

**EXPLORATION OF THE KNOWLEDGE MANAGEMENT
OF LIFE SKILLS DEVELOPING AUTISTIC PERSON
CENTERS IN THAILAND**



**A THEMATIC PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF MANAGEMENT
COLLEGE OF MANAGEMENT
MAHIDOL UNIVERSITY
2020**

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Thematic paper
entitled
**EXPLORATION OF THE KNOWLEDGE MANAGEMENT
OF LIFE SKILLS DEVELOPING AUTISTIC PERSON
CENTERS IN THAILAND**

was submitted to the College of Management, Mahidol University
for the degree of Master of Management

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ACKNOWLEDGEMENTS

I would like to take this opportunity to express my appreciation to the people who supported and helped me to overcome difficulties during the completion of this thematic paper.

First of all, I would like to address my deepest gratitude to my advisor Assistant Professor Prattana Punnakitikashem, who supported me with patient instruction, valuable guidance, and constant encouragement during the thematic period. This research cannot be completed without her.

Next, I would like to thank all lecturers at the college of management, Mahidol University, who offered valuable and specialized knowledge to expand my academic competence during the study period.

Besides, I would like to express my gratitude to the Life Skills Developing Autistic Person Centers in Thailand from all provinces, who provided valuable insight information to generate this thematic paper.

Furthermore, I would like to thank Mr. Phanuwat Kitcharoen, Managing Director of Polytrade Company Limited for allowing me to study in parallel with the working period.

Finally, I want to express my greatest appreciation to my parents, my dear friends, and Mr. Nutthawut Jariangrojkul who offered strong support throughout the thematic paper process.

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ABSTRACT

Presently, the knowledge management process becomes a critical tool in every organization which affects the organization's success. This thematic paper would explore how knowledge management directly impacts to the accomplishment of the center, the support center for disabled people. This study implemented a qualitative study by establishing an in-depth interview with the presidents, managers, and voluntary personnel from seven sample centers. The main findings of this study indicates that the knowledge management process has a significant positive relationship to the organizational success which is conformed with the knowledge management system theory. Besides, there are other factors that affect the organization success which are the teamwork skills of voluntary personnel and supported budget from public and private sectors for operating the organization.

KEY WORDS: Knowledge management/ Non-profit organization/ Autistic/ Success

37 pages

CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Problem Statement	2
1.3 Research Questions	3
1.4 Research Objectives	3
1.5 Scope of the Study	3
CHAPTER II LITERATURE REVIEW	4
2.1 Theoretical Literature	4
2.1.1 Literature on Knowledge Management	4
2.2 Empirical Evidence	7
2.2.1 Knowledge management in non-profit organization	7
2.3 Center Success	7
2.4 Conceptual Framework	8
CHAPTER III RESEARCH METHODOLOGY	9
3.1 Sampling design	9
3.2 Interview Questions	10
3.3 Data Analysis	13
CHAPTER IV FINDINGS ANALYSIS	14
4.1 Interviewee Background	14
4.2 The principle aspect of knowledge management in the center	16
4.2.1 Knowledge creation	17
4.2.2 Knowledge transfer	19
4.2.3 Knowledge storage	22

CONTENT (cont.)

	Page
4.2.4 Knowledge Application	24
4.2.5 The perspective on the future success	25
4.2.6 Conclusion	26
CHAPTER V CONCLUSION	27
5.1 Conclusion	27
5.2 Recommendation	29
5.2.1 Recommendation for the president	29
5.2.2 Recommendation for the manager	29
5.2.3 Recommendation for voluntary personnel	30
5.3 Limitation	30
5.4 Future Research	30
REFERENCES	31
APPENDIX	33
Appendix A : The activities list to support the personnel generate knowledge creation	34
Appendix B: The activities list to support the personnel achieve knowledge transfer	35
Appendix C: The detail of knowledge storage systems	36
BIOGRAPHY	37

LIST OF TABLES

Table		Page
3.1	The interview questions	10
4.1	Interviewee list for management level and operation level	15
5.1	The outcome of the knowledge management process that operates at the center	28



LIST OF FIGURES

Figure	Page
1.1 Life Skills Developing Autistic Person Center, Chonburi Province	2
2.1 The knowledge management process from Davenport and Prusak, (1998) and Alavi and Leidner, (2001)	6
2.4 Conceptualization Framework of relationship between Knowledge Management and Center Success	8
4.1 The activities list to support the personnel generate knowledge creation	17
4.2 The seminar for Life Skills Developing Autistic Person Center	18
4.3 The practical training for Life Skills Developing Autistic Person Center	18
4.4 Internal meet of Life Skills Developing Autistic Person Center, Chonburi Province	19
4.5 Line group chat of Life Skills Developing Autistic Person Center	19
4.6 The activities list to support the personnel achieve knowledge transfer	20
4.7 The detail of knowledge storage systems	22

CHAPTER I

INTRODUCTION

1.1 Background

A non-profit organization is an entity traditionally dedicated to furthering a particular public cause through the offering of goods, services, or a combination of the two. There are aims for creating mutual benefits and social value for the society other than generating profit for stockholders (Salmon, 1999). Nevertheless, the non-profit organization can generate profit but they cannot distribute it to owners or directors. All the profits must be used to support the operation of the organization (Anheier, 2014). In addition, there are various forms of non-profit organizations such as informal associations, local temples, traditional charities, hospitals, and support centers for disabled persons. Besides, a non-profit organization must be good governance and openness to people who have invested time, money, and faith into the organization and also accountable to the donors, the founders, volunteers.

There is one form that this thematic paper will focus on the support center for disabled people, which is Life Skills Developing Autistic Person Center (the center). The center is a service center for autism, developmental disorders and aphasia persons (Children). Presently, there are a total of 10 centers in Thailand to serve 400 of children. Currently, the center gets support from both public and private sectors such as Autistic Parents Association (Thai) and Department for Empowerment of Persons with Disabilities in terms of knowledge, skills development, and budget. The center also collaborates with the hospitals such as child and adolescent psychiatry, occupational therapist, and speech-language pathologist from provincial hospital. Subsequently, the center operated by 10 people of voluntary teachers and 180 people of voluntary personnel who are the parents of a disabled person who uses the service.



