

**ABSTRACT****ORGANIZATIONAL MOVES ANALYSIS ON THE CULTURE OF MEMOS IN  
CAPIZ STATE UNIVERSITY.**

Capiz State University, Pontevedra, Capiz. SY 2020-2021

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One of the most common and effective means of communication within an organization is the memorandum or memo. It is normally used for communicating policies, procedures, or related official business for transparency and accountability. This cultural-qualitative research in the form of Discourse Analysis aims to analyze the organizational moves used in the culture of memos of Capiz State University. It utilized the the 38 memos issued by the top management of Capiz State University Central Administration Office from the start of the Enhanced Community Quarantine (ECQ) to the present time as the unit of analysis. Data revealed that the memos used the M2-M5 (Purpose-Conclusion) moves based on Hyland's (2000) five-moves classification of rhetorical moves. Issued memos under each offices: Research and Extension, Instruction, Production, and Administration and Finance displayed distinct cultures from one another. Only two offices shared the same culture having M2-M3-M5 (Purpose, Method, Conclusion) pattern . They follow the direct organization strategy in its organization. Instructional type of memos which are congruent in its purpose and conclusion, though a few are found misaligned, also surfaced. Areas that needs to be improved especially on its varied culture, congruence and other technicalities prompted the researchers in crafting a training design on writing memo, and a standardized memo template which could be implemented and utilized in the entire University as well.

*Keywords: Memos, move analysis, discourse analysis*

**Rationale**

Organizational communication is the sending and receiving of messages among interrelated individuals within a particular environment or setting to achieve individual and common goals. Organizational communication is highly contextual and culturally dependent. Individuals in organizations transmit messages through face-to face, written, and mediated channels (lumenlearning.com, 2020).

One of the most common means of communication in an organization is the memorandum or memo. It can be used in written communications between people in the same organization for the purpose of confirming the essential points of a business conversation at which both receiver and sender were present; informing a colleague/ superior/ subordinate of events/ data/ ideas; giving instructions; and requesting for an information or assistance (Francisco, 2006). Its purpose is often to inform, but it occasionally includes an element of persuasion or a call to action (DepEd, 2016).

Capiz State University as the only state university in the province of Capiz is one of the epitome of quality tertiary education in Region VI. The administration stood still to maintain a clear, accurate and unmediated communication as possible from the top level management down to lower management. In order to concretize transparency in communication, memos issued by the issuing authority should be harmonized, coherent, and appropriate through following a standard convention.

The study aimed to analyse the organizational moves in the memos of Capiz State University. It hoped to provide an exemplar for the top and middle level management on how to construct memos and enhance their writing skills for the improvement of the university's organizational communication and other SUCs in the region as well.

From the results of the study, the researchers deemed to design a mechanism that would help bridge the existing gap in terms of organization communication through memos.

### ***Theoretical Framework***

This study is epistemologically anchored on Interpretivism. It involves the researchers to interpret elements of the study; thus, interpretivism integrates human interest into a study. Accordingly, "interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments" (Research Methodology).

Moreover, it is anchored on the theories of discourse analysis, organizational communication, organizational control, and managerialism.

Weberian theory holds that organizations have clearly defined roles and responsibilities and hence communication is hierarchical, structured, and clear. There is no scope for confusion in the messages being sent from the top (the theory is inherently a top down one) and hence organizations have rigid machine like structures where each individual contributes by way of defined and unambiguous roles and responsibilities (Management Study Guide, 2019).

Deetz's Managerialism Theory defines how organizational communication and organizational control happens in companies where classical notions are replaced with an acknowledgement of the political and economic interests as well as the needs to represent and give voice to these diverse interest. Weberian analysis gives a place of prominence to merit and the way organizations work is by allocating work according to capabilities and seniority determined by fixed notions of these concepts (Management Study Guide, 2019).

Tompkins and Cheney's organizational control theory is an extension of Weberian theory applied to organizations that are moving past the bureaucratic mode but are yet to be totally amorphous. This theory holds that there are four kinds of control that determine how organizations exercise power within and they are simple, technical, bureaucratic, and concertive (Management Study Guide, 2019).

In a way, these four types of control are defined according to the progression of the organization from very simple organizational models to pure bureaucracies to overly technical and finally an organization where everyone knows what is expected of him or her and has the purpose of the organization's mission and vision clearly etched within them. The point here is that Tompkins and Cheney posit a model where control and communication is more than what Weber had envisaged and less than what post-modern theorists say about organizational control and communication (Management Study Guide, 2019).

## B. Statement of the Problem

This study aimed to analyze the organizational moves used in the memos of Capiz State University.

