

Workplace Writing Knowledge and Skills of Local Government Unit Immersion Supervisors: Basis for Communication Enhancement Program

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ABSTRACT

This study assessed the workplace writing knowledge and skills of immersion supervisors in the Local Government Unit (LGU) of Aurora, Isabela, as the basis for developing Project KADA (Knowledge and Application of Documentation for Advancement), a workplace writing and communication enhancement program. A descriptive-survey design was employed, involving all 30 qualified immersion supervisors through total enumeration. Data were gathered using the 30-item Workplace Writing Knowledge Test (WWKT) and the Workplace Writing Skills Test (WWST), which required participants to prepare a memorandum, a request letter, and a weekly accomplishment report. Written outputs were evaluated using the American Association of Colleges and Universities Written

Communication VALUE Rubric. Frequency counts, percentages, and crosstabulation were used for analysis. Most respondents were administrative or clerical personnel (70.0%), had six to ten years of service (46.7%), and were permanent employees (76.7%). Workplace writing knowledge was generally moderate to proficient in content and relevance, organization and coherence, vocabulary and word choice, and format and structure; however, grammar and mechanics was consistently the weakest domain. Workplace writing skills ranged from approaching proficiency to proficiency, with weekly accomplishment reports showing the strongest performance and grammar and mechanics remaining the principal competency gap. Based on these findings, Project KADA was developed to strengthen grammatical accuracy, document preparation, mentoring practices, and standardized professional communication within the LGU.

Keywords: *workplace writing, immersion supervisors, professional communication, grammar and mechanics, local government unit, Project KADA*

INTRODUCTION

Workplace writing is a central component of professional communication because organizations rely on written documents to coordinate work, communicate decisions, maintain official records, and demonstrate accountability. In public institutions, the quality of written communication directly affects administrative efficiency, transparency, and service delivery. Memoranda, request letters, endorsements, and accomplishment reports must therefore communicate their purpose clearly, follow established institutional conventions, and present accurate information in a professional tone (Organisation for Economic Co-operation and Development [OECD], 2023; World Bank, 2022).

Workplace writing knowledge refers to an understanding of the principles and conventions that govern professional documents, including content and relevance, organization and coherence, grammar and mechanics,

vocabulary and word choice, and format and structure. Workplace writing skills, in contrast, involve the actual application of these principles in authentic tasks. Effective performance requires employees to translate knowledge into documents that are accurate, concise, organized, audience-appropriate, and consistent with organizational standards (Hyland, 2023; Klimova, 2021).

In the Local Government Unit of Aurora, Isabela, immersion supervisors guide Senior High School work immersion students, college on-the-job trainees, personnel from partner institutions, and newly hired employees. Their work includes assigning tasks, reviewing and correcting written outputs, demonstrating documentation practices, and ensuring that official documents meet workplace requirements before submission. Supervisors therefore function not only as evaluators but also as workplace mentors who model the written genres used across government offices.

Despite this responsibility, the workplace writing knowledge and skills of immersion supervisors had not been systematically assessed. Repeated corrections and rewriting of workplace documents suggested uneven application of writing standards across offices, while the absence of a structured enhancement program limited opportunities for consistent mentoring and professional development. Existing workplace-learning research also gives greater attention to trainee outcomes than to the competencies of supervisors who guide workplace communication (Billett, 2022; Jackson & Dean, 2023).

Grounded in Genre Theory, the study viewed workplace documents as recurring forms of communication shaped by institutional purposes, audiences, structures, and language conventions (Swales, 1990). It assessed the demographic profile of LGU immersion supervisors, determined their workplace writing knowledge in five domains, evaluated their skills in producing memoranda, request letters, and weekly accomplishment reports, and used the identified strengths and gaps as the basis for Project KADA. The proposed program was intended to strengthen professional communication, standardize documentation practices, and improve supervisory guidance within the LGU.

