

AA: I can see that CSRs' future challenge would be to keep up with new services, new markets, and new technology that the company may introduce. Kasi diba we cater talaga sa needs ng clients. So kailangan sumusunod sa what is needed talaga yung company naming. So kahit call center kami and we actually use search engines to know the answers to the questions of the callers, we should still in some ways learn the things we talk about din...

PS: How can Orcom be further improved to better suit the present and future demands of your job?

AA: I am happy to say that what I've learned in Orcom is already more than sufficient for me to do my job well. Pero siguro, sana may refresher course on grammar lang for freshmen. Also nga pala, I don't see the need for Spanish classes. Hindi naman na big country ang Spanish and English na yung masinagagami so I think dapat wala ng Spanish classes..Ipalit na lang yung refresher courses on grammar and basic English.

PS: What style and strategy of teaching do you think would be more helpful?

AA: The current styles and strategies of the professors are actually okay na. I learned much naman from it. From doon nga sa mga lectures and classroom applications of what were taught. Pero siguro sana Orcom magkaroon ng more opportunities for Oral Practice pa. Maganda naman ang Orcom as a course ch.

Actually, after grad I worked as a Marketing Assistant at a Multi-media communications company for eight months. After which I was offered a job as a Project Coordinator. If we were conducting this interview then, I would have answered differently since my responsibilities then were greater and far more challenging compared to what I do now. Anyway, I declined the offer and chose to be a part of the booming call-center industry where the compensation is definitely much, much better. Bottomline: Orcom graduates have plenty of opportunities in the workforce. It all depends on your priorities.

Interview #6

Interview with Ms. Marian Reantaso

April 25, 2005

9:00am at the Pahinungod Office

Purita Sandalo (PS): Ma'am, what does your job entail you to do?

Marian Reantaso (MR): Basically, as an Admin. Assistant or Admin Officer, more of the tasks that I do are handling people or yung financial matters, mga ganyan, and then, kasi, here in Pahinungod, we are trained to be multi-tasked. So, assigned from the regular job description of being an Admin Officer. I am also a program coordinator. So as a program coordinator, more of, inviting or parang, encouraging volunteers to stay sa program, and to be an active participant, member of the organization. So, Most of the thing talaga, coordination.

PS: Ma'am, what skills and knowledge do you need to have in order to fulfill the demands of your job?

MR: In Admin. ano kasi, it has two parts. The first part is more on accounting, so liquidation, handling petty cash, mga ganyan. So, that is the first part, so I need accounting skills, the basics of math. For the other part, it is more on Human Resources Management or handling people, so the coordination, well, as a program coordinator, it is somewhat similar because I also handle volunteers. However, in a sense, being a program coordinator, it is more on, parang, creating relationships with volunteers. It is not more on how to handle them in terms of how they do their tasks because they are volunteers. So, in that sense, it is more on communication...interpersonal, all those stuff. Corny, pero yun, interpersonal, intercultural din because I specifically handle the Street Children Program, I also handle the Health Training, and the Summer Immersion Program. Intercultural because in the Summer Immersion, I get to interact or coordinate with people from communities, sometimes with different cultural backgrounds. Siyempre yung street children,

that is a completely different thing. Siyempre kasi hindi naman ordinary children lang sila. And then in Health Training because I get to meet Medical Professionals or dentists, nurses, all those professionals. So, Intercultural in that sense. And then, all though I rarely speak in public, but because parang, in our curriculum it is part of public speaking din, so yung orienting volunteers, siyempre it is in front of a large crowd, ano yun, 50 or more volunteers. Sometimes I orient freshmen, kasi ayun nga, multi-tasked. So if the information officer is not available, dapat any of the staff can do, or can orient students. What is Pahinungod? Mga ganon. Interpersonal, siyempre, the usual. I also interview kasi. I also do interviews for incoming Student Assistants or SAs. Sometimes we conduct group interviews to applicants because our director usually say that it is us who will be working with the new applicants. So it is important that we will be part of the interview. I think that is all.

PS: Ma'am, which among these skills and knowledge did you learn from Orcom?

MR: Siyempre, obviously, communication is part. More of my, parang, the needed skills I need, the needed skills for my task as the Program Coordinator and part of my Admin is or with communication, so yun yung Orcom. Although the accounting part was a shock to me. That was not my ano, pero, yun. So mostly, kasi Orcom naman, I believe is very basic. So you can land at any job, and the skills you learn from Orcom can be applied to any profession.

PS: From what particular subjects po did you learn these knowledge and skills?

MR: There is Interpersonal Communication, Intercultural Communication, Public Speaking and Communication III.

PS: Ma'am, what styles or strategies of teaching did the professors or instructors use that help you learn these skills and acquire these knowledge?

MR: Strategies in teaching. Communication, mainly communication. Well of course, the classroom setup, where you speak and prepare speeches for a group of, actually the class only, but sometimes we were, I remember we were asked to present a speech and another thing not with our class, and that was a good preparation for me. Of course siyempre the usual, especially in technical writing, the usual assignments in writing memos, minutes. What else... You know the strategies that the professors and instructors use were all appropriate naman. Because they were more on not just presenting the theories, they make it sure na we do it talaga to see if we have learned.

PS: Ma'am, what do you think would be the future challenges and demands of your work?

MR: Future..Kasi Pahinungod is very dynamic. As I had mentioned earlier, I had already handled three programs. In the future I might handle another program, or handling two programs at the same time. I might not be an Admin Officer anymore, I might be just a fulltime program coordinator. Or handle the other programs. I might do that. So, basically the challenge is to be more knowledgeable sa craft mo, yung coordination. And know how to effectively invite volunteers and make them comfortable here in Pahinungod so they would stay longer and so that you will have a greater number or pool of volunteers.

PS: Ma'am, do you intend to stay longer here?