Specifically, it sought answers to the following:

1. What are the organizational rhetorical moves used in the memos of Capiz State University Central Administration Office in terms of:
  - a. Research and Extension,
  - b. Instruction,
  - c. Production, and
  - d. Administration and Finance?
2. What is the culture of memos of Capiz State University Central Administration Office in terms of:
  - a. Research and Extension,
  - b. Instruction,
  - c. Production, and
  - d. Administration and Finance?
3. How are the memos of Capiz State University Central Administration Office organized in terms of:
  - a. Research and Extension
  - b. Instruction
  - c. Production
  - d. Administration and Finance
4. How coherent are the memos of CapSU Central Administration Office when classified into types?
5. What output can be developed from the results of the study?

## C. Review of Related Literature

### Conceptual Literature

#### *Memorandum*

A memo (or memorandum, meaning “reminder”) is normally used for communicating policies, procedures, or related official business within an organization. It is often written from a one-to-all perspective (like mass communication), broadcasting a message to an audience, rather than a one-on-one, interpersonal communication. It may also be used to update a team on activities for a given project, or to inform a specific group within a company of an event, action, or observance. School memorandum is typically a short distillation of the communication policies, procedures and or related official directives (DepEd, 2016).

A memo’s purpose is often to inform, but it occasionally includes an element of persuasion or a call to action. All organizations have informal and formal communication networks. A memo has a header that clearly indicates who sent it and who the intended recipients are. Pay particular attention to the title of the individual(s) in this section. Date and subject lines are also present, followed by a message that contains a declaration, a discussion, and a summary. In a standard writing format, we might expect to see an introduction, a body, and a conclusion. All these are present in a memo, and each part has a clear purpose. The declaration in the opening uses a declarative sentence to announce the main topic. The discussion elaborates or lists major points associated with the topic, and the conclusion serves as a summary.

#### *Critical Discourse Analysis*

Huckin, Andrus & Clary-Lemon (2012) express the analysis as an interdisciplinary approach to textual study that aims to explicate abuses of power promoted by texts, by analysing linguistic/ semiotic details in light of larger social and political context in which these texts circulate.

They further stressed that Critical Discourse Analysis (CDA) has profited from contemporary developments in linguistic pragmatics, social theory, psychology, discourse analysis, and textlinguistics resulting in a multidimensional form of analysis. These features make CDA a powerful new methodology for rhetoric composition, leading to unusually rich and versatile research.

According to them CDA offers rhetoric/composition with three embedded points of emphasis: first, it explicitly draws our attention to issues of power and privilege in public and private discourse; second, it facilitates the parallel analysis of multiple, multimodal, and historical texts; and third, it provides a lens with which the researcher can coordinate the analysis of larger (macro) political /rhetorical purposes with the (micro) details of language.

Moreover, Downs (2004) in Huckin, Andrus & Clary-Lemon (2012), widely cited work in writing-about-writing pedagogy has its roots in a doctoral dissertation using CDA. Powell (2004) in Huckin, Andrus and Clary-Lemon (2012) argues for the use of CDA as a methodology to be used to “articulate explicitly the relationship between language practices and policies”

### ***Rhetorical Moves and Discourse Analysis***

The term “move” in move analysis is “a functional term that refers to a defined and bounded communicative act that is designed to contribute to one main communicative objective, that of the whole text” (Lorés, 2004) while Santos (1996) attributes move to “a genre stage which has a particular, minor communicative purpose to fulfil, which in turn serves the major communicative purpose of the genre.” Swales (2004) refers to move as a “discourse or rhetorical unit that performs a coherent communicative function in a written or spoken discourse.” Ding (2007) adds that a move is a tool to identify the textual regularity in different genres. While there is no unified move analysis type to address different sections of research in general and research abstracts in particular, it is the most applicable way to investigate this genre (Crookes, 1986; Lewin, Fine, & Young, 2001). Sticking to the definition of “move” provided by Connor, Davis and De Rycker (1995, p. 463) in which “move” is the identification of the textual regularities to “describe the functions which particular portions of the text realizes in the relationship to the overall task”, Ding (2007) posited that a conducive tool in genre analysis is move analysis because this tool can help us to identify the moves which are semantic and functional units of texts.

In short, critical Discourse Analysis has benefitted from contemporary development in linguistic pragmatics, social theory, psychology, discourse analysis, and text linguistics resulting to multidimensional form of analysis. These features make this analysis a powerful methodology for rhetoric and composition, leading to unusual rich and versatile research (National Council of Teachers of English, 2012).

### ***Micro- level Discourse***

According to Liljegren (2011) in his study on pragmatics professionalism: he stated that in recent years the welfare sector has encountered numerous and often challenging changes, calling for demands on evidence-based practices. These changes can be seen as a shift between the two logics of creating and maintaining authority, and as a movement from occupational towards organizational professionalism. This signifies when authority is built on trust in the professionals’ education and ethics, while occupational professionalism is on regulation and control expressed by the authority.

### ***Organization Rhetoric and Schemes***

Given the lack of previous research explicitly examining the studies of rhetorical discourse analysis on writing memoranda, related studies were on the analysis on research abstract and theses abstract will be considered.