Figure 1.1 Life Skills Developing Autistic Person Center, Chonburi Province

At present, information is becoming more important in our economy and real life, most of corporations find out that the knowledge can confer competitive advantage for their business. For the knowledge management, there is a process how the organization collects and organizes the knowledge, they then can share across an organization to create competitive advantages and achieve the business success. More specifically, to make knowledge available to the right people at the right time is key determinant for improving and sustaining the organization's success. However, the organizations have to understand and adopt how knowledge is created, transfer and adopt for the future accomplishment. Nevertheless, the relationship between knowledge management and the success of the centers in Thailand remains a puzzling issue as there is no prior empirical works which study on this relationship. Hence, this study will focus on the investigating of relationship between knowledge management and the success of life skills developing autistic person centers in Thailand.

1.2 Problem Statement

Based on the researcher's experience at the Life Skills Developing Autistic Person Center, all the centers were established from the collaboration of autistic's parents and operated by voluntary teachers and voluntary personnel. There is one main

issue that all the centers still have a different standard for serving the service if compare to the prototype center such a Chonburi Province center. Therefore, the centers do not have a system to train the new generation. In addition, the centers still lacks appropriate standards for knowledge management which are important and affect the success of the organization. Substantially, this study focuses on the problem of knowledge management of the centers.

1.3 Research Questions

How knowledge management impacts to the accomplishment of the Life Skills Developing Autistic Person Centers in Thailand?

1.4 Research Objectives

The objective of this thematic paper is to explore how knowledge management directly impacts to the accomplishment of the center.

1.5 Scope of the Study

This thematic paper concentrates on studying the knowledge management have significant impact on the success of the Life Skills Developing Autistic Person Centers in Thailand. Using primary data conduct both open-end and close-ended telephone in-depth interview with the presidents, managers, and voluntary personnel from seven sample centers in Thailand. There are consisting of the centers of Pathumtani Province, Chonburi Province, Prachinburi Province, Sisaket Province, Phitsanulok Province, Phangnga Province, and Trang Province

CHAPTER II

LITERATURE REVIEW

In this chapter, a general review of the literature is provided, along with the most influential empirical evidence related to the literature. The literature review begins with the theoretical literature on knowledge management, then moves to the empirical evidence and conceptual framework. Lastly, it discusses on the related hypothesis development of this study.

2.1 Theoretical Literature

To understand how this thematic paper has been developed, this study will look through prior empirical researches about knowledge management and explain the definition of knowledge management as per following.

2.1.1 Literature on Knowledge Management

According to the prior empirical studies from several researchers, knowledge management can define in various terms and meanings. For example, Davenport (1994) claimed that “knowledge management is the process of capturing, distributing, and effectively using knowledge”.

Duhon (1998) mentioned that “knowledge management is a discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing all of an enterprise's information assets. These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experience in individual workers”. Additionally, knowledge management is being the most important strategic resource and one of the critical factors which can lead to the organizational success (Ipe, 2003).

Alavi and Leidner (2001) ascribed that the knowledge management is the way to gather knowledge in an organization and share it across to the right person, right

position and right time by transforming inside and outside knowledge of the organization.

Additionally, according to the current business environment affirms that one of the key resources for an organization is the recognition of knowledge, which need for processes that facilitate individual and collective knowledge creation, knowledge transfer, and knowledge leverage. (McElroy, 2000; Becerra-Fernandez & Sabherwal, 2001; Ipe, 2003)

According to the empirical work of Davenport and Prusak (1998), they claimed that most knowledge management have one of the three aims: (1) to conduct the knowledge visible and indicate the role of knowledge in an organization (2) to create the culture of knowledge-intensive in an organization by sharing, seeking, and offering knowledge (3) to develop a knowledge infrastructure that builds a connection among people to interact and collaborate.

To be more specifically, knowledge management is a methodology which concentrates on flow of knowledge and the process of creating, sharing, and distribution of knowledge (Alavi and Leidner, 2001). Moreover, the Krogh & Grand (2000) stated that the transfer of knowledge and creation of new knowledge are two major management tasks and essential to the organizational success which both should be considered together. However, there are some empirical works that also focus on the knowledge storage to help drive the organizational success.

A study of the processes illustrated as knowledge process by various authors allows us to distinguish four knowledge management processes included (1) knowledge creation, (2) knowledge transfer, (3) knowledge storage, and (4) knowledge application which displayed as per the following table:

Reference: (Davenport and Prusak, 1998) and (Alavi and Leidner, 2001)

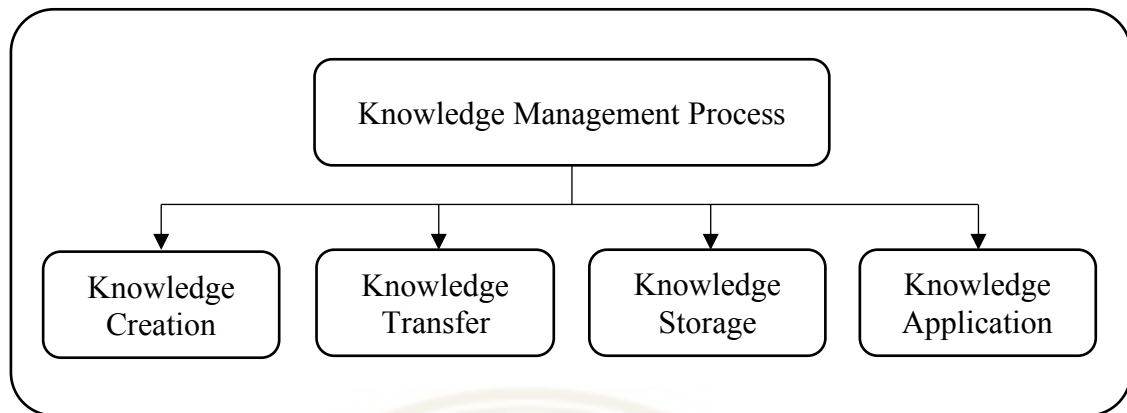


Figure 2.1 The knowledge management process from Davenport and Prusak, (1998) and Alavi and Leidner, (2001)

Knowledge creation is a continuous process of individuals and groups within the organization for sharing tacit and explicating knowledge (Bloodgood and Salisbury, 2001). In the other words, the capability of organization to create knowledge is the heart of innovation and developing a sustainable competitive advantage (Ichijo and Nonaka, 2007).

Knowledge transfer is one of an area of knowledge management which concerned about the movement of knowledge across the boundaries create by special knowledge domains (Carlier and Rebentish, 2003). Furthermore, the knowledge transfer then become a crucial process of the organizations where reuse the knowledge to create new knowledge in order to develop a new competencies and thereby to gain the competitive edge (Livanage, et al., 2009).