MR: Yes, here in Pahinungod, loyalty and commitment is very important. And kasi, almost all of us have been a volunteer when we were still in college. So, we know how the program works, we know of the dedication of the former staff that we replaced. Not really replaced because actually they are still coming and ask how things are. And we can communicate with them anytime if we have advices that we need. Yung commitment, it is very important so personally, I intend to stay longer if everything falls into place. So that is if, kasi I am the breadwinner, and kasi Pahinungod is a part of UP, which is a government institution, siyempre, hindi ganon masyado kalaki yung suweldo, limited lang. So if it still can sustain me, I will stay. Because diba in Maslow's Hierarchy of Needs, yung highest is yung Self-Actualization, and definitely if you are part of this organization you would definitely fill that that is more satisfied, pero yun nga in Maslow's theories and other theories, you have to satisfy diba muna yung lower parts para you will survive. So, that is basically the thing or the issue, but as for commitment or the intension to stay, it is there.

PS: Ma'am, how can Orcom be further improved to set the present and future demands of your job?

MR: Orcom, well I was lucky enough, my class was lucky enough to have yung photography as elective. It is very beneficial for me because as I have said earlier, if the Information Officer is not around, you will do the other tasks. And mostly, my activities fall on weekends, so sometimes, siyempre you would consider din naman the time of your officemates since you scheduled it, so you need to do it yourself. So usually, pagtraining, whatever, you need to document it. So it was really helpful for me. Sayang naman if walang pictures. And then documentation and then research part. I would say it would be good for yung future Orcom students to really learn documentation. I am also lucky to have Mr. Magalit as a professor, I think

he is not around anymore, he is very good in teaching proper documentation, as well as Ma'am Beringuela kasi ano rin siya dati eh, researcher. So that skill is very important in Orcom. Because as I have said earlier, as an Orcom graduate, you can be in any profession. In a corporate world, your basic is communication, so mainly written and oral. But when you seek other opportunities, you can explore research as one of your ano diba, so I think, it would be better if the students could also train more of proper research, research techniques, yung qualitative, quantitative, proper documentation, stress it a lot. Other electives related to Information Technology, because I see communication expanding more and going more into networking, more on information technology, so siguro mga pati ano eh, yung artistic side, because a lot of Orcom students I know are very artistic and they go into web design, since they know the content, it is very easy for them to do the content. So if they have knowledge of design itself, then it would more, the opportunities would be better for them. So that is another path they can use. So, I think they should include as elective yung web design, basics of web design, graphic arts and using other computer applications like Adobe because that was not taught to us. I think we didn't have any computer class, but I don't know, I think we have a computer lab fee. No computer class but with fee. So, I don't know. Kasi computers naman in UP are ano eh, they invest a lot. Kasi alam ko dumadami yung number of computers in UP. But the problem is the access. Students don't know how to access it. So, they know that there is a computer at LRC but they think that, I don't know, only those who are under tutorials can use the computers. I don't know. So sana they can be able to expose themselves more sa exploring softwares. Kasi I see a lot of Orcom, which has the potential sana for those things but they need to go to special courses on web design, ganyan, or other graphic arts ganyan, so sayang. The present subjects are okay. Most of them, well, all of them naman, I think are important. Feeling ko modified na lang, in a way, kasi IT age na nga, so probably, I know naman the professors are ano, always researching for new developments in their field naman, so I don't think naman na it would be a problem pagisabi mong to modify the subjects in the program. So yun lang, wala naman iexclude, modify lang the subjects to fit yung needs tapos add din ng IT-related subjects, kasi we are becoming highly IT na talaga eh.

PS: Ma'am, what styles and strategy of teaching do you think would be more helpful?

MR: Style? Kasi yung UP naman, ano yan eh, interactive naman usually ang style. So I don't think na may definite need to modify. Kasi the teachers' styles naman is what vary, but the general trend naman in UP is more on interaction and participation. Practical talaga. You do field works talaga. You need to research. You research a lot. So mahigpit talaga. So sa style naman, kasi it depends naman with the professor siguro. Kasi, ako naman, I believe na masmaganda if mayroong mga, new instructors would come in with fresh ideas especially if galing sila from Orcom. Maganda yung reputation nila. But for the, mga gurus talaga, their style is okay pa naman, applicable pa naman, and ano naman, kasi I know a lot of Orcom teachers naman na parang pillars ng Orcom, so they care a lot about Orcom. So I don't think there would be a problem for them kasi their style naman is ever-changing din, kasi napapansin ko rin naman, nakikita ko rin naman sa kanila that they are looking for new books all the time, almost everyday, and some of them are into computers na rin, so they are shifting, so it is a good thing kasi hindi stagnant na every year na lang, ganon ang tinuturo. Wala pa akong nakitang Orcom teacher na ganon .

Interview # 7

Interview with Mr. Doan Bustamante

April 25, 2005

10:30am at the Landbank of the Philippines Complex Plaza

Purita Sandalo (PS): Sir, what does your job entail you to do?

Doan Bustamante (DB): Let me start it with my unit because I belong to Corporate Communications. Basically, I write speeches, I write articles, news and feature. So yun, articles for the publications and a community newsletter, a weekly newsletter. Dati, I used to manage it as the associate editor. Then I "graduated" from the newsletter and was tasked to handle an external publication. This one naman is a monthly news digest, medyo futuristic naman ang kanyang approach. Yung tinatawag naming Arde, this is a monthly publication. Speeches, I write speeches of the President of Landbank. I also write speeches for other senior officers and as well as mga remarks for special occasions. MOA signings, Memorandum of Agreement yun, special programs, ceremonies, recognition rites, mga ganon. So, yun yung sa writing. I also help in putting up the annual report. Like right now, I am doing, kung бага, the legwork, pictorials of the officers and the units. I am also into multi-media. I produce audio-visual materials, videos for corporate occasions din. That's on Corporate Communication, which I am part of. Pero as a whole, Corporate Affairs.

diversified kasi ang work namin. Frontline kasi we interact with our clients, internal and external. So come event time naman, I am tasked with various assignments. Nagtetechnical director ako. mga ganon. Kasi meron kami mga annual programs eh. Mayroon kami recognition program for our countryside financial partners. So nandoon ako sa control booth, manning the lights, sounds, etc. I also organize events, like last year I handled the Landbank Expo, it is our first ever products and services exposition, dito lang ginawa sa baba, sa ground floor. So, from organizing the exhibitors, to designing the layout, the collaterals, so yun. On the sides, I also do graphic designs for posters, streamers, mga advertisements. So that's it. It is a little bit of everything, pero my core thrust is on writing.