Though the five rhetorical moves identified by Hyland (2000) are commonly used in the abstracts of both published research articles and Master theses, differences in the way of employing the moves are revealed in the data, abstracts containing the five rhetorical moves (introduction, purpose, method, product, and conclusion).

Whether these structures are followed by the “conclusion” move or not is not distinguished here. On the other hand, most thesis abstracts follow a six-move structure, which is introduction-purpose-method-product-conclusion-structure. Though the move “product” and “conclusion” are missing in a few theses abstracts, they are actually included in the “structure move”. The different percentages containing different rhetorical moves and the different move structures show that RA abstracts tend to be selective in the use of the 5 basic moves, which echoes the findings of Hyland (2000), while student-written thesis abstracts tend to include them all by following the structure of their theses.

Though the fact that thesis abstracts are often allowed more space than RA abstracts might contribute to the difference in a sense, such difference may still indicate that while experts confidently make choices to best serve their purpose, students usually tend to play safe by including every move. Therefore, the experts seem to pay more attention to the persuasive role rather than the informative role of RA abstracts, while student writers tend to pay more attention to the informative role rather than the persuasive role of thesis abstracts. It is also interesting to note that 52% of RAs contain the move of “conclusion”. However, in Hyland’s study (2000) this move is only employed in 21% of the abstracts investigated and mainly in the discipline of biology and marketing.

### Organization of Memos

Professional communication forms are organized according to one of two strategies: Direct and indirect (Hodges, 2020).

The *direct* organization strategy presents the purpose of the document in the first paragraph (sometimes the first sentence) and provides supporting details in the body. It is used for good news or routine communication (Hodges, 2020).

The *indirect* organization strategy opens with relevant, attention-getting details that do not directly state the purpose of the document. The purpose is revealed in the body of the message, usually sandwiched between supporting details. It is used for persuasive, sales, or bad news messages.

## METHODOLOGY

### Research Design

This research utilized the Cultural-Qualitative research method particularly Discourse Analysis to analyze and categorize the organization rhetorical moves used in the construction of memorandum.

Particularly, the study is under the treatment of pragmatics which is a branch of linguistics concerned with the use of language in social contexts and the ways in which people

produce and comprehend meanings through language. In other words, pragmatics is the most appropriate method to be used in the study since it focusses on how CapSU top level managers would use the memo in a particular situation and the way it is interpreted by the middle level management down to the and lower level.

#### **Duration and Location of the Study**

This study was conducted at Capiz State University Pontevedra Capiz. The entire study covered the Academic Year 2020-2021.

#### **Subjects of the Study**

The researchers analyzed and categorized the organization rhetorical moves in the micro level since the study only covered the memoranda issued and circulated within the CapSU system.

The study utilized the 38 memos issued by the top level management particularly by the office of the CapSU President, Dr. Editha C. Alfon, from the start of the Enhanced Community Quarantine (ECQ), May- September 2020.

The 38 memos were categorized four (4) different functions, to wit: 15 from the instruction, 15 from the administration and finance, three (3) from production, and five (5) from the research and extension.

The inclusion-exclusion criteria set by the researchers were as follows:

- a. Memos issued from ECQ to present (May –September 2020)
- b. categorized into function :  
research and extension, instruction, production, and administration and finance
- c. No duplication of subjects;
- d. memos deemed necessary to the University’s operation during the new normal setting

#### **Data Gathering Procedure**

Figure 1 shows the data gathering procedure employed by the researchers in the conduct of the study. The study involved three (3) phases. Phase 1 is the preliminary stage, Phase 2 is the data collection stage, and Phase 3 is the analysis stage.

In detail, **Phase 1** (preliminary stage). It includes the approval of the University President to conduct the study. The researchers secured the necessary permits and/or communication to gather the needed data.

**Phase 2** (collection stage). It is the collection of the memos needed for the study particularly the memos issued by the office of the CapSU President from the start of the Enhanced Community Quarantine (ECQ) up to the present (May- September 2020).

**Phase 3** (analysis stage). This include the move analysis of the collected memos from the start of the pandemic or the new normal setting (May to September 2020) up to present using the Rhetorical Discourse Analysis in the micro level. The analysis of rhetorical moves and others was done by the researchers themselves as the iteraters together with one expert in social science research with a specialization in Developmental Communication to ensure the reliability and validity of the results.

