IMPLEMENTATION OF KNOWLEDGE MANAGEMENT: A COMPARATIVE STUDY OF THE SECRETARIAT OF THE HOUSE OF REPRESENTATIVES AND THE SENATE OF THE THAI PARLIAMENT

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ABSTRACT

Title of Dissertation   Implementation of Knowledge Management: A
                              Comparative Study of the Secretariat of the House of
                              Representatives and the Senate of the Thai Parliament

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The problem addressed in this study is that little action is taken to create the value of Knowledge Management (KM) implementation for the Thai Parliament. There is a need to increase the understanding of KM in terms of the characteristics, processes, outcomes, and critical success factors (CSFs) in order to integrate a framework to study KM. The purpose of this study was to investigate the KM elements, in terms of characteristics, processes, outcomes, and the CSFs at the Thai Parliament. The research questions were: 1) How do KM characteristics affect the KM implementation at the Thai Parliament?; 2) How does the parliamentary staff deal with the KM processes at the Thai Parliament?; 3) How can KM outcomes support the KM implementation at the Thai Parliament?; 4) Why has leadership become the most important CSF for the KM success of the Thai Parliament?; and 5) What is the difference between the approach of KM implementation at the Secretariat of the House of Representatives and the Senate of the Thai Parliament?.

The overall research design was the qualitative research approach. A number of tools were used to collect the needed data and information - survey-questionnaires, in-depth interviews, critical incidents, and focus-group discussion. The results of the study generated four specific categories - characteristics, processes, outcomes, and the CSFs. The study showed that: 1) most staff members do not understand what the KM characteristics are, but they believe that process-based KM is the KM characteristic at the Thai Parliament; 2) this characteristic leads to the KM process at the Parliament,

which has five stages - knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application, and most staff members think that knowledge sharing is the most important stage of all and they deal with KM by instruction; 3) KM outcomes were represented in terms of KM activities, i.e. the KM Day at the Secretariat of the Senate and the LO Day at the Secretariat of the House of Representatives, which support the concrete direction of the Thai Parliament as it aims to be a learning organization; and 4) both Secretariats agree that leadership is the most important CSF. The second group of the important CSFs was ICT, culture, network, training, and motivation. The rest were strategy, structure, HRM, measurement, and process. In the meantime, the study also set assumptions for the research study. In this respect, the findings were well-suited to respond to the assumptions. Lastly, the research study attempted to synthesis the findings and to establish an integrated KM-element to be a model for KM implementation success.

The conclusion of the study is as follows: a) both Houses have the same KM characteristic: a process-based approach; b) both Houses believe that KM processes contain five stages: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application; c) both Houses participate in the LO Day / the KM Day as their KM outcomes; and d) both Houses believe that leadership is the most important CSF for KM success. The study contributes to the theory and practice of KM: a) as an authoritative guideline for social behavior, which is corroborated by Scott's model of institutional pillars and carriers; and b) as a policy-making guideline, in terms of presenting an integrated model of KM implementation. Lastly, as the Thai Parliament is an important social change agent in the society and has the power to exert positive social change in society by engaging in KM, the implications of this research study provide a nascent study of the integration of KM knowledge at the Thai Parliament in order to support the best services for the MPs, who are representatives of the Thai people, accordingly.

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have a chance to do so as he passed away in May 2016. I will miss his warmth, his sense of humor, and his encouragement for good.

Most importantly, during the two years in which I was writing this dissertation, my father and my mother gave me a huge amount of love and support. They have been a continuous source of encouragement for me. This success of my PhD graduation is the most invaluable present I can provide them, in return, for their dedication. Above all, I would not be what I am today without their sacrifice and nurturing. I dedicate this dissertation to them.

Lastly, I hope that this research study will inspire the parliamentary staff to pay more attention to getting involved with the KM implementation process at the Parliament so that they can develop their own body of knowledge regarding KM. More or less, it may help them find a way to deliver their best service to Members of the Parliament (MPs), who are directly the representatives of all Thai people. Based on this ground, I hope that my dissertation will help Thai society in terms of the country's development.