PS: Sir, what skills and knowledge do you need in order to fulfill the demands of your job?

DB: Skills? Siguro ano eh, in general I would say people skills. When you say people skills, yung how to communicate well with different people. For Landbank it's challenging, yet quite fulfilling din. Kasi your audience range ano eh, varies. Like for example, I write speeches diba, so may speeches na ideliver mo sa mga government officials, mayroon din namang sa mga farmers, fisherfolk, so dapat layman's term, masa. Kung puwedeng Tagalogin, Tagalogin mo, kung puwedeng dialect, idelect mo. Of course there are government, mga senior officials din, kunwari darating yung mga senators, so basically yun yung tingin ko, people skills. Knowing your audience well, knowing what tools to use. Siguro audience-sensitivity. Siguro yung ano rin, siyempre yung writing skills. Importante yun. Aside from that, PR skills, important. Conducting yourself in various situations, lba't ibang audience din. Meron internal, mga officers and employees, meron ding time na kakausapin mo yung kliyente mismo, yung mga small entrepreneurs, mga local government officials (LGUs)... Basically yun, people skills, writing skills, interpersonal communication and PR.

PS: Sir, which of these knowledge and skills did you learn from Orcom?

DB: Siguro yung kakapalan ng mukha. Hindi, hindi, that will be developed in Orcom kasi. Lagi kang upfront eh, diba. Yung speech writing skills, you take that up in, we have several speech classes diba, about four courses or classes. Argumentation also is important because that develops your confidence. Atsaka minsan you can also use those skills when writing speeches, kasi yung arguments pagipresent mo. So yun, argumentation. Writing of course, we have a lot of writing requirements. Thesis, Comstrat, Technical Writing, so yun. And of course yung interpersonal communication. So, those are the skills, which I think were developed, or harnessed, or facilitated by Orcom. Kasi I also believe din naman na each person has that innate talent or skill, kaya lang it has to be honed, it has to be developed and I think that's what Orcom did to me and as well, well I can speak in behalf of my blockmates.

PS: From what particular subjects did you learn the said knowledge and skills naman po?

DB: Technical Writing classes, Argumentation, Strategic Communication, Interpersonal Communication, Intercultural Communication, PR and Thesis rin kasi hands-on eh.

PS: Sir, what styles and strategies of teaching did the professors use?

DB: Well one that I can really say is that in Orcom it is not spoon-feeding, so you learn it on your own. Your professors, our professors act as mere facilitators of learning. It is a given and take. So you do your homework, your professor does his or her own. Their mode of instruction is primarily discussions eh, exchange of ideas. And of course there are presentations. Mga lectures. Straight lectures pero highly interactive. So yun, two-way communication siya. There are also reportings, siyempre hindi mawawala yun sa Orcom. Of course there are the quizzes atsaka exams to validate the learning of the students. Film-showings. I don't know if Professor Beringuela handled your class. We had intercultural Com with her, so it helped. What else, effective. Hands-on din, siyempre, kasi, like for example yung thesis writing natin, research 199 and 200, ikaw kasi talaga magtatrabaho eh, like what you are doing right now. So yun. That is one thing that I think is very good about the course, it is more interactive, hindi siya uni-directional kung бага eh.

PS: What do you think are the future challenges and demands of your job?

DB: Future. Siguro coping up with the developments, yung mga technologies regarding or in line with communication. Kasi ang bilis eh, ang bilis na ng communication ngayon eh. Like yung papal ano nga lang eh, yung papal elections and all, ano eh ang bilis ng information nila. So I think yun yung future challenges, how to cope up with the fast turnout or fast exchange of messages ganyan. Kasi I think yung important don is the validity of the information. Reaching out to your audience the fastest way possible. So yun, tingin ko yun yung mga future challenges. Adaptation also. Adapting those advancements to help deliver good job. What else.. Well, mayroon pa rin naman tayong freedom of speech noh. Siguro as of now, those are the things I really see as, actually I don't see them as challenges but opportunities.

PS: Sir, do you intend to stay longer here at Landbank?

DB: That depends. Hindi, I am enjoying my work and the company with my colleagues. I've been here for the past three years, so I am now in my fourth year. And after graduation this is my first job. So, I like this institution in a way that, I am doing what I like to do. I am part of an institution, which has very solid social mandate to help people, our countrymen, etc., which I personally, I really wanted to join a company like this when I graduated. Because I really, ewan ko, UP culture siguro yun, I really wanted to give back something to the people who subsidized our education. So I envisioned myself joining a government institution. I was lucky enough to land a job in Landbank. This is a government financial institution. It is a self-governing organization yet we are under the national government. Plus of course the nature of work. So yun, as to until when I will stay in Landbank, I really can't tell because yun nga, I always look out for better opportunities. But so far, so good. Pero if that opportunity comes, that window opens, I might take that and have that opportunity. Siyempre personal growth and learning and of course I like to experience other avenues, professional avenues. It's hard din naman to start and end with the same job diba.

PS: Sir, how can Orcom be further improved to suit the present and future demands of your work?