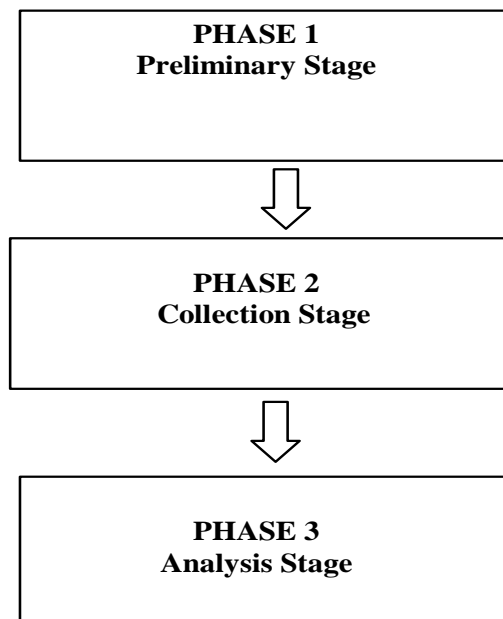


Figure1. Data Gathering Procedure

**Data Analysis**

The qualitative data of the study were interpreted using the following methods of analysis:

**Rhetorical Discourse Analysis** (Micro Level). This was used to analyze and categorize the organization rhetorical moves used in the construction of memorandum of Capiz State University (see Figure 2).



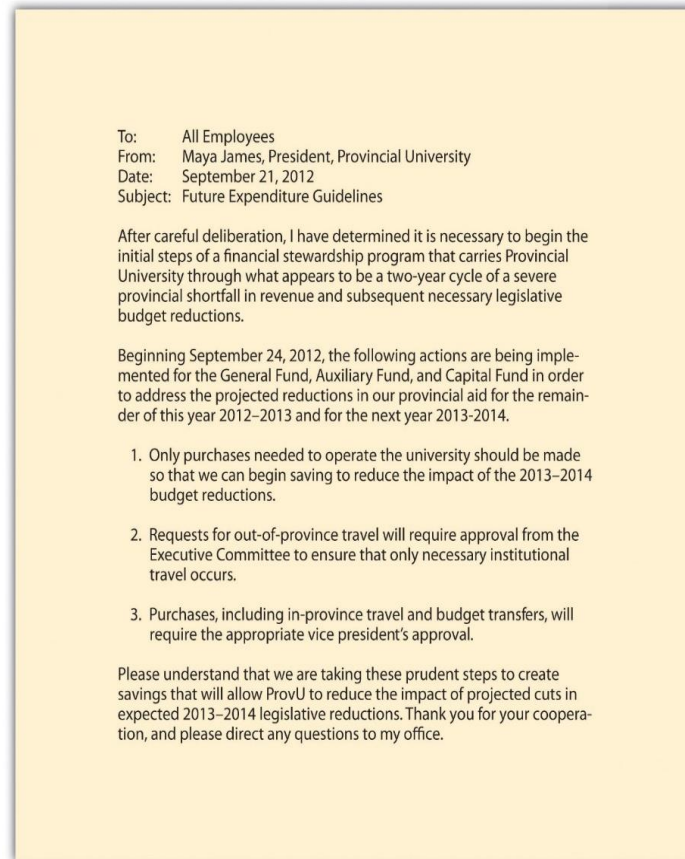


Figure 2. Sample Memo

Specifically, the Five-Move Model of research article abstracts by Hyland (2002) was chosen as a basic model for the analysis of the study (Figure 3). This model is used in analyzing the moves used in a research abstract. It includes the Introduction, whose function is to establish the context of the paper and motivates the research or discussion; Purpose, which indicates the purpose, thesis or hypothesis, and outlines the intention of the paper; Method, which provides information on design, procedures, assumptions, approach, data, etc; Result (product), which states the main findings and results, the argument, or what was accomplished; and the Conclusion, which interprets results beyond scope of paper, draws inferences, applications or implications.

Move	Function	Example
Introduction	Establishes context of the paper and motivates the research or discussion.	Within the framework of genre analysis this study builds on earlier research...
Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.	This study examines.../The aim of this study is...
Method	Provides information on design, procedures, assumptions, approach, data, etc.	A quantative analysis was used...
Result (Product)	States main findings or results, the argument, or what was accomplished.	The results show that...
Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.	The results confirm those of previous studies that...

Figure 3. Five-Move Model (Hyland, 2000)

**Results and Discussions**

**Organizational Rhetorical Moves Used in the Memos of Capiz State University Central Administration Office**

*Research and Extension*

Table I shows the organizational rhetorical moves used in the memos of Capiz State University Central Administration Office under the Research and Extension. Data reveal that the memos in terms of Research and Extension have utilized these three (3) obligatory moves in all the subjects under scrutiny, these are: M2 (Purpose), M3 (Method) and M5 (Result). Meanwhile, M1(Introduction) was only used once and M4 (Result) was not used in the memos under scrutiny.

It implies that the memos under the Research and Extension have not thoroughly explored all the obligatory moves in the model of Hyland (2000). All the subjects under study have Purpose, Methods and Conclusions in their parts.

The findings of the study conforms to the results of the study Hyland (2000) when he synthesized the various classifications found in the abstracts into five rhetorical moves structure, namely Introduction, Purpose, Method, Product and Conclusion.

