Organization and Management
Quarter 2 – Module 4:
Analyze motivation, leadership and communication work in an organization
**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

---

### SENIOR HS MODULE DEVELOPMENT TEAM

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author</strong></td>
<td>Annie Rhose C. Rosales</td>
</tr>
<tr>
<td><strong>Co-Author - Content Editor</strong></td>
<td>Charina C. Dizon</td>
</tr>
<tr>
<td><strong>Co-Author - Language Reviewer</strong></td>
<td>Lorace A. Lopez</td>
</tr>
<tr>
<td><strong>Co-Author - Illustrator</strong></td>
<td>Annie Rhose C. Rosales</td>
</tr>
<tr>
<td><strong>Co-Author - Layout Artist</strong></td>
<td>Annie Rhose C. Rosales</td>
</tr>
</tbody>
</table>

**Team Leaders:**
- **School Head**: Carlito A. Pontillas
- **LRMDS Coordinator**: Annie Rhose C. Rosales

---

### DIVISION MANAGEMENT TEAM:

- **Schools Division Superintendent**: Romeo M. Alip, PhD, CESO V
- **OIC- Asst. Schools Division Superintendent**: William Roderick R. Fallorin, CESE
- **Chief Education Supervisor, CID**: Milagros M. Peñaflor, PhD
- **Education Program Supervisor, LRMDS**: Edgar E. Garcia, MITE
- **Education Program Supervisor, AP/ADM**: Romeo M. Layug
- **Education Program Supervisor, Learning Area**: Dan Caysido
- **Project Development Officer II, LRMDS**: Joan T. Briz
- **Division Librarian II, LRMDS**: Rosita P. Serrano
- **Division Book Designer**: Annie Rhose C. Rosales

---

**Printed in the Philippines by Department of Education – Schools Division of Bataan**

**Office Address:** Provincial Capitol Compound, Balanga City, Bataan

**Telefax:** (047) 237-2102

**E-mail Address:** bataan@deped.gov.ph
Organization and Management
Quarter 2 – Module 4:
Analyze motivation, leadership and communication work in an organization
Introductory Message

For the facilitator:

Welcome to the Organization and Management Grade 11 Alternative Delivery Mode (ADM) Module on Analyze motivation, leadership and communication work in an organization!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

Notes to the Teacher
This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners’ progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.
For the learner:

Welcome to the Organization and Management Grade 11 Alternative Delivery Mode (ADM) Module on Analyze motivation, leadership and communication work in an organization!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

- **What I Need to Know**: This will give you an idea of the skills or competencies you are expected to learn in the module.
- **What I Know**: This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
- **What’s In**: This is a brief drill or review to help you link the current lesson with the previous one.
- **What’s New**: In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.
- **What is It**: This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
- **What’s More**: This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
- **What I Have Learned**: This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
- **What I Can Do**: This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
**Assessment**
This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**
In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.

**Answer Key**
This contains answers to all activities in the module.

At the end of this module you will also find:

**References**
This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don’t forget to answer What I Know before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!
What I Need to Know

This module is designed and created to help you understand the different organization design and its organization.

At the end of this module, you will be able to:

1. Discuss the nature of leading or directing;
2. Differentiate leading from managing;
3. Identify the different theories of motivation;
4. Differentiate the various styles of leadership; and
5. Appreciate the role of communication in directing people within the organization.
What I Know

Directions: Read each item carefully. Write only the letter of the correct answer for each question. Use a separate sheet for your answers.

1. A management function that involves inspiring and influencing people in the organization to achieve a common goal
   a. organizing
   b. managing
   c. leading
   d. planning
2. Refers to psychological processes that arouse and direct goal-directed behavior.
   a. theory
   b. task identity
   c. feedback
   d. motivation
3. The process of inspiring and influencing a group of people to achieve a common goal.
   a. fiedler model
   b. behavior
   c. organizational management
   d. leadership
4. A theoretical model which states that leaders guide their subordinates toward the achievement of their organization’s goals by using social exchange or transactions and by offering rewards in exchange for their productivity.
   a. transactional leadership model
   b. transformal leadership model
   c. charismatic leadership theory
   d. visionary leadership theory
5. The exchange of information and understanding
   a. communication
   b. verbal
   c. non verbal
   d. sound
Lesson 1

Leading

Successful leading must begin with focusing on the psychological capital of both the employer/leader and the employee/subordinate. Looking for what is right with people rather than what is wrong is suggested to prevent mental and behavioral problems which are barriers to achieving both organizational and individual goals.