Literature Review

Workplace Writing in Government and Public Institutions

Public-sector organizations depend on written communication to preserve institutional memory, document official actions, guide administrative procedures, and support accountability. Clear and standardized public communication reduces ambiguity and procedural delay, while inaccurate or poorly organized documentation may weaken coordination and public trust (OECD, 2023; World Bank, 2022). In local government settings, writing is consequently both a language practice and an operational requirement.

Government workplace writing is highly procedural because documents are produced for specific purposes and audiences. Employees must understand not only grammar and general composition but also the accepted tone, structure, routing, and format of official documents. Philippine public administration emphasizes the role of consistent documentation in supporting institutional coordination and innovation, making communication competence an important part of public service capability (Brillantes & Fernandez, 2022).

Workplace Writing Knowledge and Genre Conventions

Genre Theory explains that recurring texts are shaped by shared communicative purposes and recognizable conventions within a professional community (Swales, 1990). In the workplace, a memorandum, request letter, and accomplishment report differ because each document responds to a distinct purpose, audience, structure, and expected action. Competent workplace writers must therefore recognize what information belongs in a document, how it should be organized, and what tone and format the organization considers appropriate.

Professional writing knowledge includes audience awareness, purpose, organization, language accuracy, vocabulary, and document structure. Hyland (2023) emphasized that genre knowledge enables writers to anticipate readers' expectations and participate effectively in professional communities. Workplace genres also organize institutional activity by shaping how information is produced, interpreted, and acted upon (Spinuzzi, 2023).

Grammar and mechanics remain essential because errors in sentence construction, punctuation, capitalization, and spelling may reduce clarity and professional credibility. Although employees may understand a document's format, weak control of grammar can obscure meaning and require repeated revision. Professional communication research thus supports explicit attention to language accuracy alongside purpose, structure, and audience expectations (Hyland & Jiang, 2021; Klimova, 2021).

Performance-Based Workplace Writing Skills

Workplace writing skills are best demonstrated through authentic performance rather than isolated language items. Performance tasks require writers to apply content knowledge, organization, grammar, vocabulary, and formatting in realistic situations. Genre-based instruction and assessment are therefore appropriate for evaluating whether employees can prepare documents that meet professional requirements (Nagao, 2022; Nguyen, 2024).

Memorandum writing requires concise communication of internal directives, while request letters require a clear purpose, sufficient justification, appropriate tone, and formal closing. Weekly accomplishment reports require systematic presentation of completed tasks, pending work, and concerns. Because these documents serve different functions, their assessment provides a more complete picture of workplace writing performance than a single general writing task.

Structured rubrics improve the consistency of performance-based assessment by defining standards for content, organization, language, and format. The Written Communication VALUE Rubric provides an analytic basis for evaluating written outputs, while guided modeling, scaffolded practice, and feedback can improve professional writing performance (American Association of Colleges and Universities [AAC&U], 2013; Peungcharoenkun & Waluyo, 2023; Setiawan, 2023).

Immersion Supervisors and Workplace Learning

Workplace learning develops through participation in authentic activities and through guidance from more experienced personnel. Supervisors shape learning by modeling workplace practices, explaining standards, reviewing performance, and providing feedback (Billett, 2022). In immersion and on-the-job training, this role is particularly important because trainees often encounter professional genres and institutional procedures for the first time.

Work-integrated learning contributes to employability when workplace experiences are supported by clear expectations, meaningful tasks, and informed supervision (Jackson & Dean, 2023). Supervisors' mentoring practices can influence how learners understand workplace communication, respond to feedback, and transfer academic writing knowledge to professional documentation (Josefsson, 2024).

The quality of supervisory guidance depends partly on supervisors' own competence. Inconsistent knowledge of workplace conventions may produce uneven feedback across offices, whereas knowledgeable supervisors can reinforce shared standards and help trainees develop transferable communication skills. Assessing supervisors is therefore an important first step in designing sustainable workplace writing interventions.

Workplace Writing Enhancement and Capacity Development

Workplace writing develops through continuing practice rather than through one-time orientation. Targeted programs that combine explicit instruction, authentic document preparation, coaching, and feedback can strengthen writing accuracy and professional confidence. Workplace writing resources also emphasize the value of practical tasks that mirror the documents employees prepare in their daily functions (Goins, 2022; Graham et al., 2020).