Table 1. Organizational rhetorical moves used in the memos of Capiz State University Central Administration Office in terms of Research and Extension

MEMO NO.	ORGANIZATIONAL RHETORICAL MOVES				
	M1 Introduction	M2 Purpose	M3 Method	M4 Result	M5 Conclusion
1	2	1			3
2		1	2		3
3		1	2		3
4		1	2		3
5		1	2		3
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>5</b>

Key: 1- first paragraph; 2- second paragraph; 3- third paragraph; 4- fourth paragraph

*Instruction*

Table 2 shows the organizational rhetorical moves used in the memos of Capiz State University Central Administration Office under the Instruction. Data reveal that the memos in Instruction used two obligatory moves all the time, these are M2 (Purpose) and M5 (Conclusion). Meanwhile, they also used the M3 (Method) in some occasion, seldom utilized M4 (Results), and very few times used M1(Introduction).

It also goes to show that the memos under Instruction have fully utilized all the obligatory moves provided in Hylands Five-Move Model (2000). Generally, it used the moves from M1 to M5 respectively; though M2 (Purpose) and M5 (Conclusion) were the only moves present in all subjects unders scrutiny.

The findings of the study conforms to the results of the study of Sidek et.al (2016) that majority of the abstracts only particularly contains the rhetorical moves as suggested by Hyland (2000) with a variety of moves sequence.

*Production*

Table 3 shows the organizational rhetorical moves used in the memos of Capiz State University Central Administration Office under the Production. Data reveal that the memos in Production utilized two obligatory moves: M2(Purpose) and M5(Production) respectively. All the subjects under investigation utilized Purpose and Conclusion in their memos. They used M1(Introduction) sparingly but do not use M4 (Result).

It implies that the memos issued under the Production have adhered to the the four (4) obligatory moves of Hayland’s Model (2000; however, M4 (Result) is not a part of the memos consructed.

The study findings conforms the results of the study of Can, Karabacak, and Qin (2016) that most applied linguistics abstracts give information

on purpose, methodology and findings of the associated article, while about half of the articles omit introduction of the topic and discussion of findings.

*Table 2. Organizational rhetorical moves used in the memos of Capiz State University Central Administration Office in terms of Instruction*

MEMO NO.	ORGANIZATIONAL RHETORICAL MOVES				
	M1 Introduction	M2 Purpose	M3 Method	M4 Result	M5 Conclusion
1		1			2
2		1			2
3		1			2
4		1	2	3	4
5		1	2	3	4
6		1			2
7		1	2		3
8		1	2		3
9		1			2
10		1	2	3	4
11	1	2			4
12		1	2		3
13	1	2	3		4
14		1	2		3
15		1	2		3
<b>TOTAL</b>	<b>2</b>	<b>15</b>	<b>9</b>	<b>3</b>	<b>15</b>

Key: 1- first paragraph; 2- second paragraph; 3- third paragraph; 4- fourth paragraph

*Table 3. Organizational rhetorical moves used in the memos of Capiz State University Central Administration Office in terms of Production*

MEMO NO.	ORGANIZATIONAL RHETORICAL MOVES				
	M1 Introduction	M2 Purpose	M3 Method	M4 Result	M5 Conclusion
1	2	1			3
2		1	2		3
3	2	1	3		4
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>2</b>		<b>3</b>

Key: 1- first paragraph; 2- second paragraph; 3- third paragraph; 4- fourth paragraph

*Administration and Finance*

Table 4 shows the organizational rhetorical moves used in the memos of Capiz State University Central Administration Office under the Administration and Finance. Data reveal that the memos under Production utilized five (5) obligatory moves respectively. All the subjects contain M2(Purpose), M3 (Method), and M5 (Conclusion) all the time; occasionally used M1 (Introduction), and very seldom used M4 (Result).

It implies that the memos under the Administration and Finance have included the Purpose, Method and Conclusion in their parts.

The study findings conforms the results of the study of Can, Karabacak, and Qin (2016) that about half of the articles that were analysed omit introduction of the topic and discussion of findings.

*Table 4. Organizational rhetorical moves used in the memos of Capiz State University Central Administration Office in terms of Administration and Finance*

MEMO NO.	ORGANIZATIONAL RHETORICAL MOVES				
	M1 Introduction	M2 Purpose	M3 Method	M4 Result	M5 Conclusion
1		1	2		3
2		1	2		3
3		1	2		3
4	3	1	2		4
5		1	2		3
6		1	2		3
7		1	2		3
8		1			2
9		1	2		3
10	2	1	3	4	5
11	3	1	2	4	5
12	1	2	3		4
13	1	2	3		4
14	2	1	3		4
15		1	2		3
<b>TOTAL</b>	<b>6</b>	<b>15</b>	<b>14</b>	<b>2</b>	<b>15</b>

Key: 1- first paragraph; 2- second paragraph; 3- third paragraph; 4- fourth paragraph

## Culture of Memos of CapSU Central Administration Office

### *Research and Extension*

Table 5 shows the culture of memos of the CapSU Central Administration Office under the Research and Extension. Data reveal that the memos under this office used the M2-M3-M5 (Purpose-Method-Conclusion) pattern. The first paragraph of the memo is the purpose, followed by the method, and ends with a conclusion.