Pakpoom Mingmitr
September 2016

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introducing the Chapter

Knowledge is considered the most critical resource of an organization in the emerging knowledge-based society. The concept of knowledge might not be a new topic of research study, but it still has been regarded as an important topic of study and it draws from a wide range of disciplines (Jasimuddin, 2012). A number of signs of knowledge management (KM) can be seen in the modern world through conferences regarding to the KM topic and articles published in many academic journals (Prusak, 1997). In this respect, organizational knowledge is the core component that is widely discussed in the emerging interdisciplinary discourse of knowledge management. According to Jone (2006), KM means the process of acquiring knowledge from the organization and transforming it to explicit information that can be used by the staffs, which they can create their knowledge afterwards. The purposes of the research study are: 1) to examine how KM characteristics affect KM implementation at the Thai Parliament; 2) to study how the parliamentary staffs deal with the KM processes at the Thai Parliament; 3) to investigate how KM outcomes support KM implementation at the Thai Parliament; 4) to study how leadership is likely become the most critical success factor (CSF) for KM success at the Thai Parliament; and 5) to compare the difference of KM implementation between the Secretariat of the House of Representatives and the Senate.

Based on this ground, this research study seeks to investigate the implementation of KM, from behavioral and cultural perspective, of a group of knowledge workers as sophisticated participants in one of the crucial organizations in Thailand: the Thai Parliament. The participants in this research included a purposefully selected group consisting of a number of potential parliamentary staff members that have been working, for a number of years, in the area of international

affairs at the Thai Parliament. This study employs qualitative case study methodology to illustrate the phenomenon under investigation.

The first chapter begins with an overview of the background and context that frames the study, in Section 1.2, to illustrate how knowledge and knowledge workers are important in the organizations. The following sections present the problem statement in Section 1.3 to show a need for enhancing the understanding of the behavioral side of KM and how the findings of the study will contribute to positive social change within the organization. In Section 1.4, the statement of purpose and research questions are presented to show the goal of the study and its five research questions. The assumption of the study is presented in Section 1.5. The research approach is presented in Section 1.6 to show that this study employs qualitative research methods. In Section 1.7 the role of the researcher in this study is presented. Section 1.8 focuses on the rationale and significance of the study. The definitions of some of the key terminology used in this study are described in Section 1.9. In Section 1.10, the organization of the study is presented. The chapter ends with a concluding summary in Section 1.11.

1.2 Background and Context

Knowledge has become an important factor for organizational development. Knowledge about knowledge is critical for the success of organizations. In fact, KM is quite new. The KM concept is difficult to comprehend by reference to its topic alone (Jasimuddin, 2012). The definitions of KM in the KM community are still unclear. Although the current development of information technology (IT) has expanded the awareness of managing knowledge, KM is still not technology. To some extent, IT can be exploited as an enabler of the knowledge management system (KMS). In short, IT and KMS can be merely tools, but not a universal solution. Furthermore, the publishing model - collecting information and circulating it to all staff has not been an effective means for the organizations to manage knowledge. Organizations must align their KM planning with organizational activities and objectives before considering technological solutions.

In any organizations, "knowledge workers" are considered the most valuable human resource (Wickramasinghe & Von Lubitz, 2007). Hence, finding, attracting,

and motivating knowledge workers are the key to the success of most organizations (Cross & Prusuk, 2003). The organizations cannot manage its knowledge when the staff, especially knowledge workers, do not know that they do not know, do not know why they should share knowledge, and do not know the value of sharing knowledge (Garfield, 2006).

This study approaches KM from the organizational, cultural and behavioral perspectives. Human behavior is the controlling factor behind the successful implementation of KM because human interactions and the results of the creations of objective knowledge is the key to progress (Nonaka & Peltokorp, 2006). It is an essential matter to study KM, focusing on the essential aspects of KM elements, knowledge-based theory of organizations and innovations, and the organizational learning and strategy of KM (Ma & Yu, 2010). In the case of Thailand, a number of case studies conform to what Ma and Yu mentioned. For example, Siriraj Hospital pays more attention to KM processes, through the tool of community of practices (CoP), in order to be a learning organization.

In the case of the Thai Parliament, the context of KM aspects has focused on the essentials of KM, knowledge-based theory of the organization and innovation, and the organizational learning and strategies of KM. Based on this, the purposes of the research study aim to partially fill the gap in the behavioral perspective of KM research and to combine the KM elements to establish a nascent framework study for KM implementation at the Thai Parliament. This will be an intrinsically significant contributor to the successful implementation of KM in the case of the Thai Parliament.

1.3 Problem Statement

Whilst there are a number of studies indicating that KM has been implemented in giant companies, especially in the private sector, i.e. Ernst & Yong, Ford, Hewlett-Packard, Siemens, and Unilever (MacGillivray, 2003), it is still observed that KM is playing a greater role in all types of organizations, especially in private firms, educational institutions, public enterprises, military establishments, hospitals, and governmental and non-governmental organizations (Jasimuddin, 2012). The governments

have been forced to become more adept at grappling with many challenges, i.e. globalization of society, rapid advances in science and technology, opportunities facing governments in terms of maintaining and improving the quality of life of the citizens, and greater accountability for the actions of government (McNabb, 2007).