DB: I think Orcom curriculum as a whole is quite solid. It is based on a solid foundation. The theories are still applicable. The components also are still applicable. Kaya lang I feel that we should focus more on the processes itself eh. Pero that is good that may understanding of the theories, yung mga models, kasi it really helps knowing them of course. Okay yun, that is a good foundation. Pero, beyond that, you should look at the application of those theories. Which I personally think Orcom, still has to improve on. Because during our time, we didn't have hands on in lay out and design. I had little or few exposure in news or feature writing. Our thrust is basically technical writing, position papers, etc. So I think, we should be more sensitive in the needs of the communication in organizations and the medium for that. I think yun nga, how it can better address the needs of my work on a personal note, more on hands on training on communication tools. PR, annual reports, news and feature writing, press releases, basically yun. Because I think those are the things we can improve on. Kasi yun nga, as an Orcom specialist, as Ma'am Sarile calls us, yun nga, I think we should more be devoted to organizational communication needs and the applications in the workplace, such as the communication strategies, etc. on the organizational setting. Exposure to communication tools, I think, would enhance the program. I think the present list of subjects, are just fine. yun nga lang more exposure pa and application. Kasi it is hard to join an organization expecting you to do things if you cannot naman. So we should be prepared for that. Some others might contend na may Masscom naman eh, or Comm Arts, pero we should be better in comparison kasi yung advantage of being oriented with the organizational structure, culture, ganyan. We are expected to be good in handling organizational situations. So yun. Dun sa mga kailangang idagdag, tingin ko, Audio-Visual Comm. Yes, mayroon tayo nito, pero I don't think so. Kasi during our time, we just prepared the script, we did shoot, then that is it. Then you hand it over to the editor and just give directions. Pero I think, Audio-Visual Communication curriculum should start off with yun nga script development to actual shoot, until editing and final production Kasi knowing the entire process will help you a lot. Kasi kahit saang kompanya or organization mapuntahan mo, you will be asked to do those things. You can never really say na hindi ko kailangan niyan. What else...Feeling ko yung Technical Writing can be enhanced naman by adopting a layout, design and layout addendum. We are taught to write diba, how to position our thoughts, pero yung actual output, hindi masyado. We are very much IT-driven write now eh. We need exposure in basic layout software, graphic design software. Kasi communication in organizations tingin ko would need that. Dapat, for me ah, I envision an Orcom major as somebody who is multi-tasked, multi-skilled, so may multi-tasking skill siya. So sa tingin ko, these are the things, which can help Orcom further evolve and more adept sa need ng organizations. Tapos one more thing is multi-media specifically websites. We had no exposure to this. Lahat ata ng kompanya may websites eh, so we need that eh. IT-driven na ang ating society eh, so yun, yung skills na ganon kailangan eh.

PS: Sir, what style and strategy of teaching do you think would be more helpful?

DB: Okay naman yung present set-up ng styles and strategies of teaching. Like what I said, yung give and take relationship between the students and the professor. If I were to teach, I want my students to come to class prepared. I just don't want my students to listen to all the things I have to say, yung parang lianyan. I want interaction, so I would prefer to maintain the current set-up. Interaction with students, discussions, presentations. So ayun. And of course, yun nga, if I would be given a chance, I would like to inject more hands on opportunities. Kasi I don't want to stop at teaching, I want to convince myself, and be assured that what I taught are really needed. They would be able to absorb and apply in their future endeavours.

Interview #8

Interview with Ms. Kumi Kobayashi
2:00pm

April 25, 2005 at the Perceptions, Inc Office

Purita Sandalo (PS): Ma'am, what does your job entail you to do?

Kumi Kobayashi (KK): As a PR Executive, I handle accounts such as Cartoon Network, CNN International and DHL Express Phils. and is primarily responsible for the data gathering, research and editorial services for the publicity, promotions, and total public relations requirements for these accounts. I prepare the monthly PR report, and draft the talking points, fact sheets, media briefs and speeches for clients' media and other special events. I also draft press releases and news advisories. My job also entails me to the responsibility of organizing and managing the clients' events namely, presscons, launches, media trips, press parties, OTG activities, press interviews, media forums and briefings, etc. aimed at promoting the clients' products and services and building their strong media relations. Furthermore, I prepare PR plans and proposals for various projects. Lastly, I ensure the smooth execution of each event I handle and organize and make sure that all the event program requirements are met such as the program/entertainment, invites or guests, pre and post event activities, etc.

PS: What skills and knowledge do you need to have in order to fulfill the demands of your job?

KK: Communication skills. Written, oral and interpersonal are definitely a must in the Public Relations/Events field. Such skills are used all the time in all given situations. In the case of events management, organizational and planning skills are important aside from the usual ability for multi-tasking and efficiency under pressure. Knowledge in media relations (where again, the importance of interpersonal skills come in handy), publicity and promotions come later on with the job. Of course, computer proficiency is an important skill, as in all other fields.

PS: Which among these skills and knowledge did you learn from Orcom?

KK: From the OrCom program, I would say Communication skills since all aspects had been tackled with all the courses in speech comm., tech writing, PR, public speaking and others.

PS: Particularly Ma'am, from what subjects did you learn the said knowledge and skills?

KK: Well, both Technical Writing I and Technical Writing II, Public Speaking, Communication III, Interpersonal Communication and Strategic Communication.

PS: What styles and strategies of teaching did the professors or instructors use that help you learn these skills and acquire these knowledge?

KK: For me, nothing beats all the oral/practical exams that went with the courses. Reports and the usual research were a great help especially if we are to look at the theoretical aspect. Say, I need background information on how to go about writing a proposal or an invitation for the media. Tech writing is the most useful because I get to use it all the time. But the actual oral exams such as in my speech comm. or public speaking classes even the skits we used to do for the interpersonal comm. courses I believe, made doing my presentations and pitches to clients now easier since as early as those days, even before getting on board the corporate world, my confidence and oral comm. Skills had been used and practiced.

PS: What do you think would be the future challenges or demands of your job?

KK: Perhaps being able to continuously provide excellent PR services to the clients. To bring in more publicity and public awareness to their company/product. Competition and the need for creativity and innovative ideas are challenges as well. As for acquiring new clients, with other agencies as competition the challenge lies in coming up with the most original, newest yet feasible plans and proposals that can be implemented and can attract public support for the client to reach and even widen the market reach. Global reach is a challenge too, and always a goal for all PR firms for their clients.