It implies that the office constructs memos that contains three (3) obligatory parts: purpose, method, conclusion. In this case, the memo of Research and Extension does not begin with an introduction and include result or product.

The results of the study conforms to the findings of Sidik et. Al (2016) that it is crucial for writers to ensure that they use effective rhetorical choices in their abstract and followed appropriate sequence of rhetorical moves when developing their abstracts in order to increase the rate of their article being read in its entirety.

### *Instruction*

Table 6 shows the culture of memos of the CapSU Central Administration Office under the Instruction. Data reveal that the memos under this office used the M2-M5 (Purpose-Conclusion) pattern. The first paragraph of the memo is the purpose and ends with a conclusion.

It implies that the office constructs memos containing two (2) parts only and that the other three (3) obligatory parts were absent based on the model of Hayland (2000), namely Introduction, Method, and Result.

This research findings refutes the findings of Ren and Li (2011). According to them, experts often included only three (3) moves, namely purpose–method–results in theses abstracts. On the other hand, their findings conforms to the results of this study when they ignore the introduction and discussion as integral parts of the theses abstracts.

### *Production*

Table 7 shows the culture of memos of the CapSU Central Administration Office under the Production. Data reveal that the memos under this office have three (3) different patterns and follows no definite pattern of constructing their memos, to wit: M2-M1-M5, M2-M3-M5, and M2-M1-M3-M5. The memos starts with an introduction and ends with a conclusion but the second paragraph is either an introduction or method.

It implies that the office don't have a standard template in crafting their memos.

*Administration and Finance*

Table 8 shows the culture of memos of the CapSU Central Administration Office under the Administration and Finance. Data reveal that the memos under this office follows the M2-M3-M5 (Purpose, Method, and Conclusion) pattern. The first paragraph begins with an introduction, followed by the method, and ends with a conclusion.

It implies that the office constructs memos that contains three parts: purpose, method, conclusion. It does not used the other two (2) obligatory part based on the model of Hayland (2000) such as the Introduction and Result.

*Table 5. Culture of Memos of CapSU Central Administration Office in terms of Research and Extension*

<b>PATTERNS</b>	<b>F</b>	<b>%</b>
M2-M3-M5 (Pur-Met-Con)	4	80%
M2-M1-M5 (Pur-Int- Con)	1	20%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>

*Table 6. Culture of Memos of CapSU Central Administration Office in terms Instruction*

<b>PATTERNS</b>	<b>F</b>	<b>%</b>
M2-M3-M4-M5 (Pur-Met-Res-Con)	3	20%
M2-M5 (Pur-Con)	5	33.33%
M2-M3-M5 (Pur-Met-Con)	2	13.33%
M1-M2-M5 (Int-Pur-Con)	1	6.67%
M2-M3-M5 (Pur-Met-Con)	3	20%
M1-M2-M3-M5 (Int-Pur-Met-Con)	1	6.67%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

*Table 7. Culture of Memos of CapSU Central Administration Office in terms of Production*

<b>PATTERNS</b>	<b>F</b>	<b>%</b>
M2-M1-M5 (Pur-Int-Con)	1	33.33%
M2-M3-M5 (Pur-Met-Con)	1	33.33%
M2-M1-M3-M5 (Pur-Int-Met-Con)	1	33.33%
<b>TOTAL</b>	<b>3</b>	<b>100%</b>

Table 8. Culture of Memos of CapSU Central Administration Office in terms of Administration and Finance

PATTERNS	F	%
M2-M3-M5 (Pur-Met-Con)	8	53.33%
M2-M3-M1-M5 (Pur-Met-Int-Con)	1	6.67%
M2-M5 (Pur-Con)	1	6.67%
M2-M1-M3-M4-M5 (Pur-Int-Met-Res-Con)	1	6.67%
M2-M3-M1-M4-M5 (Pur-Met-Int-Res-Con)	1	6.67%
M1-M2-M3-M5 (Int-Pur-Met-Con)	2	13.33%
M2-M1-M3-M5 (Pur-Int-Met-Con)	1	6.67%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

### Organization of the CapSU Central Administration Office Memos

#### *Research and Extension*

Table 9 shows the organization of memos of Capiz State University under the Research and Extension. Data revealed that all the memos from this office follows the direct organizational strategy.

This implies that the memos present the purpose of the document in the first paragraph and provides the supporting details in the body. Moreover, it is used in routine communications.

#### *Instruction*

Table 10 shows the organization of memos of Capiz State University under the Instruction. Data revealed that among the 15 memos scrutinized, there are 13 memos which utilized the direct organization strategy and only 2 utilized the indirect organization strategy.

This implies that the memos issued in this office is dominated by memos having direct organization strategy thereby making it more straightforward. On the other hand, having this kind of strategy is viewed as an abrupt way of breaking a message especially if it is a bad news or a persuasive message (Hodges, 2020).