PERSONALITY OF HUMAN RESOURCES

Personality – pertains to the unique combination of physical and mental characteristics that affect how individuals react to situations and interact with others, and if unhealthy or not fully functioning could cause conflicts problems among individuals.

A person said to possess a healthy personality if he or she is fully functioning in mind, body and spirit; he or she is an optimal person functioning at the highest level. Ideally, individual human resources of organizations must have a healthy personality because when one is functioning at the highest level, one, inevitably, becomes efficient in his or her work, cooperative with managers and coworkers, and, therefore, could easily be influenced by organization leaders to work toward the achievement of a common organizational goal. Leading individuals in organizations becomes effortless for the manager and leader, especially if he or she has a healthy and fully functioning personality.

BIG FIVE PERSONALITY CHARACTERISTIC

According to Robbins and Coulter (2009), ‘research has shown that five basic personality dimensions underlie all others and encompass most of the significant variation in human personality.

The five personality traits in the Big Five Model are:

1. EXTRAVERSION – the degree to which someone is sociable, talkative and assertive.
2. AGREEABLENESS – the degree to which someone is good natured, cooperative and trusting.
3. CONSCIENTIOUSNESS – the degree to which someone is responsible, dependable, persistent and achievement-oriented.
4. EMOTIONAL STABILITY – the degree to which is calm, enthusiastic and secure (positive), or tense nervous, depressed and insecure (negative).
5. **OPENNESS TO EXPERIENCE** – the degree to which someone is imaginative, artistically sensitive and intellectual.

**LEADING IN ORGANIZATION**

Key work attitudes exhibited by groups/teams of workers must be taken into consideration in leading organizations because of the diversity of their attitudes toward things and events at work.

Managers and leaders must focus their leadership strategies on the following key work attitudes in order to avoid distraction caused by varied reactions and behaviors.

**Organizational Citizenship Behavior (OCB)**

Refers to employee behavior that exceeds work role requirements and also behaviors that go beyond the call of duty.

Leading organizations becomes easy for managers and leaders when employees exhibit OCB and show efficiency, personal interest in the work of others, care for organizational property, punctuality and attendance that go beyond standard levels. Such behavior brings about organizational level outcomes (productivity, lower costs and customer satisfaction among others.)

**Organizational Commitment**

Refers to the extent to which an individual employee identifies with an organization and its goals.

Leading employees with organizational commitment is a plus factor for managers and leaders of organizations as it results in faster attainment of organizational goals. Having organizational commitment is an important work attitude because committed individuals are expected to display willingness to work harder to achieve organizational goals and to remain employed in the firm for a long period of time. Since commitment is significantly related to job performance, managers and leaders can increase productivity by trying to enhance workers’ organizational commitment.

**Job Satisfaction and Productivity**

Refers to employees’ general attitude toward their respective jobs.

Those with high level of job satisfaction have a positive attitude toward their respective jobs. On the other hand, those with low level of job satisfaction have a negative attitude toward their respective jobs, thus affecting their productivity and the profits for their organization.
Motivation encourages individuals to work enthusiastically, often performing more work than what is required. What could managers do to ensure such motivated and enthusiastic performance among their subordinates? What could be done to inspire employees whose work performance is limited to the minimum need? Understanding individual human needs, perceptions, thoughts, and beliefs may provide good answers to such question that are often asked in different work settings.

Maslow’s Hierarchy of Needs Theory

a. Physiological needs refer to the human need for food, water, shelter and either physical necessities.

b. Safety needs refer to human for security and protection form physical and psychological harm

c. Social needs pertain to the human desire to be loved and to love, as well as the need for affection and belongingness.

d. Esteem Needs include the human need for self-respect, self-fulfillment, and become the best according to one’s capability.

e. Self-actualization needs are the final needs in Maslow’s hierarchy.

McGregor’s Theory X and Theory Y – refers to the theory that was proposed by Douglas McGregor.

Theory X is a negative view of workers which assumes that workers have little ambition, dislike work and avoid responsibilities, they need to be closely monitored or controlled in order for them to work effectively.