Knowledge storage is the organizational memory and capabilities of people to store and transform information and knowledge. This also includes the organization's routine operations and structures which support employee's optimum intellectual performance and overall business performance (Lee and Yang, 2000). However, it should be consistent between the individual who have high knowledge and systems to achieve the fullest potential. Hence, the success of a corporations in the twenty-first century will be measured by the extent to which management can evolve their intellectual capital through knowledge creation and knowledge sharing on a global basis (Ichijo and Nonaka, 2007).

Alavi and Leidner (2001) indicated that "Knowledge application is the phase in which existing knowledge is brought to bear on the problem at hand". Additionally, knowledge application implies the capacity to transfer knowledge over theory, to adopt learned material into real-life application (Delello and McWhorter, 2020).

2.2 Empirical Evidence

The objective of this thematic paper is to explore the relationship between knowledge management and success of the centers. There are many prior empirical works regarding the impact between knowledge management and organization's success in a number of countries.

2.2.1 Knowledge management in non-profit organization

According to Cantu and Mandragon (2016), they studies about the knowledge management in non-profit organization in Mexico. The findings shows that the knowledge management can be a useful and relevant strategy for the Mexican non-profit organizations.

2.3 Center Success

There are various definitions of success, to succeed can define as to accomplish an object of individual needs or company objective. The ultimate goal of every organization activity is to be succeed (A. P. C. Chan et al., 2002).

Rockart (1979) stated that "there are few key areas where 'things must go right', for the business to flourish". If the outcomes in those few areas are favorable, it can imply the business will be successful. On the other hand, if the results in those areas are not adequate, this means that the company's efforts for the period are less that desired.

With respect to the non-profit organization perspectives, the achievement by measurements of fund raised, membership growth, individuals served, number of guests, and overhead cost are absolutely essential. However, it does not degree the real

success of an organization in accomplishment its missions (Sawhill and Williamson, 2001).

Furthermore, there are three types of organization's performance measurements which are (1) the organization's success in mobilizing their resource, (2) its personnel's effectiveness on the job responsibility, and (3) progress in fulfilling and satisfying its mission. Nevertheless, the crucial aspect to accomplish the organizational mission are can indeed, must measure their performance and can track their progress (Sawhill and Williamson, 2001).

2.4 Conceptual Framework

Regarding the above literature and empirical evidence, figure 2.1 hypothesized the factors which have impact to the success of centers. Therefore, this thematic paper develops below conceptual framework which displays how the independent variables impact to the dependent variable.

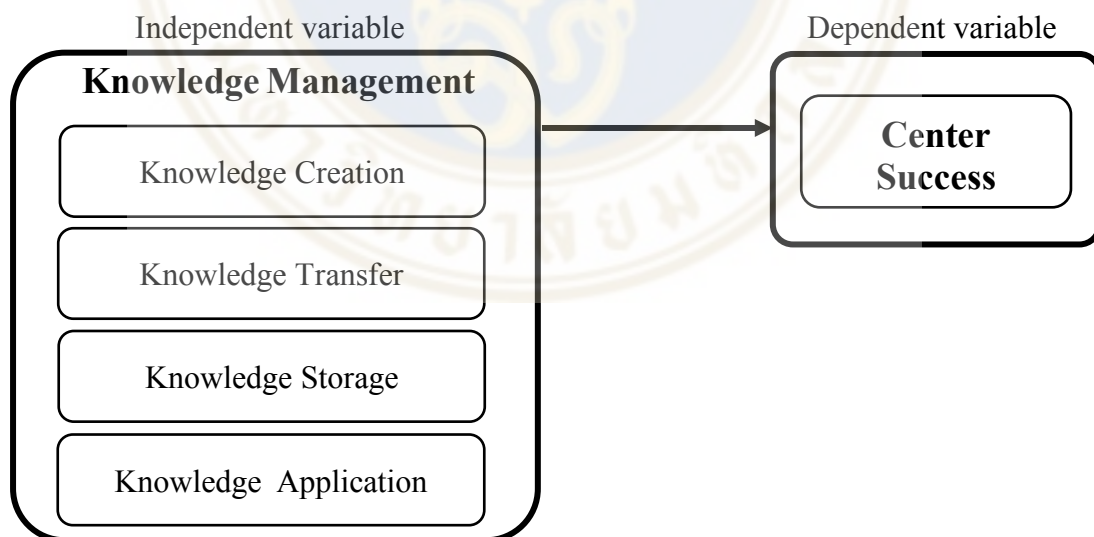


Figure 2.2 Conceptualization Framework of relationship between Knowledge Management and Center Success

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the overall scope of the methodology used for this thematic paper and focuses on qualitative research as a means to show the findings. The section starts with the sampling design, follows with the interview questions, and finishes with the data analysis section.

3.1 Sampling design

At the first stage, the intention of this research is to obtain insights on how the center manages its organizational knowledge. This thematic paper surveys the total number of the Life Skills Developing Autistic Person Center in Thailand and there are a total of 10 centers. Next, the study selects seven sample centers which are considered as representatives from different regions of Thailand, consisting of the centers of Pathum-tani Province, Chonburi Province, Prachinburi Province, Sisaket Province, Phitsanulok Province, Phangnga Province, and Trang Province. Additionally, the data adopted in this paper is based on primary data which conducts both open-ended and close-ended questions through telephone in-depth interview. As a result, the total number of interviewees are 16 people from the major centers of Thailand as per the followings:

Management Level

- In-depth interview with seven presidents from all sample centers, coded with P1 – P7

Operation Level

- In-depth interview seven manager from all sample centers, coded with M1 – M7
- In-depth Interview with five volunteer personnel from the center of Pathum-tani Province, and Chonburi Province coded with V1 – V2.

3.2 Interview Questions

The interview questions were evolved to conquer specific answers toward the framework mentioned in the literature review. Concurrently, the majority of questions were designed to conduct both open-ended and close-ended questions which allow the interviewee to independently express their opinion on the question.

With respect to the knowledge management process, there are three major segments of questions that this thematic paper will examine the factors which have a significant impact on the accomplishment of the center.

Below table displays a set of questions that this thematic paper adopts to ask the interviewees:

Table 3.1 The interview questions

Interview Questions	President	Manager	Voluntary Personnel
1. Organization Background			
1.1. When the center had been established?	✓		
1.2. How many years have you been working at the center?	✓	✓	✓
1.3. What is your inspiration or motivation for initiating the voluntary work?	✓	✓	✓
1.4. Does the center have an organizational structure?	✓		
1.5. According to the organizational structure, does each position has clear job description?	✓		
1.6. Does the center have the management system of job distribution and job responsibility or not? If yes, please clarify.	✓		

Table 3.1 The interview questions (cont.)