PS: How can Orcom be further improved to better suit the present and future demands of your job?

KK: I think the courses are sufficient enough although there are subjects that can be improved and added to further enhance the OrCom majors' knowledge and practice before heading to the corporate world. Perhaps more fieldwork for the students as mentioned in the survey I answered. "Hands-on" learning is still the best tool there is. Provide cognate courses that are still in relation with the course and would still be helpful later on like a business course, HR subject, media/masscom-related course. These are the demands from today's workforce. A marketing subject or a more in-depth subject on PR. Include also more units in Audio-visual, PR/Marketing, Interpersonal, and include a business subject perhaps to add to the Statistics subject. Exclude no present subject in my opinion. As mentioned, almost all have been useful and helpful.

PS: What style and strategy of teaching do you think would be more helpful?

KK: Lecture is traditional but except for instructors who can really preside over a class with accuracy and a teaching style that is interesting, lecture alone is not enough to hold the students' interest. Reporting is helpful, it makes for an interactive learning. Research too is effective since it trains students to be resourceful and efficient. Lastly, interactive teaching, this time on the part of the instructors is the most helpful for me. Again pertaining to class trips, forums, sit-ins in actual seminars/briefings. Knowledge imparted in the classroom by instructors are better understood and applied when there is actual situations or circumstances that can support the theories.

Interview # 9

Interview with Ms. Mary Garcia- Sabariaga
10:00am

April 26, 2005 at Allegro Cofeshop, Ortigas

Purita Sandalo (PS): So ma'am, what does your job entail you to do?

Mary Sabariaga (MS): My job as the Marketing Manager of Teledata Philippines, Inc. basically entails preparing and executing marketing communication programs, making advertising campaigns, PR campaigns, iba't ibang campaigns, events, mga employee-related events, mga employee training, outings, under yun sa responsibility ko. Then, ano pa, what else... Our company is a regional company, we have offices in Singapore, India, Vietnam, Indonesia, Malaysia, Thailand. Seven countries, tapos we sell systems communicator. We offer several products including yung mga ginagamit sa mga call centers. We have a product called Avaya, and yun yung main brand that we sell right now. Yun nga, for call center siya. I am tasked to prepare the strategic marketing for the whole region. So basically I also do the development and execution of the marketing programs for countries like Thailand, Singapore, Indonesia, Vietnam, India, Indonesia, and Philippines siyempre. Also to add lang, if there would be researches, for example, marketing research, kunwari you want to know if one technology will adapt to a certain country, mga ganon, and then yung mga competitive analysis, and database management, yun, it also falls under my responsibility.

PS: Ma'am, what skills and knowledge do you need in order to fulfill the demands of your job?

MS: As a Marketing person, very basic yung communication skills. So, we need to have din technical writing and creative writing skills especially when we develop yung mga brochures, yung mga advertising programs. And then, interpersonal skills and parang events management skills kasi I handle different events. As in different types of events, mga parties, seminars, iba't iba. Different kinds so kailangang flexible ka rin. So you need to know how to manage talaga events, how to coordinate. And then, even with marketing, we are member of different marketing associations like the Business Processing Association of the Philippines or the BPAP. In the BPAP, I am part also of the marketing team of the association, so there would be parang trade missions abroad, kasali din ako don. So yun communication skills especially kasi you deal with, not only Filipinos, most of the time yung mga clients namin executives na Americans, British and Indians. And since our company is a regional company, I also deal with Singaporeans. And medyo mahirap yun kasi iba ang accent nila, minsan hindi nila naiintindihan, and minsan narerealize mo pagnagsalita ka na rin, barok ka na rin. Nagagaya ka na sa kanila. And then, sa marketing research naman, of course you need research skills. And then, what else... Planung, kasi lahat naman yan nagsstart sa planning. Ang dami kasing skills na kailangan eh. Even sa job ko, even yung mga graphic design softwares. I need to know how to use them.

PS: Ma'am, which among these skills and knowledge did you learn from Orcom?

MS: Like what I said earlier, yung very basic skills like pagkaseason ng strategic planning, yung strategic planning. You need to prepare mga reports, yung mga economic indicators na reports, kailangan kong isubmit yun sa mga different managers and management teams. So yung mga basic na skills in writing reports, and yung mga communication materials like yung mga letters, brochures. Yung basic skills nakuah ko sa Orcom pero I continue to develop it talaga. I am not sure now pero during my time, masyadong focused sa technicalities, technical writing ganon, wala masyadong creative side. So you have to develop it yourself, yung creative writing. And then, when it comes to oral communication, yung mga speech communication classes natin, nakatulong din kasi kahit papaano, you'll know how to handle yourself, ganyan. Kasi there are times, lalo na pag out of town, ikaw na maghahandle ng lahat, pati registration, magseset up, halo-halo na. Before, dun sa previous job ko kasi, I was trying to achieve yung ISO, yung ISO certification, parang standardizing processes, so yun we were trying to change the culture of the organization. So parang kahit papaano, nagamit ko din don yung knowledge ko sa organization. Unconsciously talaga, naapplay mo talaga yung mga learnings mosa Orcom sa workplace. Pero yung mga

graphic designs personal training ko lang talaga. Yung product management, I had to attend trainings for that. Kasi wala naman tayong subjects doon eh. Pero as you go along, nalalaman mo rin. Yun nga lang minsan napapagalitan ka rin.

PS: Ma'am, from what particular subjects did you learn po the said knowledge and skills?

MS: Strategic Communication, Technical Writing, Public Speaking and Organizational Theories kahit into lang nadiscuss natin.

PS: What styles and strategies of teaching did the professors use that help you learn these skills and acquire these knowledge?