Writing enhancement is most effective when it addresses diagnosed competency gaps. In administrative settings, grammar, organization, coherence, and formal language are recurring areas of concern, while document templates alone do not guarantee accurate writing (Primo, 2023). Philippine local-government studies similarly identify documentation gaps and the need for clearer communication standards and continuing capability development (Torres & Feliciano, 2022; Vicencio, 2025).

A needs-based program for immersion supervisors can improve both their own documentation and the guidance they provide to trainees and newly hired personnel. By combining workplace orientation, grammar enhancement, document-writing workshops, mentoring, and evaluation, Project KADA responds to the study's identified gaps while sustaining strengths in document format and structure.

Synthesis and Conceptual Framework

The reviewed literature indicates that effective workplace writing depends on the interaction of genre knowledge, language accuracy, authentic performance, supervisory guidance, and organizational support. Immersion supervisors must understand institutional document conventions and apply them accurately because they serve as both document writers and mentors of workplace learners.

The study used an Input-Process-Output framework. The inputs were the respondents' profiles and their workplace writing knowledge and skills. The process involved instrument validation, administration of the WWKT and WWST, assessment, scoring, statistical treatment, and interpretation. The outputs were the identified competency gaps, Project KADA, and the recommendation for its possible institutional adoption.

Conceptual Framework

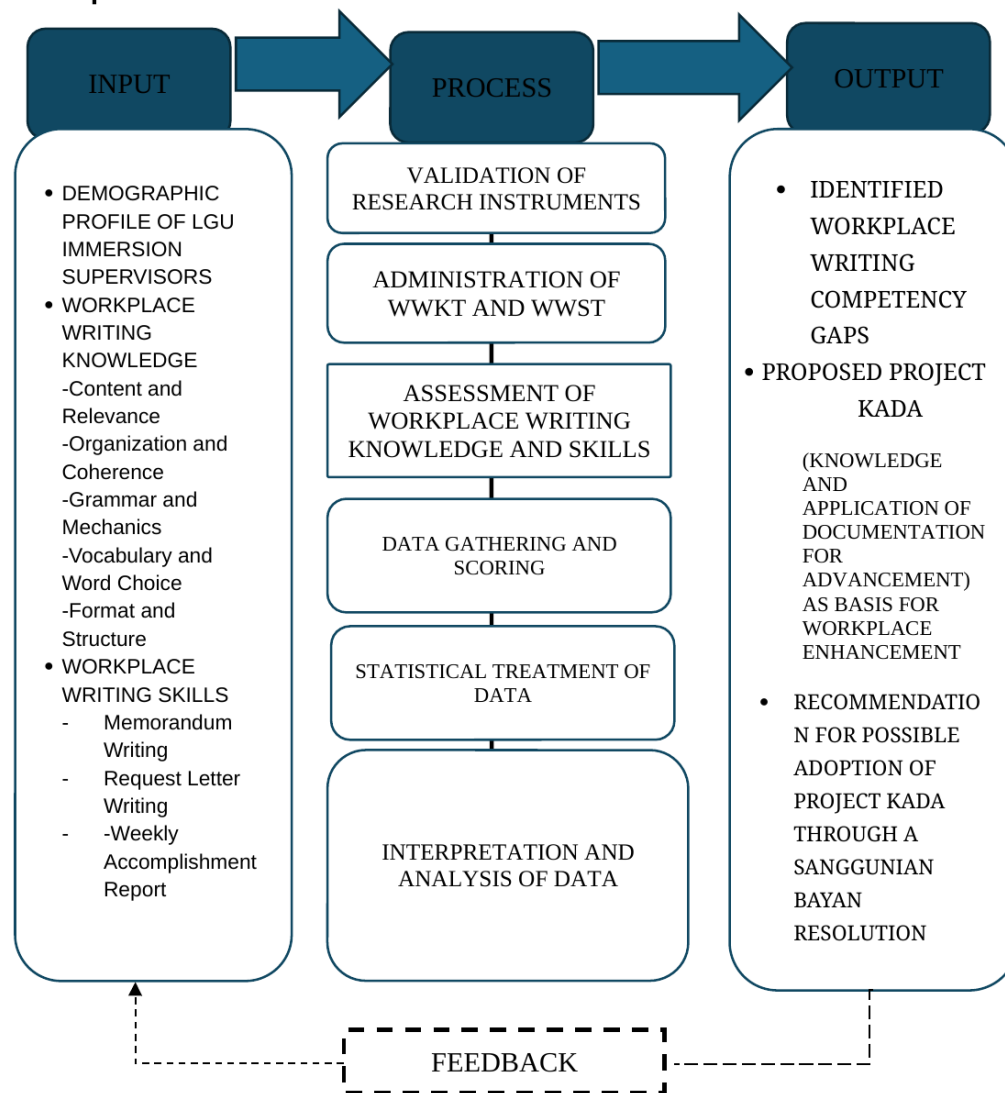


Figure 1. *The Paradigm of the Study towards Developing Project KADA*

METHODS

Research Design

The study employed a descriptive-survey research design. This design was appropriate because the investigation sought to describe the existing workplace writing knowledge and skills of immersion supervisors without manipulating the study variables. It generated quantitative baseline information that served as the basis for a proposed communication enhancement program (Creswell & Creswell, 2018).

Research Locale

The study was conducted in the Local Government Unit of Aurora, Isabela, particularly in administrative and operational offices that accommodated work immersion students, on-the-job trainees, trainees from partner institutions, and newly hired personnel. These included administrative, technical, health, social-service, and other municipal offices where official correspondence and workplace reports were regularly prepared.