Interview Questions	President	Manager	Voluntary Personnel
1.7. According to the current management system, how was the result? Please clarify.	✓		
1.8. What are your job responsibilities?	✓	✓	✓
1.9. How do you manage your duties?	✓	✓	✓
2. The principle aspect of knowledge management in the center			
2.1. Knowledge management			
2.1.1. Does the center has organizational knowledge?	✓	✓	✓
2.1.2. How do you access to organizational knowledge?	✓	✓	✓
2.1.3. How does the organizational knowledge support your job responsibilities?	✓	✓	✓
2.1.4. What are the obstacles to knowledge management? and how can you manage it?	✓	✓	
2.2. Knowledge creation			
2.2.1. Does the center provide any activities or sources in order to create knowledge for the personnel or not? If yes, please clarify.	✓	✓	
2.2.2. How often you attend those activities? What do you feel about it?	✓	✓	✓
2.2.3. Do you think those activities important to the center or your career or not? If yes, please clarify.	✓	✓	✓
2.3. Knowledge transfer			
2.3.1. Does the center have activities that allow personnel to share, exchange, and transfer the knowledge or not? If yes, please clarify.	✓	✓	✓

Table 3.1 The interview questions (cont.)

Interview Questions	President	Manager	Voluntary Personnel
2.3.2. Do you think sharing, exchanging, and transferring knowledge is essential for you or not? If yes, please clarify.	✓	✓	✓
2.4. Knowledge storage			
2.4.1. Does the center have systematic knowledge storage which able to access or not? If yes, please clarify.	✓	✓	✓
2.4.2. How often you access the information?	✓	✓	✓
2.4.3. What kind of information or knowledge that you access most?	✓	✓	✓
2.5. Knowledge application			
2.5.1. According to those activities, did you adopt learned knowledge in your daily working life or not? If yes, please clarify.	✓	✓	✓
2.5.2. Do you face any obstacles to apply learned knowledge in your daily working life? If yes, please clarify.	✓	✓	✓
2.5.3. What do you think if the center operates without knowledge management?	✓	✓	✓
3. Perspective on the future success			
3.1. Please describe the success of the center in your perspective?	✓	✓	✓
3.2. How do you think about the relationship between knowledge management and the success of center? Is it important?	✓	✓	✓
3.3. Do you think which any other factors will lead center to the success?	✓	✓	✓
3.4. In your opinion, what should the center be developing, modifying or improving for the success?	✓	✓	✓

Table 3.1 The interview questions (cont.)

Interview Questions	President	Manager	Voluntary Personnel
3.5. As you are part of the center, how will you contribute to the accomplishment of center?	✓	✓	✓

3.3 Data Analysis

With respect to the qualitative research method, the data analysis from an in-depth interview option has been selected to gain insight into how the president and operational voluntary personnel manage organizational knowledge. Hence, the information provided by the interviewee which related to their responsibility was captured and decoded. Subsequently, the knowledge management process including knowledge creation, knowledge transfer, knowledge storage, and knowledge application served as crucial variables to encourage center success. Moreover, the perspective on future success was given focus to explain its relationship with the intention to contribute an accomplishment of the center.

CHAPTER IV

FINDINGS ANALYSIS

In this section of the paper, the researcher conducts a finding by only one method which is an in-depth interview. The interview periods were held from 6 to 15 July 2020 through telephone calls which took approximately 15 to 30 minutes to complete. The interview was organized in an informal setting, as it allows the interviewee to feel relaxed and spontaneous conversation. Furthermore, an in-depth interview provides a flexible approach that allows the researchers can quickly adapt questions to improve responses when the useful insights are not being captured.

Regarding the interview findings, the objective of the in-depth interview is to find the affirmation and realize the hidden factors which affect the centers' success, and figure out the appropriate practice of the organization's knowledge management for the centers.

After the researcher has done an in-depth interview, it can briefly analyze from all the record data as per the following information. With respect to the set of questions in the Methodology section, there are three main genres for the question which are the interviewee background, the principle aspect of knowledge management in the center, and the perspective on the future success.

4.1 Interviewee Background

There were 16 interviewees from 7 sample centers involved in this study including 7 presidents, 7 managers, and 2 voluntary personnel. The different position of the interviewee was purposely selected in order to get the response from various perspectives. All of the interviewees are the parents of autistic children which they work as voluntary personnel responses in a different position and the profile of each interviewee is given below in Table 4.1.

Table 4.1 Interviewee list for management level and operation level

No.	Code	Name	Position	Working Experience	Center
Management Level					
1.	P1	Mrs. Wasana Samrerat	President	9 Years	Pathum-tani Province
2.	P2	Mrs. Araya Daengsaeng	President	9 Years	Chonburi Province
3.	P3	Mrs. Jiratha Khongthon	President	3 Years	Prachinburi Province
4.	P4	Mr. Tassanai Hariruk	President	3 Years	Sisaket Province
5.	P5	Mr. Sathian Tongtawee	President	2 Years	Phitsanulok Province
6.	P6	Mr. Kampanat Mahan	President	7 Years	Phangnga Province
7.	P7	Mrs. Patchara Saingarm	President	5 Years	Trang Province
Operation Level					
8.	M1	Mrs. Nuenghathai Semachai	Manager	9 Years	Pathum-tani Province
9.	M2	Mrs. Pornpen Thingpraew	Manager	9 Years	Chonburi Province
10.	M3	Mrs. Kodchaphan Horrungruengchai	Manager	3 Years	Prachinburi Province
11.	M4	Mrs. Suwarn Thongara	Manager	3 Years	Sisaket Province
12.	M5	Mrs. Chutikarn Boonsanong	Manager	2 Years	Phitsanulok Province
13.	M6	Mrs. Ploypailin Rattana	Manager	7 Years	Phangnga Province
14.	M7	Mrs. Kulthida Saengtikarn	Manager	5 Years	Trang Province
15.	V1	Mrs. Walapha Thongdee	Clerk	3 Years	Pathum-tani Province
16.	V2	Mrs. Wannapa Somsri	Clerk	4 Years	Chonburi Province

All presidents from seven centers are the founder of each center and have been collaborating with other autistic's parents who are those seven managers in order

to establish the center. Since then, they have been working at the center until the present. In addition, the founders, managers, and voluntary personnel have the same primary motivation and purpose to work at the center because they would like to help and develop life skills for their autistic children. Besides, there are three critical reasons that all of them have to encounter. Firstly, they are suffered that their children cannot study in the normal school system. Secondly, 6 interviewees out of 16 interviewees cannot afford the tuition fees to send their children to study and develop at the Thai Autism Vocational Center in Bangkok, as the program has a very high rate of charge. Lastly, all of them did not have time to travel from Chonburi to Bangkok for sending their children to develop at the hospital in Bangkok.