MS: Siguro yung ano, yung practical application. Kasi sabi ko nga kanina, pagumatagal ka na sa work, you tend to forget yung mga theories, yung mga eksaktong theories ah. Siyempre maalala mo pa rin siguro yung mga overview, pero yung eksakto, you wouldn't remember it. So kahit papaano, yung practical application, nakakatuong talaga yun. I like to share lang with you, with this organization, medyo, karamihan kasi engineers eh, kasi nga of the nature of the company. So, usually hindi sila masyadong good in communication. So I have to prepare and conduct a training, a communication training for them. Halo-halo yun, mayroong presentation skills, writing, even how to conduct yourself. Kasi they also talk to customers eh. Although sometimes I hire a trainer, very good and useful pa rin na I have Orcom as my background. Kasi through it nagaguide ko yung trainor na kuwari, dun sa parang course outline nya, ito hindi na ito kailangan, palit mo na lang diyan ito. Mga ganyan.

PS: Ma'am, what do you think will be the future challenges and demands of your job?

MS: Ako kasi, short term lang ito ha. Yung handling the marketing for the region. So medyo challenge for me kasi iba yung culture of each country. Iba yung dapat ways of communicating sa kanila. For example ah, even yung mga press releases sa different countries, medyo dapat iiba ibahin mo yung style, how people will see it. Halimbawa, ito pala yung labas ng ganyan sa isang country, baka negative. Hindi ako masyadong familiar with the culture of different countries. So medyo nagkakaron ako ng struggle kung paano ko iimplement yung programs ko for the region. Yun. And then other challenges will be, although more on research ang Orcom, ang job ko kasi right now sobrang nagfocus sa Marketing Communication, mga events, advertising, PR, medyo ang weakness ko is Marketing Research. Ayoko kasi ng Economics eh. Not really din because ayoko ng analysis and math but because wala akong masyadong solid background on it eh. Kasi wala namang, although may elective, pero hindi namin kinuha na elective yung Economics. Good thing my husband is a lawyer, so tinutulungan na lang niya ako mag-interpret ng mga data.

PS: Ma'am, mayroon po ba kayong intensions of staying with the company longer?

MS: Oo kasi ang ganda ng opportunities dito for personal growth. Kasi not many companies would give you the opportunity agad to handle many responsibilities na critical to the company. And I would like to stay longer here talaga, para pagnahone ko na ng mabuti yung self ko, masmaganda yung opportunities na makuha ko from other companies.

PS: Ma'am, how can Orcom be further improved to suite the present and future demands of your job?

MS: Kasi ang, with my current work ah, with this kind of industry, medyo stiff kasi ang competition. So medyo minsan, nahihirapan ako talaga. Yung mga knowledge ko na nakuha ko sa Orcom, it would help me develop, yung mga strategies na iimplement ko, kasi we have to make programs na sobrang, kasi may 3 competing companies sa field na ito. We have to make really good programs and strategies para ma-outshine namin yung dalawa. So yun na nga, doon sa mga communication materials, kasi medyo yung Orcom for my job right now is parang basic talaga. Hindi siya masyadong inline with Orcom unlike if you are in Corporate Affairs. Siguro nga makakahelp lang ang Orcom sa future challenges ko if yung challenge is inline sa employee-related activities. I suggest they add courses on Economics and Marketing. Retain po rin the other courses, just include nga Econ and Marketing. Yun lang kasi medyo I had to take classes talaga on Marketing. Although ang Marketing naman medyo common sense, makukuha mo naman siya in the long run, kaya lang important na alam mo naman kahit yung basic theories. And then yung economics nga. Kasi if you are doing marketing research, you need a background on Economics talaga.

PS: Ma'am, what styles and strategies of teaching do you think would be more helpful?

MS: Kasi parang, I am not saying that this is wrong ha, pero focused masyado sa research yung course.

Ang sinasabi kasi nila talaga sa Orcom from the start is parang very flexible siya kasi you can go to various fields. It would be good if parang magkakaroon ng exposure yung mga students on different industries, for example Research, Marketing, Corporate Communication, Corporate Affairs, Advertising, PR agencies.

Purita Sandalo (PS): So ma'am, what does your job entail you to do?

Sonigene Suria (SS): So I am the Assistant Managing Editor for Special Publication for Summit Media. Special Publication is not actually part of any magazine. It is an independent group. So, just like what I said earlier, it is like a mini advertising agency. So what we do is, we don't actually produce straight ads. So, when you say straight ads, these are the one-page ads in magazines like *Lancome*, *mga ganyan*, but we can do lay-outs for them also. But basically we work on what we call advertorials. An advertorial is basically, it is a cross between *mga libresse*, *atsaka yung parang a day in the life of*. You know that? Have you seen one of those? Yon, that is an example of an advertorial. Ito yung mga pages na, ito yung mga advertising materials na, kasi diba, yung mga consumers ngayon they are very very particular na with what they consume and they are also, some of them actually, despite the, *alam mo yung hard sell advertising*? They don't want that na eh. *magusto nila yung mas subtle*, kasi sila, *parang nagiging advertisement na naman*. Kasi ako personally, *pagnagbasa ako ng magazines*, I will browse through the articles *tapos and skip the advertisements*. So *long department naming*, it is actually an emerging industry. It is very big in Australia. Ito, dito sa atin, emerging trend pa lang siya among companies like *Unilever* and *J&J*. Sila din yung mga *malalaking clients namin*. They are what we call our key accounts. They avail our advertorials and post them or include them sa mga magazines namin. We actually have 21 magazines, very diverse, we have kids' magazines, yung *K-Zone*, *Witch*. We also have women's magazines, *Candy*, *Seventeen*, *Cosmo*. We also have men's magazines. We also have home and entertainment magazines. Yun yung mga *Yes*, *Good health* keeping, so most of our magazines have foreign counterparts, except for preview which is purely made here. Anyway, what we do is, the clients choose what advertorials they want. It can range from basic 1-page advertorial to a full-blown magazine. *Mayroon kaming ginagawa na mga mini-mags*, na mga *iniinsert sa mga magazines*, like *mga pond's*, *mga prom specials*, yung *mga valentine's day specials*. So we do write stories, we also coordinate, ako personally, I do write stories, pero we can always ask our free-lance, our contributors, we have a pool of contributors, to do the writing for us. And then, we coordinate with our make-up artists, yung crew namin, make-up artists, photographers, models, everyone, yung mga stylists. Of course with our production team. Kasi after you conceptualize, we coordinate with the production team para sigurado kami na tama yung lumalabas na content, colors. So to be able to do that, of course you have to have a strong editorial background. You also have to have parang a basic knowledge on print production. So basically yun. At the very core, my job is to basically produce advertorials for clients. *Pwedeng magrange sa one-liner like Merry Christmas from Cetaphil*, to yung mga full-blown na may nagpop-out, yung mga maynakadikit na products.