*Production*

Table 11 shows the organization of memos of Capiz State University under the Production. Data revealed that all the memos issued under this office used the direct organization strategy.

It connotes that the writer arrives at the purpose of the memo instantly particularly in the first sentence. This type of strategy is appropriate if the audience is receptive or neutral (Hodges, 2020).

*Administration and Finance*

Table 12 shows the organization of memos of Capiz State University under the Administration and Finance. Data revealed that among the 15 memos scrutinized, there are 13 memos which utilized the direct organization strategy and only 2 utilized the indirect organization strategy.

In the same way, the purpose of the memo is stated directly in the opening paragraph. This is similar to the organization strategy used by the memos under the Instruction. Though these two (2) offices they shared similarities in terms of the organization strategy, there are exclusivity on some areas of concern that is not true to another.

*Table 9. Organization of Memos of CapSU Central Administration Office in terms of Research and Extension*

<b>ORGANIZATION OF MEMOS</b>	<b>F</b>	<b>%</b>
Direct Organization Strategy	5	100%
Indirect Organization Strategy	0	0%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>

*Table 10. Organization of Memos of CapSU Central Administration Office in terms of Instruction*

<b>ORGANIZATION OF MEMOS</b>	<b>F</b>	<b>%</b>
Direct Organization Strategy	13	86.67%
Indirect Organization Strategy	2	13.33%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

*Table 11. Organization of Memos of CapSU Central Administration Office in terms of Production*

<b>ORGANIZATION OF MEMOS</b>	<b>F</b>	<b>%</b>
Direct Organization Strategy	3	100%
Indirect Organization Strategy	0	0%
<b>TOTAL</b>	<b>3</b>	<b>100%</b>

*Table 12. Organization of Memos of CapSU Central Administration Office in terms of Administration and Finance*

<b>ORGANIZATION OF MEMOS</b>	<b>F</b>	<b>%</b>
Direct Organization Strategy	13	86.67%
Indirect Organization Strategy	2	13.33%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

### **Coherence of CapSu Central Administrations Office Memos When Classified According to Types**

**Coherence** refers to the alignment of the purpose (M2) of the memo to its conclusion (M5). Technically, there should be a harmony between the two moves to make the coherent.

**Instructional Memos** are memos that gives directions and directives to the receiver of the memo while the **Informational memos** give an information that would enlighten or guide the receiver on matters on certain interest. Oftentimes it contains background information about a certain topic of interest and does not strictly require an order to be complied.

#### *Research and Extension*

Table 13 shows the coherence of the subjects under the office of Research and Extension. Data reveal that all the memos issued under the Research and Extension are instructional memos; four (80 percent) are aligned and one (20 percent) is not aligned.

It implies that the memos are all related to directives which necessitate action and strict compliance on the part of the receiver (subordinates). It also does not strictly adhere to the appropriate terminologies to be used in closing the memo. The concluding paragraph should be also in parallel to the purpose of the memo.

In this premise, Weberian Theory can be more likely linked to the results of the study. It holds that organization should have clearly defined roles and responsibilities and that the communication should be structured and clear. There is no scope for confusion in the message sent by the top management.

### *Instruction*

Table 14 shows the coherence of the subjects under Instruction. Data reveal that 12 (80 percent) of the subjects are instructional by type and only three (20 percent) are informational. Moreover, of the 12 instructional memos, eight (53.33 percent) are aligned and four (26.67 percent) are not aligned. Of the three informational memos, two (13.33 percent) are aligned and one (6.67%) is not aligned.

This set of data implies that there is a need to re-aligned the memos issued by the University in the Instruction. Proper alignment means making the purpose be coherent to its conclusion too regardless whether it is an instructional or informational memos.

### *Production*

Table 15 shows the coherence of the subjects under the Production. Data reveal that there are two (66.67 percent) memos which are instructional and one (33.33 percent) which is informational. Instructional memos issued under this stream is also aligned while the informational memo is not aligned.

Generally, it can be inferred that the memos are coherent specifically on their purpose and conclusion part regardless of its type.

### *Administration and Finance*

Table 16 shows the coherence of the subjects under the office of Administration and Finance. Data reveal that 12 (80 percent) of the memos are instructional while only three (20 percent) are informational. Of the 12 instructional memos, 11 (73.33 percent) are aligned and one (6.67%) is not aligned. Of the three informational memos, one (6.67 percent) is aligned and two (13.33 percent) are not aligned.

It goes to show that regardless of its types of memo, there are still incongruences that needs to be straightened. This can be properly handled by training the memo writers on how to write a congruent and correct memo in the future.