Referring to the organizational structure, all of seven centers have their own organizational structure including job title and job description, which each voluntary personnel will be assigned to work in various departments according to the work distribution from the president and their abilities.

“Put the right man to the right job to lighten the workload, it really helpful for the center”. (P1)

4.2 The principle aspect of knowledge management in the center

With reference to the interview conversation, we found that all seven centers have their own organizational knowledge.

4.2.1 Knowledge creation

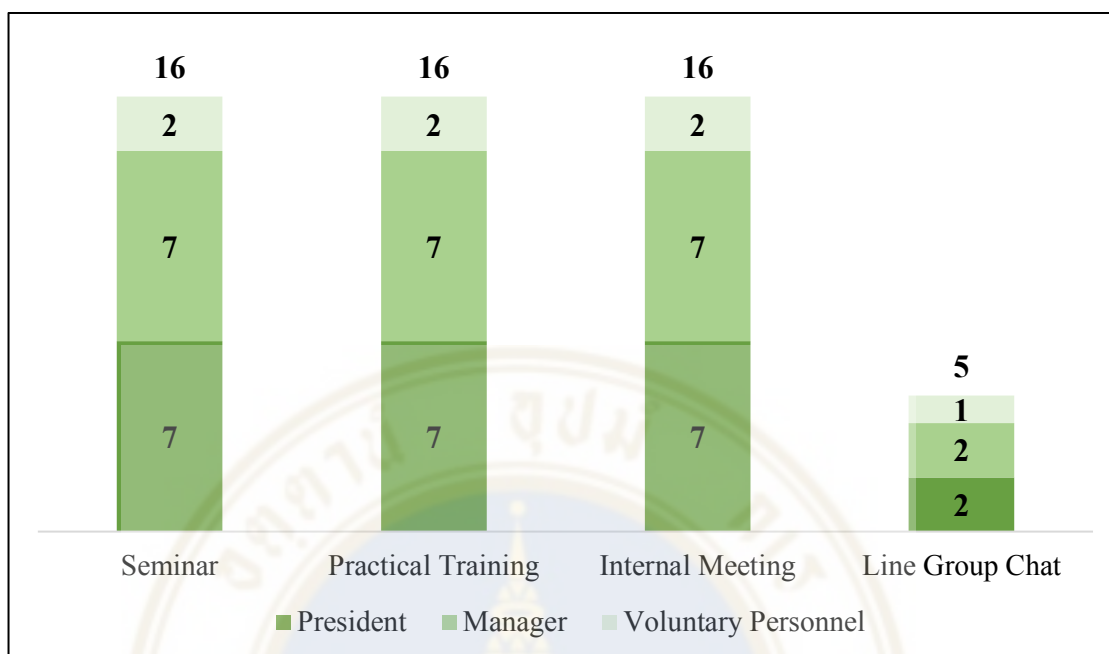


Figure 4.1 The activities list to support the personnel generate knowledge creation

According to the aforementioned figure 4.2.1, there are three main activities that all centers provide to support their voluntary personnel for generating knowledge creation which including seminar, practical training, and internal meeting. The details of these activities are provided as per the following information.

Firstly, the seminar is an activity that the center will send the representative to join the external seminar provided by the public and private institutions which focus on a particular topic about autistic issues. This activity is essentially assigned to discuss and raise questions. For instance, the center has to send the representative from their center to attend the seminar with the Department for Empowerment of Persons with Disabilities every year. The main objective is to learn and update the information about the new fund for the promotion and development of the quality of life of the disabled. Therefore, the center will select qualified children with the fund to support a better quality of life.

“I always support my voluntary personnel to let them improve and develop their competencies”. (P2)



Figure 4.2 The seminar for Life Skills Developing Autistic Person Center

Secondly, practical training is the activity that the representative from each department who related to the topic of the training participate in practical training provided by the public and private sectors. In addition, this activity is a goal-oriented and diverse work which develops competence in relation to the professional field and provides guidance to the work. For example, the representative of center has to attend the practical training with Autistic Parents Association (Thai) and Autistic Thai Foundation to study guidelines for the design of annual teaching plans every quarter.

“We have to allow our voluntary personnel learning by practicing”. (P4)



Figure 4.3 The practical training for Life Skills Developing Autistic Person Center

Lastly, the internal meeting is setting by the center which including both formal and informal. This meeting is generally held to discuss issues and allow voluntary personnel to engage during a meeting. For instance, every center always setting a monthly meeting to monitor and review the implementation of teaching plans.

“I like the way that the president give an opportunity for everyone in the meet comment and suggestion, she always listens to everybody voice”. (V2)



Figure 4.4 Internal meet of Life Skills Developing Autistic Person Center, Chonburi Province

Nevertheless, there are only two centers that have another tool differently from the rest which is Line group chat. Nowadays, communication through Line chat is considered as important communication channel of people in this era. Furthermore, this tool is an informal channel which easier to access and allow every voluntary personnel in the center freely to communicate, discuss issues, give feedback, and provide the recommendation. For example, when some voluntary personnel has a new idea to develop their own teaching plan for the children, they will post the idea into the Line group chat to seek for comment and feedback from the others.

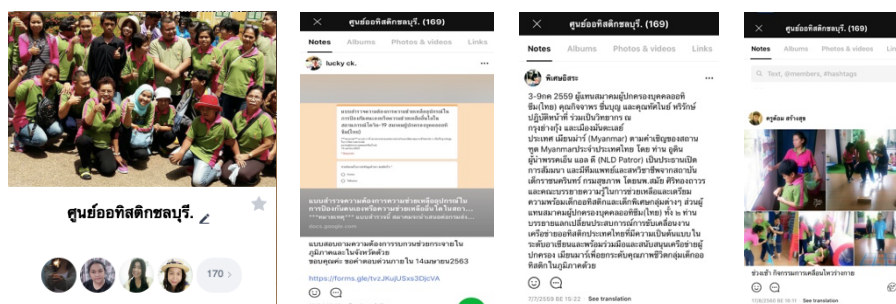


Figure 4.5 Line group chat of Life Skills Developing Autistic Person Center

4.2.2 Knowledge transfer

Basically, all centers have several forms of knowledge transfer containing both formal and informal approaches. After the voluntary personnel attended those knowledge creation activities as mentioned above, they have to propagate or convey the knowledge to their colleagues when they get back at the center. There are three main knowledge transfer activities which are team coaching, one on one coaching, and one on one conversation. The detail of knowledge transfer activities that the interviewee have been attended is given below in Figure 4.2.2 and the examples are described as per the following paragraph.