PS: Ma'am, aside from those you already mentioned, what other skills and knowledge do you need to have in order to fulfill the demands of your job?

SS: Yun nga, like I said kailangan may basic knowledge ka of all the aspects of your job. Kasi hindi puwedeng magsulat ka lang tapos iiwan mo na lang sa graphic artist mo. Kailangan alamin mo lahat para alam mo kung anong limits na puwede mong iconceptualize. Basically, you have to be very good in writing both in english and filipino. You have to know how to utilize the internet and yung mga local magazines extremely well. Kasi some of our ideas we get them from the internet. Hindi namin ginagaya ng verbatim pero kumukuha kami ng ideas. Kailangan you have to be very good din in dealing with people. Kasi media ito, mayroong mga very volatile na mga tao, may mga very hard to please. Some of them naman, they are very very accommodating. Pero mayroon namang kailangan mo talagang i-push mga ideas mo, so kailangan talaga you are very very flexible. *Atsaka hindi pwedeng isa lang ang alam mo gawin*. Kailangan kahit ano kaya mong gawin. You have to be creative, parang as in now na. Kasi pagmay mga brainstorming sessions kayo hindi puwedeng can I get back to you on that? Kasi time is very important in Advertising. Sa Orcom, ang maganda, tulad ko, I am not afraid of talking to other people. Tapos Technical Writing, it is the least of your concerns kasi trained ka na don. Unlike others who worry pa about the format when they should be worrying about the content. Kasi kung бага, ikaw alam mo na yung basics.

PS: Aside from those you already mentioned po, what other skills and knowledge did you learn po from Orcom that get to help you in doing your job?

SS: Actually, alam mo sa Orcom, to be honest, there are a lot of things I learned from Orcom na hindi based on any of the theories, pero of course class discussions, they are still very important kasi that's where

you generate ideas, pero an masimportant na natutunan ko, really, sa Orcom. yung nga, yung confident ka na kahit papaano, kaya mong gawin lahat. Kasi nagawa mo na yan, or atleast you have a basic knowledge of what it takes to get the job done. Pagpresentation, you know how to explain things and you know how to bluff yourself out of a situation. Kunwari, if weak yung copy mo, pero you can present it in such a way na parang ang galing. You know what it takes to impress all people. Orcom kasi parang all-in-one, kung magaling yung concept mo, kailangang magaling din yung presentation mo. Yon. Actually alibid lang nakuha ko sa Orcom, not too much on the theory. kasi I don't remember any of those theories now, and it is not one particular thing or a set of thing lang.

PS: Ma'am, what from particular subjects did you learn the said knowledge and skills?

SS: Konti lang talaga because I don't remember na that much yung college. Pro siguro Technical Writing,

Interpersonal Communication and Audio-Visual Communication

PS: Ma'am, what style and strategies of teaching did the professors use that help you learn these skills and knowledge?

SS: For example, si Sir Henson sobrang light ng mga classes niya na parang feeling mo naglalaro ka lang when you are actually learning. And he does help you out a lot. For example sa research, yung mga styles, how to approach people, how to approach companies, yun atsa ka how to analyze data. Kung iisipin mo, research medyo mabigat siya kasi you are dealing with analysis and data. Pero Sir Henson was able to teach the class na hindi masyadong heavy. Tapos, kay Ma'am Sarile naman, natuto ako na kailangan yung trabaho mo polido bago mo ibigay sa kanya. Pagnametei mo si Sarile, marerealize mo na ang Orcom hindi siya basta-basta na course lang. We also learn din kay Ma'am Sarile na you also need to be detail-oriented.

Yung mga iba naman, yung mga presentation skills, yung nagpresent kami ng skits, na basically nakakatanggal ng mga hiya ko. Doon natutunan ko na kapal na yung mokla mo, hindi puwedeng mahiyain ka kasi you have to do all those things. At the very core of good presentation skills is overcoming your shyness, learning how to deal with the crowd. And ganon din dun sa debate class natin.

PS: Ma'am, what do you think will be the future challenges of your job?

SS: Basically how to be more creative. Kasi admittedly new pa ako sa job, wala pa akong isang taon, already I seem to be running out of ideas. Hindi naman running out of ideas, pero from time-to-time feeling ko mungdry-up na yung brain ko. Pero minsan minsan lang yun. The bigger challenge, I think I have to overcome is how to make our clients more sophisticated, in a way, yung taste nila. Kasi most of them re stuck in the 80s or the MOD magazine era na parang I think they don't read foreign magazines or don't understand the trends that are going on in other parts of the world. Most of our clients, medyo masa appeal pa rin sila. Sa akin kasi, for ot to look good for everyone, it doesn't have kasi to look very masa. It doesn't have to have lots of color , it doesn't have to be in fluorescent yellow. Alam mo yun, admittedly here in our country, the best advertisements are still foreign concepts. So gusto ko kahit papaano maging sophisticated, in a way. Not to say that it has to be social. Kasi it doesn't mean naman na pagsophisticated kailangan social. Maybe more smarter, parang ganon. So yun, right now ang alam ko pa lang are the very basic of everything, yung mga production stuff, lay-out stuff. Kaya ako, I'm starting to read mga architectural magazines, niga interior design magazines, kasi tinitrain ko yung eye ko on what is a good design. Kasi iba yung nakikita mong maganda sa technically good. Pagnagmeet meeting yung artists namin with our consultants. I join their sessions, nakikisali ako though it doesn't concern me directly. For me kasi, kailangan ko din matutunan yun. Kasi, like I said, kailangan mo malaman boundaries of what your concepts can do.