Participants and Sampling Technique

The participants were 30 LGU employees officially or functionally assigned to supervise, mentor, or guide immersion students, trainees, on-the-job trainees, or newly hired personnel. Because the target population was small, identifiable, and accessible, all qualified immersion supervisors were included through total enumeration. This approach provided complete representation of the defined population (Fraenkel et al., 2019).

Research Instrument

Two contextualized instruments were used. The 30-item Workplace Writing Knowledge Test assessed Content and Relevance, Organization and Coherence, Grammar and Mechanics, Vocabulary and Word Choice, and Format and Structure, with six items assigned to each domain. Domain scores of 5-6 were interpreted as Proficient, 2-4 as Moderate, and 0-1 as Low. The Workplace Writing Skills Test required respondents to prepare a memorandum, a request letter, and a weekly accomplishment report under guided conditions.

Written outputs were evaluated using the AAC&U Written Communication VALUE Rubric across the same five domains. Each domain had a maximum of 20 points and was interpreted as Highly Proficient (18-20), Proficient (15-17), Approaching Proficiency (12-14), Developing (8-11), or Beginning (0-7). The instruments and writing tasks underwent expert content validation to establish clarity, relevance, contextual suitability, and alignment with the research objectives.

Data Gathering Procedure

Formal permission and ethics clearance were obtained before data collection. The researcher coordinated with the LGU and office heads, oriented potential respondents on the purpose and procedures of the study, and secured written informed consent. The WWKT was administered first, followed by the WWST. Designated raters were oriented on the use of the adopted rubric and independently evaluated the workplace documents. Completed data were checked, encoded, consolidated, and submitted for statistical treatment.

Data Analysis

Frequency counts and percentages were used to describe the respondents' demographic profile and the distribution of workplace writing proficiency levels. Crosstabulation was used to examine knowledge and skills across position or designation, office or department, years of service, and employment status. Findings from the WWKT and WWST were then synthesized to identify competency gaps and formulate Project KADA. The organized data and statistical outputs were reviewed by the University Statistician.