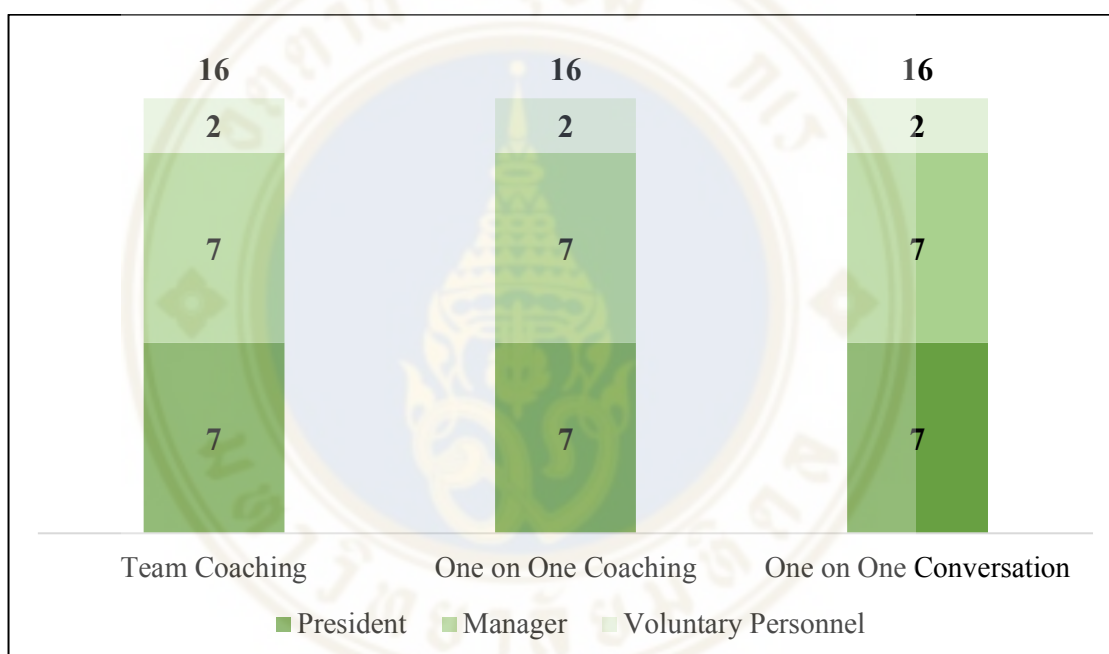


Figure 4.6 The activities list to support the personnel achieve knowledge transfer

With respect to the figure 4.2.2, the first two of formal knowledge transfer activities are team coaching and one on one coaching. Firstly, team coaching is the activity that sets up to train everyone in the department for learning the details of their team responsibility and scope of work in order to take over the colleague's responsibility when someone has urgent leave. Moreover, this activity allows voluntary personnel who obtain new knowledge and ability from attended seminar or practical training to share those knowledge and new experience with colleagues. For example, if the voluntary personnel who have joined the seminar on occupational training for autistic children,

they have to set a group meeting to demonstrate and transfer new knowledge to their colleagues who responsible in the occupational training at the self-help development department.

“Teamwork is the best and there is no one-man show at this center”. (P4)

Secondly, one on one coaching activity is a specific coaching for the new voluntary personnel before allowing them to teach autistic children in the center. The aim of this activity is to set a voluntary personnel teaching standard. Besides, the voluntary personnel from each department will convey the duties and responsibilities to new voluntary personnel to learn and practice before working on a real job. For example, when the center has new voluntary personnel responsible for developing small muscle training in the self-help development department, then he or she has to learn how to perform those duties by mentors who currently responsible for this job.

“I think one on one coaching is very useful for me. According to the first three months that I have been working here, I took a while to learn how to handle my job. Then I can go through all obstacles because I got a good coach who always gives me a valuable advice”. (V2)

Furthermore, every interviewee also mentioned that they have an informal knowledge transfer among the colleagues by having one on one conversation during free time. This activity is one channel that opens for voluntary personnel to consult with their colleagues and exchange knowledge about their routine job freely. For example, voluntary personnel of each department has lunch together and begin to discuss, consult, and give advice to each other about their children during the lunch break.

“As I am a manager of this center, during the free time, the voluntary personnel usually consult with me about their working

obstacles and sometimes ask for the advice on how to develop their abilities and skills". (M6)

4.2.3 Knowledge storage

After the center has given an opportunity for voluntary personnel to conduct the knowledge creation activities and knowledge transfer activity, so this paragraph will clarify how the center stores the organizational knowledge. Generally, all centers have a variety of knowledge storage systems. There are six essential channels that the centers used to store organizational knowledge including individual memory, document file, photo library, Line group, Facebook, and website. The detail of knowledge storage systems that the interviewees have been using is given below in Figure 4.2.3.