Table 13. Coherence of CapSU Central Administrations Office Memos in terms of Research and Extension

MEMO TYPE	COHERENCE				TOTAL	
	ALIGNED		NOT ALIGNED		F	%
	F	%	F	%		
Instructional	4	80%	1	20%	5	100%
Informational	0	0	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>80%</b>	<b>1</b>	<b>20%</b>	<b>5</b>	<b>100%</b>

Table 14. Coherence of CapSU Central Administrations Office Memos in terms of Instruction

MEMO TYPE	COHERENCE				TOTAL	
	ALIGNED		NOT ALIGNED		F	%
	F	%	F	%		
Instructional	8	53.33%	4	26.67%	12	80%
Informational	2	13.33%	1	6.67%	3	20%
<b>TOTAL</b>	<b>10</b>	<b>66.66%</b>	<b>5</b>	<b>33.34%</b>	<b>15</b>	<b>100%</b>

Table 15. Coherence of CapSU Central Administrations Office Memos in terms of Production

MEMO TYPE	COHERENCE				TOTAL	
	ALIGNED		NOT ALIGNED		F	%
	F	%	F	%		
Instructional	2	66.67%	0	0	2	66.67%
Informational	0	0	1	33.33%	1	33.33%
<b>TOTAL</b>	<b>2</b>	<b>66.67%</b>	<b>1</b>	<b>33.33%</b>	<b>3</b>	<b>100%</b>

Table 16. Coherence of CapSU Central Administrations Office Memos in terms of Administration and Finance

MEMO TYPE	COHERENCE				TOTAL	
	ALIGNED		NOT ALIGNED		F	%
	F	%	F	%		
Instructional	11	73.33%	1	6.67%	12	80%
Informational	1	6.67%	2	13.33%	3	20%
<b>TOTAL</b>	<b>12</b>	<b>80%</b>	<b>3</b>	<b>20%</b>	<b>15</b>	<b>100%</b>

## Conclusions and Recommendations

### *Conclusions*

1. The organizational moves used in the memos of Capiz State University Central Administration Office is M2 (Purpose) and M5 (Conclusion).

**Therefore, the memo issued by the CapSU has limited move usage.**

2. The memos from the stream of the Research and Extension and the Administration and Finance follows the same pattern: M2-M3-M5 (Purpose, Method, Conclusion) ; thus, they share the same culture. However, the memos coming from the Instruction has M2-M5 (Purpose, Conclusion) pattern, which makes it different from the rest. The memos coming from Production has no definite pattern at all.

**Therefore, each offices displayed different culture of memos which depicts ununiformity and equality.**

3. The memos issued by the CapSU Central Administration Office utilized the Direct Organization Strategy that states immediately the purpose of the memo.

**Therefore, the University is consistent in using only one organization strategy in constructing its memos.**

4. The University utilizes the instructional type of memo. Generally, the subjects are congruent in their purpose and conclusion parts; however, there are still areas that needs to be improved specifically on the appropriate terminologies to be used in each parts.

**Therefore, the memos of the University need a thorough proofreading before sending them to the intended recipients.**

5. Considering the gaps discovered from the results of the study, **training design and a standardized template for memo writing are crafted out of the results of the study.**

### *Recommendations*

1. The memos issued by the issuing authority should contain all the necessary parts to make it comprehensive, accurate, and complete thereby exploring other obligatory moves in crafting memos.

2. There should be a uniformed template of memos to be used by the four (4) big offices of Capiz State University to harmonize its parts since it is a very important document of the university and a means of communication of the organization.

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### *Recommendations*

1. The memos issued by the issuing authority should contain all the necessary parts to make it comprehensive, accurate, and complete thereby exploring other obligatory moves in crafting memos.

2. There should be a uniformed template of memos to be used by the four (4) big offices of Capiz State University to harmonize its parts since it is a very important document of the university and a means of communication of the organization.

3. Specific organization strategy may be utilized depending on the type of the memo being issued. The issuing authority may also consider using other organization strategy which is appropriate to its purpose, audience and the type of document being produced.
4. The University may produce a stylebook for writing memo in order to have a definite system in crafting a memo. Woks may be simplified, harmonized and corrected easily specifically the terminologies to be used particularly in its pupose and conclusion.
5. The training design and the memo template proposed by the researchers may still be improved before its implementation and utilization.
6. A similar study may also be conducted focussing of the spelling, correct usage, and linguistic features of the memo using different research design data analysis procedure.

### Output

From the results of the study, the researchers deemed to craft a **Training Design** containing topics for the Webinars and training-workshops in constructing an accurate, complete and a functional memorandum focusing on the technicalities that needs further improvement based on the data at hand.

The topics that will comprise the Training Design are as follows:

1. The Memo as an Organization Communication Tool
2. Parts of a Memo
3. Rhetorical Moves used in Memos
4. Organization Strategy
5. Coherence of the Memo Parts
6. The CapSU Standardized Memo Template

Considering the results of the study regarding the culture of memo, the researcher also proposed to have a **standardized/harmonized template** to be used in the the whole CapSU System including the Central Administration office. The utilization of the template will be further discussed in the Webinar and training-workshops to be conducted by the researchers themselves.

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