Ethical Consideration

The study followed institutional ethical standards and the Data Privacy Act of 2012. Participation was voluntary, and respondents could decline or withdraw without penalty or employment consequences. Personal identifiers and specific office information that could reveal identity were excluded, coded identifiers were used, and very small demographic groups were combined where necessary.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Table 1. *Demographic Profile of the Respondents (N = 30)*

Variable	Category	f	%
Position/Designation	Health Personnel	4	13.3
	Technical/Professional	5	16.7
	Administrative/Clerical	21	70.0
Office/Department	Health Offices	5	16.7
	Administrative Offices	11	36.7
	Technical Offices	9	30.0
	Social Services	2	6.7
	Others	3	10.0
Years of Service	1-5 years	11	36.7
	6-10 years	14	46.7
	11 years and above	5	16.7
Employment Status	Permanent	23	76.7
	Casual	3	10.0
	Job Order/Contract of Service	4	13.3

Most respondents were administrative or clerical personnel (70.0%), and the largest office group came from administrative offices (36.7%). Nearly half had six to ten years of service (46.7%), while 76.7% were permanent employees. The profile indicates that workplace immersion supervision was largely handled by experienced personnel whose routine duties included administrative documentation and internal communication.

The concentration of respondents in administrative functions was relevant because these offices regularly prepare, route, and review official documents. Their experience and employment stability provided a strong foundation for mentoring trainees; however, length of service alone did not eliminate the need to assess specific writing competencies.

Workplace Writing Knowledge

Table 2. *Overall Workplace Writing Knowledge by Domain*

Writing Domain	Low (%)	Moderate (%)	Proficient (%)
Content and Relevance	10.0	56.7	33.3
Organization and Coherence	0.0	96.7	3.3
Grammar and Mechanics	100.0	0.0	0.0
Vocabulary and Word Choice	0.0	83.3	16.7
Format and structure	0.0	36.7	63.3

The respondents generally demonstrated moderate to proficient workplace writing knowledge. Content and Relevance was predominantly moderate (56.7%), while Organization and Coherence was almost entirely moderate (96.7%). Vocabulary and Word Choice was also primarily moderate (83.3%). Format and Structure emerged as the strongest domain, with 63.3% of respondents classified as proficient.

Grammar and Mechanics was the principal knowledge gap because all respondents were classified at the low level in this domain. This result indicates that familiarity with official document formats did not necessarily correspond to control of sentence construction, punctuation, capitalization, spelling, and other language conventions. The finding supports the literature that distinguishes genre familiarity from grammatical accuracy in professional communication (Hyland, 2023; Klimova, 2021).

The pattern was generally consistent across position, office, years of service, and employment status. Thus, grammar enhancement was not required only for a particular subgroup; it represented an organization-wide professional development need. At the same time, respondents' strength in format and structure provided a useful foundation for more advanced editing and document-writing activities.

Workplace Writing Skills

Table 3. *Dominant Workplace Writing Proficiency by Document and Domain*

Writing Domain	Memorandum	Request Letter	Weekly Accomplishment Report
Content and Relevance	Approaching Proficiency (53.3%)	Approaching Proficiency (60.0%)	Proficient (53.3%)
Organization and Coherence	Approaching Proficiency (56.7%)	Approaching Proficiency (63.3%)	Proficient (56.7%)
Grammar and Mechanics	Developing (56.7%)	Approaching Proficiency (73.3%)	Approaching Proficiency (56.7%)
Vocabulary and Word Choice	Approaching Proficiency (50.0%)	Approaching Proficiency (56.7%)	Proficient (56.7%)
Format and structure	Approaching Proficiency (56.7%)	Proficient (53.3%)	Proficient (66.7%)

The performance-based assessment showed that immersion supervisors generally demonstrated approaching proficiency to proficiency in preparing authentic workplace documents. Memorandum writing was the most demanding task: most domains were at approaching proficiency, while Grammar and Mechanics was predominantly developing. This suggests that concise internal directives required greater control of formal sentence construction and accuracy.

Request letters showed better performance. Respondents were mainly at approaching proficiency in content, organization, grammar, and vocabulary, while Format and Structure reached the proficient level. Weekly accomplishment reports produced the strongest results, with proficient performance in content, organization, vocabulary, and format. Their frequent use in routine government reporting may have contributed to greater familiarity and confidence.