Theory Y is a positive view of workers which assumes that employees enjoy work, seek out and accept responsibility and are self-directed.

Managers, must be guided by Theory Y, so McGregor proposed that they must give employees a chance to participate in decision-making, assign them challenging jobs to exercise their responsibility in handling complex situations and allow them to have good work relations with others, which would enhance their motivation.

Herzberg’s Two Factor Theory – was proposed by Frederick Herzberg.

This theory is also known as the Motivation –Hygiene Theory which states that intrinsic factors (achievement, recognition, growth and responsibility) are associated with job satisfaction while extrinsic factors (company policy, salary, security and supervision) are associated with jobs dissatisfaction. Intrinsic factors are motivators while the extrinsic factors are called hygiene factors.
Mc Clelland’s Three Needs Theory – was proposed by David McClelland and states that individuals have three needs that serve as motivators at work.

The three needs McClelland referred to are: the need for achievement (nAch), the need for power (nPow) and the need for affiliation (nAff). Managers are advised to be observant of these needs among their subordinates so that they could be given job assignments that would satisfy their highest needs, if possible. In doing so, they may be more motivated to work well.

Alderfer’s ERG Theory was developed by Clayton Alderfer in the 1960s. For Alderfer, a set of core needs explains behavior. E stands for existence needs, R refers to relatedness needs and g Pertains to growth needs. The needs or desire for physiological and materialistic well-being to have meaningful relationships with others and to grow as a human being are similar to the needs presented in Maslow’s Theory.

Modern Theories of Motivation are process theories that focus on the notion that motivation is a function of employee’s perceptions, thoughts and beliefs. Among these are

- **Goal Setting Theory** - a theory stating that specific goals motivate performance and that more difficult goals, when accepted by employees, result in greater motivation to perform well, as compared to easy goals.

- **Reinforcement Theory** – a theory which states that behavior is a function of its consequences.

- **Job Design Theory** - a theory which states that employees are motivated to work well by combining tasks to form complete jobs.

- **Equity Theory** – A theory developed by J. Stacey Adams which states that employees assess job outcomes in relation to what they put into it and then compare these with their co-workers.

- **Expectancy Theory** – states that some individual tends to act in a certain way, based on the expectation that the act will be followed by an outcome which may be attractive or unattractive to him or her.

---

**Lesson 3**

**Leadership Styles and Theories**

Ideally, leadership should result in the willingness of individuals to work with zest, ardor and self-reliance. The leader guides them and facilitates their progress toward the attainment of organizational vision, mission, goals and objectives. Leadership theories emerged in order to respond to the need by explaining certain aspects of leadership and to better understand what drives success in this area.
The following are the early leadership theories given by Kreitbner and Kinicki (2013)

Trait theory – a theory based on leader traits or personal characteristics that differentiate leaders from followers

Behavioral theory – a theory that focuses on the behavior, action, conduct, demeanor or deportment of a leader instead of his or her personality traits.

CONTEMPORARY THEORIES OF LEADERSHIP

Leadership theories evolved along with the development of management thought throughout time, giving rise to contemporary theories as follows:

Fiedler Model - It is situational leadership theory proposed by Fred Fiedler, an organizational behavior scholar.

This theory is based on the assumption that a leader’s effectiveness is contingent or dependent on the extent to which a leader’s style is fitted to actual situations in the organization’s internal and external environment.

Hersey- Blanchard Model – another situational leadership theory proposed by Paul Hersey and Ken Blanchard. The theory focused on subordinates’ have the ability and willingness to

Path-Goal Theory – a theory developed by Robert House which states that the leader’s task is to lead his other followers or subordinates.

   Directive leadership – where the leader gives specific guidelines to followers so that task accomplishment would be easier;

   Supportive leadership – where the leader shows concern and friendliness to subordinates;

   Participative leadership – where the leader asks for suggestions from followers before decision-making; and

   Achievement leadership – where the leader sets the goals that subordinates must try to achieve.

MODERN LEADERSHIP VIEWS

1. Transactional Leadership Model

A theoretical model which states that leaders guide their subordinates toward the achievement of their organization’s goals by using social exchange or transactions by offering rewards in exchange for their productivity.