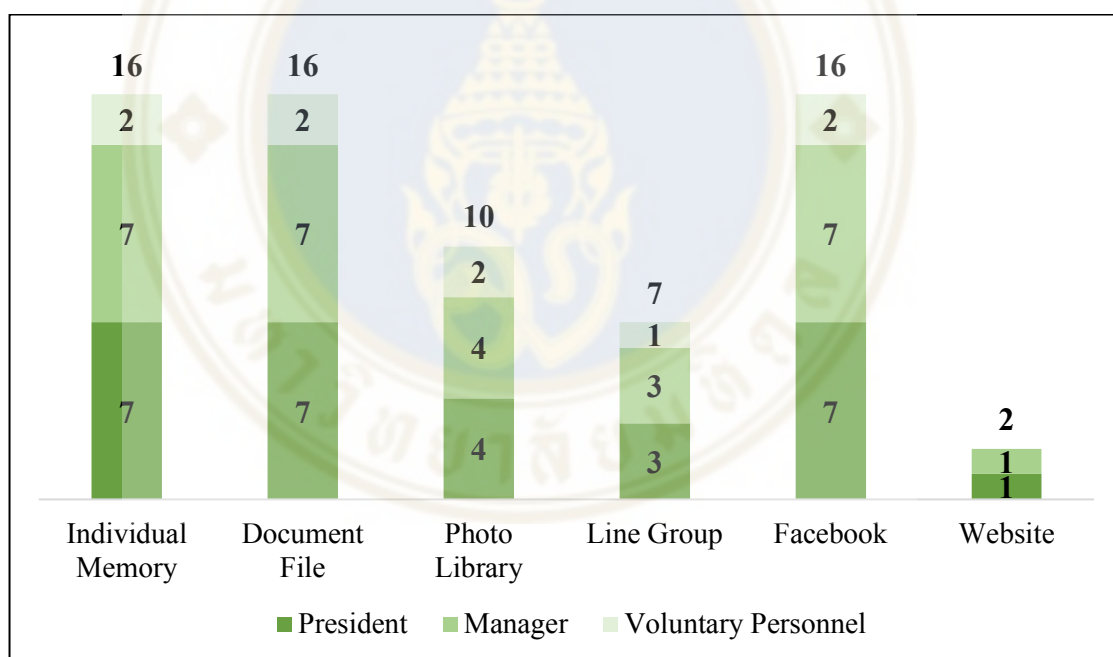


Figure 4.7 The detail of knowledge storage systems

Regarding the above chart, there are two common knowledge storage systems that all centers adopt such as individual person memory and document files. Firstly, individual memory refers to a person's memory or the recognition of the organization's knowledge from the experience that the person has been accumulated through life during working at the center. Secondly, document files are including both

soft files which saved in the data center and hard copy bound in a filing cabinet. In addition, four centers from seven centers mentioned that they also keep information by taking the photo in order to make it more convenient to visualize. For example, occupational training at the self-help development department has a photo manual of how to do the cloth bag step by step since the sewing process to the end process for voluntary personnel to visualize it. This tool also helps the center control the operation standard and finished goods standard.

“When our voluntary personnel want some information, they directly run to me for asking details in each topic rather than open the document files. As they know that I would be the one who can memorize everything”. (P7)

“Sometimes it is better to let photos explain the story rather than using the words to describe the information”. (P2)

Presently, the use of online communication channels is a new normal in this era as it is a tool which facilitates people’s life more convenient and faster to interact with each other. According to the technological advancement, the centers also use the online communication channels to save their organizational knowledge and share important information among an internal organization. For instance, three centers out of seven centers mentioned that they use Line application to update the news, discuss important or urgent information with their voluntary personnel, and keep serious information about the center. Moreover, all of the presidents from seven centers said that they create a Facebook official to update their special event and activity, keep some important information internally, and promote their center to the public. Lastly, there is another center currently using the website in order to keep internal information and also providing general knowledge about autistic people publicly.

“Even though, most of us are X generation but we learn how to use the online tools to facilitate our daily life”. (M5)

4.2.4 Knowledge Application

There are several characteristics of the individual seeking to apply effective findings and understanding and making use of organizational knowledge. With respect to the findings, all of the interviewees have been captured new knowledge and can apply to the knowledge management process. For example, when unexpected circumstances occurred, voluntary personnel can analyze the problem and be able to act properly in dealing with those situations because they can apply what they already learned into their real-life situation. Nevertheless, there are 3 managers from 7 managers experience the knowledge application failure among their voluntary personnel. For example, the voluntary personnel do not trust their own ideas and lack of confidence to apply knowledge for handling the unexpected circumstance. Specifically, most of the voluntary personnel was completed secondary school which has only basic academic knowledge, reading and writing skills. As the center is a non-profit organization, the scope of work is voluntary work which is not necessary to recruit people who have a high level of competency because the center cannot select the person who completed a bachelor's degree or graduated in the specialized teaching same as other organizations.

“We have to let our voluntary personnel learn how to adapt and apply knowledge because practice makes perfect”. (P2)

“Sometimes it takes a period of time to let our voluntary personnel adopt the new knowledge because individual voluntary personnel has a different level of knowledge and skills”. (P6)

“Cross the stream where it is shallowest”. (M2)

Finally, all interviewees from seven centers mention in the same voice that it would be hard for the center to succeed if it operates without prudential knowledge management. Furthermore, all seven presidents and five managers out of seven managers aware that knowledge management is very important. If the center operates without knowledge management, then the center could not move on anymore and in the worst case, they have to shut down the service. On the other hand, there is one voluntary

personnel who claimed that she trusts in the current management system as it already perfect for her.

“The center will not achieve the goals if we operate without knowledge management and having good teamwork”. (P4)

“Presently, I think the center has a good operating system because there are many experts people working here”. (V2)

4.2.5 The perspective on the future success

There are various different perspectives that the interviewees define the meaning of the center’s success. Firstly, there is only one primary vision of the center success that 16 interviewees describe in the same definition which is “the evolution of their autistic children”. The evolution of their autistic children refers to the competency to developed children’s abilities in order to survive on their own independently and they would be able to live happily in society. Secondly, the majority of interviewees also emphasize that the center would be success with sustainability by operating with the right knowledge management and using the appropriate teaching tools and system. Additionally, all interviewees concentrate on the ability of teamwork in order to work more efficiently and effectively. Lastly, all of the presidents and managers mentioned that one more crucial factor which also leads to the center’s success is budgeting support from both public and private sectors. As mentioned earlier that the center is a non-profit organization, there are free of charge for using the services at every center. Therefore, the president has to work very hard to find the source of the support budget to operate the center.

“Promote the quality of autistic children family's life, being accepted and able to live happily in society”. (P1)

“Even though everything has changed but it cannot change the bond of parents like us. We wish to use our efficiency and effectiveness of parental rights to train and develop our kids and able to live happily in society”. (P2)

“To accomplish great deeds one must have knowledge as well as courage”. (M2)

“The ability and expertise of our voluntary personnel is the key success for the center”. (M6)

“Applied the new technology advancement also critical in order to facilitate our responsibility”. (V1)

“Without budgeting support from the public sectors and the donation from private sectors, we can operate the center but it will be hard and affect all stakeholders in a negative way”.