Across all three documents, Grammar and Mechanics remained the weakest domain. The convergence of the WWKT and WWST results demonstrates that the problem involved both knowledge and application. Authentic writing tasks therefore confirmed the need for guided editing, grammar workshops, repeated document practice, and feedback rather than reliance on templates alone (Nagao, 2022; Nguyen, 2024).

Proposed Project KADA

Table 4. *Proposed Components of Project KADA*

Program Component	Main Focus and Activities	Schedule and Budget	Success Indicator
1. Capacity Building and Workplace Writing Orientation	Baseline WWKT and WWST; orientation on professional communication, workplace standards, and LGU document formats.	1st Quarter; ₱10,000	At least 80% complete the baseline assessment and demonstrate increased awareness of writing standards.
2. Grammar and Mechanics Enhancement	Technical writing workshop, grammar drills, guided editing, peer review, and feedback sessions.	2nd Quarter; ₱7,000	At least 80% demonstrate improved grammar and mechanics in post-training outputs.
3. Workplace Document Writing Enhancement	Workshops and simulations on memoranda, request letters, and weekly	3rd Quarter; ₱7,500	At least 80% produce workplace documents rated at the Proficient level.

	accomplishment reports using authentic LGU formats.		
4. Workplace Documentation, Coaching, and Evaluation	Mentoring, document review, workplace application, post-assessment, and program evaluation.	4th Quarter; ₱8,500	At least 80% demonstrate improved competency, and evaluation supports program continuation.

Project KADA was developed from the combined knowledge-test and writing-performance findings. The program sustains the respondents' strengths in format and structure while prioritizing grammar and mechanics, guided document preparation, and workplace mentoring. Its four-quarter sequence moves from baseline assessment and orientation to targeted language enhancement, authentic document writing, coaching, and evaluation.

The proposed design recognizes that workplace writing improvement requires continued application and feedback. It also extends the benefits of the program beyond immersion supervisors by strengthening the guidance provided to immersion students, on-the-job trainees, and newly hired personnel. The recommendation for possible adoption through a Sangguniang Bayan resolution may support program continuity and organization-wide standardization.

CONCLUSION

The study established that the immersion supervisors of the Local Government Unit of Aurora were predominantly administrative or clerical personnel, commonly assigned to administrative offices, with most having six to ten years of service and permanent employment. They possessed functional workplace writing competence, showing moderate to proficient knowledge in most domains and approaching proficiency to proficiency in authentic document-writing tasks. Their strongest area was Format and Structure, and their strongest document was the weekly accomplishment report.

Grammar and Mechanics consistently emerged as the major weakness in both the knowledge and skills assessments, regardless of demographic grouping. This convergence indicates the need for an organization-wide, needs-based intervention that combines grammar development with repeated workplace writing practice, mentoring, and feedback. Project KADA therefore provides a source-based professional development framework for strengthening documentation quality, supervisory guidance, and professional communication within the LGU.

Recommendation

The Local Government Unit of Aurora may consider adopting and implementing Project KADA as a workplace writing and communication enhancement program. Priority should be given to grammar and mechanics, guided editing, and authentic practice in preparing memoranda, request letters, and accomplishment reports. The Human Resource Management Office, office heads, and designated supervisors may integrate the activities into the municipality's continuing learning and development initiatives.

Regular mentoring, peer review, document clinics, and standardized templates should be accompanied by clear language guidance and constructive feedback. Post-training WWKT and WWST assessments may be used to monitor progress and refine subsequent program cycles. Project KADA may also be extended to work immersion students, on-the-job trainees, and newly hired personnel to promote consistent writing standards across offices.

Future studies may involve larger populations, compare workplace writing competencies across other local government units, or evaluate the effectiveness and sustainability of Project KADA after implementation. Additional research may also examine the relationship between supervisory writing competence, trainee performance, documentation efficiency, and public-service outcomes.

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