2. Transformational Leadership Model – a view that developed from transactional leadership. It states that leaders inspire or transform followers to achieve extraordinary outcomes. Through their leadership, they are able to excite and inspire followers to exert extra effort to achieve group goals.

3. Charismatic Leadership Theory – another modern theory of leadership which states that leaders who have a charismatic personality are able to influence their subordinates to follow them.
Charismatic leaders pertain to leaders who are self–confident, enthusiastic and sensitive to both environmental constraints and subordinates’ needs. Charismatic leaders take risks to achieve their vision, and have the ability to communicate well – verbally or nonverbally- through their behavior, among others. Researchers have shown evidences that correlate charismatic leadership with high levels of performance and satisfaction among followers.

4. **Visionary Leadership Theory** – is a theory which states that leaders are able to make their subordinates follow because of their ability to create and articulate a realistic, credible and attractive vision that may improve present conditions or circumstances.

5. **Team Leadership Theory** – is a theory that emerged because if the fact that leadership is increasingly taking place within a tem context and that more companies are now utilizing work teams led or guided by leaders.

6. **Servant Leadership Theory** - a theory proposed by Robert Greenleaf in 1970 stating that servant–leaders must focus on increased service to others rather than to one’s self.

Lesson 4

Communication

Communication applies to all management functions and its general purpose for the organization to bring positive changes that influence activities leading to the firms’ welfare.

**TYPES OF COMMUNICATION**

Communication may be verbal (through the use of oral and written works) or non-verbal (through body movements, gestures, facial expressions, eye contact and by touching).

It may also be classified as formal, if communication takes place within prescribed, routine organizational work arrangements, r informal if communication is not defined by an organizations’ hierarchical structure. Communication is formal when the manager gives an assignment to a subordinate and informal when employees talk to their friends in the office about a weekend party or a vacation which they plan to take.

**DIRECTION AND FLOW OF COMMUNICATION**

Communication flows in different directions within an organization, Communication may be vertical, upward downward, horizontal/lateral or diagonal.

*Vertical communication* involves communication flow between people belonging to different organizational levels. Upward communication is the f low of information from an employee who belongs to a lower hierarchical level to the boss/manager who belongs to a higher hierarchical level. Employees/subordinates
may communicate upward regarding their personal problems, requests that they would like the boss to approve, issue with coworkers and others. Downward communication is the flow of information from the manager, who belongs to a higher hierarchical level, to the subordinates/employees, who belong to lower hierarchical levels. Examples are when the boss gives orders to subordinates to finish certain task, communicates organizational policies and practices and comments about work performance among others.

*Horizontal/lateral communication* takes place among employees belonging to the same hierarchical level. Members of cross-functional teams who belong to different units/ departments but occupy the same organizational level make use of this type of communication in order to save time and facilitate coordination. *Diagonal communication* entails communicating with someone or others who belong to different departments/units and different hierarchical levels. For example, an employee belonging to the company’s financial management department communicates directly with the head of the human resource department about his personal complaint against a marketing department employee. Take note of the different departments and different organizational levels of the persons communicating with each other. Diagonal communication is said to be beneficial because of its efficiency and speed; however, it may also cause some confusion.

**COMMUNICATION NETWORKS IN ORGANIZATIONS**

*Communication* networks are varied patterns of combined horizontal and vertical flows of organizational communication. Types of communication networks include the following:

*Chain network* – where communication flows according to the usual formal chain of command, downward and upward.

*Wheel network* – where communication flows between a leader and other members of their group/team.

*All-channel network* – where communication flows freely among all members of a team.

It has been observed by communication researchers that there is no single network that could be considered applicable or fit for all circumstances in an organization.

Organization members also communicate through other networks and means such as the grapevine and computer networks.

The grapevine is an informal communication network in an organization. An example is gossip/rumor which could quickly disseminate information. Managers must stay aware of the grapevine’s flow and patterns and could use it to transmit important information, they however, should also be conscious of the negative effects of gossip as these may cause conflicts in their company. Negative effects or rumors may be minimized by practicing transparency and communicating openly with employees.

Meanwhile, computer networks present another means of communication among organization members. Information technology has made it possible for managers to communicate with each other and with subordinates and for employees
to communicate with each other anytime, regardless of distance. Examples of computer communication applications are e-mail, blogging, teleconferencing and intranet.