PS: Ma'am, how can Orcom be better improved in order to suit the present and future demands of your job?

SS: Kailangan mas maging dynamic sila. Yung mga subjects ata natin is still the same subjects from 10 years ago. My friends and I are talking about the emergence of the more dynamic arts. Kasi mayroon tayong Humanities, yung art appreciation. Good yun kasi classic arts, magagamit mo yun as reference for advertising, whatever, mga ganyan. Pero kailangan din siguro natin yung mga newer art forms, mga film, broadcasting, actually medyo luma na nga yung mga yun. Pati yung flash, animations, yung mga digital film making, kahit gawing electives lang. Kasi yung mga ganon you can use them for presentations. San Miguel are actually using those and it thus make their presentations more effective. So yun, kahit basics lang non para actually hindi limited yung mga kaya mong gawin. Also kailangan din natin yung financials, basics of Economics, like puwede ka rin kasi mapunta sa companies or sa mga departments like financial communication. Pagbingyan ka ng worksheet, hondi mo alam kung ang gagawin mo sa figures. SO parang magiging obstacles mo yun. Either you don't get into the company in the first place, or you'll get in but you are totally clueless. Feeling ko nga very basic yun na dapat may understanding talaga sa financials.

economics. Pagnapunta ka rin sa media or magazine, hindi lang naman automatic na you'll just write about bags or something. Malay mo mapunta ka sa Business pages. Also, yung orcom hindi nila masyado inaalagaan yung graduates nila. Parang paggraduate mo, bahala ka na. Orcom graduates are in many different industries, ako nasa media, may iba sa pharmaceuticals. They really should organize their networks of Orcom graduates because this will be helpful for the undergrads. Kung sa specific programs naman. I don't remember any of it. Actually hindi ko matandaan yung mga courses ko other than the basics, but wala naman sigurong tatanggalin, but a lot can be merged. Hindi na kailangang hiwalay yung group discussion and interpersonal communication. There are things that we spent too much time on when we could be doing other things, other matters. Tapos yung Linguistics and yung Psycholinguistics, maybe pwede na na magkaroon ng one umbrella course. Para they could leave room for financial comm or yung mga electives nga na I suggested. Gawin nating masdiverse, gawin nating maspractical. Because a lot of Orcom graduates are handling jobs related to advertising, why not add advertising classes. Pwede rin nila tayong turuan how to produce magazines, how to produce ads. Kasi tingin ko kasi sa Orcom masyado siyang theory-based na we talk about theories a lot. And you are rarely able to apply the theories. And the theories, they rarely stay in your head. Ako, after each sem nakakalimutan ko na yung theories. Atsaka nga parang we spend too much time on something na parang pinapahaba mo yung proseso na parang you talk about the same things na parang redundant na.

PS: Ma'am, what styles and strategies do you think will be more helpful?

SS: Before kasi they promised to take us sa mga advertising agencies, PR companies. I don't know if they are doing that now. Yung dadalhin ba talaga and you'll talk to people. Dalhin kayo sa mga diyaryo, dalhin kayo sa mga ad agencies. Tapos yung Orcom society natin dapat unutulungan din yan ng department. Dapat nagcoordinate sila sa events. Baka kunwari, pwedeng pagmay event yung Orcomsoc, students of taking up events management could take care of it. Parang nagiging outlet yung org ng mga learnings sa Orcom. Incorporating fieldtrips nga din pala sa Intercultural comm could have been very helpful, learning experience.

Appendix C

Interview Schedule

1. What does your job entail you to do?
2. What skills and knowledge do you need to have in order to fulfill the demands of your job?
3. Which among these skills and knowledge did you learn from OrCom?
4. From what particular subjects did you learn the said knowledge and skills?
5. What styles and strategies of teaching did the professors or instructors use that help you learn these skills and acquire these knowledge?
6. What do you think would be the future challenges or demands of your job?
7. How can OrCom be further improved to better suit the present and future demands of your job?
8. What style and strategy of teaching do you think would be more helpful?

Appendix D

Sample Checklist

Name: _____
Name of Organization you are currently working with: _____
Position in the organization: _____
Number of years in the company: _____
Number of years in the position: _____
Past positions held in the current organization, if any: _____

Direction: Check which of the following practices apply to your company (check as many):

- ☐ Invests on Research and Development to give your company a competitive edge
- ☐ Keeps track of your customers to ensure that the products/services you provide are what they want and need
- ☐ Keeps track of the best practices of your competitors
- ☐ Fosters innovative environment at the workplace
- ☐ Encourages personalized methods of training and development, which unlock employees' potential to maximize their own performance and that of the organization
- ☐ Provides opportunities for employees to try out new ideas and working methods
- ☐ Provides employees with immediate feedback to help their learning
- ☐ Encourages employees to give suggestions or new ideas that the company can bank on
- ☐ Integrates new methodologies and tools to your company processes to create competitive advantage
- ☐ Employs shared creative problem solving among employees
- ☐ Provides training and development for both new and old employees to enhance your knowledge and skills in the workplace
- ☐ Uses technologies across the organization to assist the knowledge sharing process
- ☐ If yes, which of the following technologies do you have in your organization (Check as many)?
 - ☐ Landline phone ☐ Internet ☐ Company Website ☐ E-mail
 - ☐ Fax Machine ☐ Intranet ☐ Mobile phone ☐ Search Engines
- ☐ Encourages teamwork and piggy-backing of ideas among employees
- ☐ Brings together employees from different divisions and/or locations to offer different approaches to thinking or working
- ☐ Promotes self-organized groups where employees exchange ideas and thoughts on common work practices and aims
- ☐ Promotes interdependence among employees and divisions
- ☐ Manages and keeps company documents for reference in the future
- ☐ Uses patents, copyrights or trademarks to protect the company's intellectual properties