4.2.6 Conclusion

Taking the aforementioned findings into account, it is clearly seen that the knowledge management process is one of the crucial factors in the organization's success. To have an appropriate knowledge management process including knowledge creation, knowledge transfer, knowledge storage, and knowledge application will increase the opportunity for success. Additionally, there are two crucial factors that also lead to the accomplishment of the center including the teamwork skills of voluntary personnel and the supported budget from both the public and private sectors. These factors will help to manage the internal operations of the organization and facilitate all centers to achieve the goals.

CHAPTER V

CONCLUSION

The objective of this thematic paper was to explore how knowledge management directly impacts to the accomplishment of the center. To achieve the objective, this study conducted the findings by interviewing 16 voluntary personnel from 7 sample centers. The framework used is the knowledge management process as shown in the research framework. This chapter will start with the conclusion of this thematic paper, then follow with the practical recommendation. The final part will discuss the limitations and future extensions of this study.

5.1 Conclusion

From this study's finding, it is implied that the knowledge management directly impacts the accomplishment of the center. Specifically, the center could not move on or has to shut down the service if they operate without knowledge management according to no knowledge to provide the service for helping society. Hence, every center must have all four components including knowledge creation, knowledge transfer, knowledge storage, and knowledge application. If some factor is missing, it might affect the success of the organization because there is consistency between each component and also support each other. The outcome of the knowledge management process that operates at the center provided as per the below table 5.1.

Table 5.1 The outcome of the knowledge management process that operates at the center

Knowledge Management Factors	Outcomes
Knowledge creation	There are three main activities that all centers provide to support their voluntary personnel for generating knowledge creation including seminars, practical training, and internal meeting.
Knowledge transfer	After the voluntary personnel attended those knowledge creation activities, they have to convey the knowledge to their colleagues through three main knowledge transfer activities which are team coaching, one on one coaching, and one on one conversation.
Knowledge storage	There are six essential channels that the centers used to store organizational knowledge including individual memory, document file, photo library, Line group, Facebook, and website.
Knowledge application	All of the interviewees have been captured new knowledge and can apply to the knowledge management process.

With respect to the knowledge management process, it has a significant relationship with the success of center. This outcome supports the knowledge management process theory. However, this result conforms to the findings of Davenport and Prusak (1998) studying the working knowledge on how organizations manage what they know and Alavi and Leidner (2001) a study of the review knowledge management and knowledge management systems.

Furthermore, there is a critical definition that the center illustrated on their success. The key center success can portray as the evolution of their autistic children in terms of the competency to develop children's abilities in order to survive on their own independently and live happily in society. Thus, this outcome corresponds to the findings of Sawhill and Williamson (2001) a study of Measuring what matters in nonprofits.

Besides, other important findings in this thematic paper are the teamwork skills of voluntary personnel and the budget support from private and public sectors which significantly related to center success. Therefore, having the teamwork skills and supported budget to operate the center will strengthen the center to move forward more

quickly and effectively. Likewise, it should be noted that budget support has a significant positive relationship to organizational success.

5.2 Recommendation

According to the aforementioned information to the center's success, there is one main practical recommendation to increase the opportunity for success. The detail will be explained as per below by separate into three responsible positions including the president, manager, and voluntary personnel.

5.2.1 Recommendation for the president

To start with the recommendation for the president level, the president should set up the new policy and strategy to systematize and professionalize the center. The establishment of the new policy and strategy will help the organization operates by itself with the efficient knowledge management process and creates positive pressure to the voluntary personnel. To begin with, setting a knowledge creation by announcing a new policy of document the working manual by letting the voluntary personnel from each department create the core process of teaching and working into the manual. The objective is to help current voluntary personnel adopt the manual in their current tasks and facilitate the new generation who will handle their responsibilities in the future. For example, creating the manual procedures of requesting supported budget from the government and private organizations, and guidebook for the process of assessing children's behavior development.

5.2.2 Recommendation for the manager

For the manager level, the manager should follow the new policy of the center as mentioned in the previous paragraph. Firstly, the manager should do the knowledge transfer by setting up an internal meeting to convey the information about the new policy and give advice to the voluntary personnel on how to document the core process of their teaching and working process into the manual. Next, the manager should provide the knowledge storage system to allow voluntary personnel to gather and

maintain the manuals appropriately. For instance, to save the soft file of manual into the organization's data center or group Line chat, then post the manual into the board of each department. After that, the manager should arrange practical training to let voluntary personnel learning by practicing it. This stage will help voluntary personnel able to apply their knowledge to real life.

5.2.3 Recommendation for voluntary personnel

For the voluntary personnel level, the voluntary personnel should be able to list down all the details of their current tasks into the manual. Moreover, the voluntary personnel should put the name of the manual and collect all manuals into the provided storage system. Lastly, this manual will be a tool which facilitates voluntary personnel to share information easier and pass on to the newcomer generation. These activities will support voluntary personnel's abilities and skills for having continuous development because the abilities of the staff also reflect the abilities of the center.

5.3 Limitation

There are important limitations to note in this thematic paper. First of all, due to the limited of time, the sample size in this study is only 16 interviewees from 7 centers, which is not large and may have provided some biases in the results. Secondly, the interviewees may have some bias from their experience, believe, and perspective. Finally, there is only one indicator of the center success measurement in this study which is the knowledge management process.

5.4 Future Research

Herein lies the most focused suggestion for future research, firstly, to employ a larger sample size to increase the explanatory power of the empirical results. Then, use other indicators to enhance the results attained by this thematic paper, such as the leader's vision and mission, the attitude, and leadership skills.

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Appendix A: The activities list to support the personnel generate knowledge creation

Activity	No. of participation				Detail
	Total No.	P	M	V	
1. Seminar	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
2. Practical Training	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
3. Internal Meeting	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
4. Line Group Chat	5	2	2	1	P2, P3 M2, M3 V2

Appendix B: The activities list to support the personnel achieve knowledge transfer

Activity	No. of participation				Detail
	Total No.	P	M	V	
1. Team Coaching	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
2. One on One Coaching	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
3. One on One Conversation	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2

Appendix C: The detail of knowledge storage systems

Channel	No. of participation				Detail
	Total No.	P	M	V	
1. Individual Memory	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
2. Document File	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
3. Photo Library	10	4	4	2	P1, P2, P3, P4, M1, M2, M3, M4, V1, V2
4. Line Group	7	3	3	1	P2, P3, P4 M2, M3, M4 V2
5. Facebook	16	7	7	2	P1, P2, P3, P4, P5, P6, P7 M1, M2, M3, M4, M5, M6, M7 V1, V2
6. Website	2	1	1	-	P1 M1