**BARRIERS TO COMMUNICATION**

Organization members may encounter various types of barriers that can alter the meaning of communications that they receive. These barriers include filtering, emotions, information overload, defensiveness, language and national culture.

- **Filtering** – the shaping of information communicated in order to make it look good or advantageous to the receiver.

- **Emotions** – the interpretation of communications which may be influenced by extreme emotions felt by the receiver.

- **Information overload** – another barrier to good communication since there are too many pieces of information received by an individual may have a negative effect on person’s processing capacity.

- **Defensiveness** - the act of self-protection when people are threatened by something or someone.

- **Language** – could also hamper good communications because words used may have different meanings to different people belonging to different age, educational background or cultural group.

- **National Culture** – just like language, the prevailing national culture may also cause problems in communication among members of an organization, especially if it is multinational company.

**OVERCOMING COMMUNICATION BARRIERS**

- **Using feedback** - this is usually done by asking questions about a memo sent to subordinates or by asking them to give their comments or suggestions. In doing so, they are able to determine whether the communication they sent out was understood the way they originally intended.

- **Using simple language** - this is done by avoiding uncommon terms and flowery words that may just cause misinterpretation. Language used must fit the level of understanding of the intended recipients of the communication.

- **Active listening** – this means listening well in order to grasp the full meaning of the communication.

- **Controlling emotions** - this is another method of overcoming communication misinterpretation. When the receiver is affected by extreme anger, his interpretation of a message received may not be accurate.

- **Observing body language** – this also influences how communication is interpreted. Actions of the message receiver, like throwing away a letter delivered to him, betrays its negative feelings regarding its message, even if he says yes or okay to what is requested.
What’s In

Enumerate and define the different barriers to communication. As a student, have you ever encountered any of these barriers? Explain your answer.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Notes to the Teacher

This module will prepare the learners to analyze diagrams in explaining how materials cycles in the environment.
Name and define the early leadership theories. Which theory is more acceptable to you? Explain your answer.
What is It

Five Core Job Dimensions

**Skill Variety** – the degree by which a job requires different activities, so employees may be able to use their different skills.

**Task Identity** – the degree by which a job requires completion of an identifiable piece of work.

**Task significance**- the degree by which a job has a significant impact on the lives or work of others.

**Autonomy** – the degree by which a job provides enough freedom and discretion to employees

**Feedback** – the degree by which performing job requirements results in the employee’s receipt of information about his or her performance effectiveness.
What I Have Learned

FILL IN the WORDS that will complete on the statement below.

It has been observed by communication researchers that there is no single network that could be considered applicable or fit for all circumstances in an organization.

Organization members also communicate through other networks and means such as the grapevine and computer networks.

The grapevine is an ________________ in an organization. An example is gossip/rumor which could quickly disseminate information. Managers must stay aware of the grapevine’s flow and patterns and could use it to transmit important information, they however, should also be conscious of the negative effects of gossip as these may cause conflicts in their company. Negative effects or rumors may be minimized by practicing _____________ and __________________.

Meanwhile, computer networks present another means of communication among organization members, _____________ has made it possible for managers to communicate with each other and with subordinates and for employees to communicate with each other anytime, regardless of distance. Examples of computer communication applications are e-mail, blogging, teleconferencing and intranet.
Assessment

Read and understand the equity theory. Give your own example of how managers could apply this in the workplace. Explain your answer.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Read and understand the Expectancy Theory. Give your own example of how managers could apply this in the workplace.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
**Additional Activities**

How can a transactional leader become a transformational leader? Support your statement.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Write an upward formal communication letter.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

**What I Know:**

1. C
2. D
3. B
4. A
5. A

**What I Have Learned:**

1. Informal communication network.
2. Transparency.
3. Communicating openly with employees.
4. Information technology.

**Assessment:**

Answer may vary.

**What's New:**

Answer may vary.

**Additional Activities:**

Answer may vary.
References

DepEd (2016). Kto12 MELC. Organization and Management

For inquiries or feedback, please write or call:

Department of Education – Region III,
Schools Division of Bataan - Curriculum Implementation Division
Learning Resources Management and Development Section (LRMDS)

Provincial Capitol Compound, Balanga City, Bataan

Telefax: (047) 237-2102

Email Address: bataan@deped.gov.ph