Nowadays, KM is adopted by the public sector to blend its strategies, planning, consultation, and implementation. Most government agencies recognize the importance of KM, in terms of it being a supportive tool for policy-making and service delivery (Warangkana Jakawattanakul, 2007). Furthermore, the evidence shows that business and government department and agencies, in each year, spend billions of dollars purchasing KM equipment, materials, and consulting as well as information and communications technology (McNabb, 2007).

This study focuses on KM at the Thai Parliament as one of the public organizations. In this respect, the term the "public sector" refers to the functioning agencies and units at the state, country, municipal, and local levels of government. This sector includes all agencies, government corporations, the military and departments, agencies, and miscellaneous units that perform some form of public service (McNabb, 2007). So far, a number of KM studies have been conducted, i.e. Siriraj Hospital in Thailand (Tippawan Lorsuwannarat, 2005), National Office of the Information Economy of Australia (Rao, 2005), NASA (McNabb, 2007), the U.S. Army's Communications-Electronics Command (McNabb, 2007), the FBI, the Department of the Navy, and the Department of US Treasury, the Office of the Architect of the Capitol, and the U.S. General Accounting Office (as required by the Legislative Branch Appropriations Act to conduct a review of all legislative branches operations) (McNabb, 2007), the Asia-Pacific International Labor Organization (Apisra Anongkhanatrakul, 2004), and the Thai Revenue Department (Warangkana Jakawattanakul, 2007).

Organizations do not manage knowledge well and they behave much like individuals. Most organizations recognize the importance of organizational knowledge as a valuable, intangible and, corporate asset. Hence, the problem addressed in this research is that the emphasis on the social aspects of KM culture within the Thai Parliament has been so little, especially in terms of the integration of KM characteristics, KM processes, KM outcomes and the critical success factors (CSFs) for KM success.

Although enhancing the parliamentary staff's KM participation significantly strengthens the competitiveness of an organization, few organizations have succeeded in creating a knowledge-based competence (Nonaka & Toyama, 2007). This supports the situation of the KM implementation of the Thai Parliament. That is, whilst the Thai Parliament pays attention to a number of KM activities in the organization, its KM implementation is still known and understood by a limited numbers of parliamentary staff members. Hence, it is useful to study KM implementation, in terms of the integration of characteristics, processes, outcomes, and CSFs, which are all crucial terms for the effectiveness of the organization. Based on this, the knowledge emerging from positive science continues to have the potential to dramatically enhance peoples' lives. Accordingly, the findings of the study will be a contribution to positive social change within organizations (Stringer, 2007).

1.4 Research Questions and Purposes of the Study

As mentioned above, the activity of sharing of knowledge is a behavior. This research study aims to explore KM implementation at the Thai Parliament. The purposes of the research study focus on KM elements: characteristics, implementation, outcomes and the CSFs for the success of KM implementation at the Thai Parliament. In this respect, the research study has the following purposes:

1) To understand how KM characteristics affect KM implantation at the Thai Parliament,

2) To understand how the parliamentary staff deals with the KM processes at the Thai Parliament,

3) To understand how KM outcomes support KM implementation at the Thai Parliament,

4) To study how leadership has become the most important CSF to support KM success at the Thai Parliament, and

5) To compare the approach of KM implementation between the Secretariat of the House of Representatives and the Senate.

Accordingly, the four general research questions are as follows:

Research question 1: How do KM characteristics affect the KM implementation at the Thai Parliament?

Research question 2: How does the Parliamentary staff deal with KM processes at the Thai Parliament?

Research question 3: How can KM outcomes support the KM implementation at the Thai Parliament?

Research question 4: Why has leadership become the most important CSF for KM success at the Thai Parliament?

Research question 5: What is the difference between the approach of KM implementation at the Secretariat of the House of Representatives and the Senate of the Thai Parliament?

1.5 Assumptions of the Study

Herewith, there are five assumptions for the above-mentioned research questions as follows:

Assumption 1: Most parliamentary staff members do not understand well KM characteristics. Some of them think that KM is about the opportunity to share their knowledge. Hence, KM characteristics must be concerned with the process of knowledge sharing. In other words, it is likely that the KM characteristics at the Thai Parliament are based on the KM-processed approach.

Assumption 2: Most parliamentary staff members do not know what the KM processes really mean. They just work as they were assigned by their supervisors. However, most of them think that knowledge sharing (KS) is the most important stage in all KM processes.

Assumption 3: Most parliamentary staff members do not realize what the KM outcomes are at the Thai Parliament. They just feel that they need to do KM as a social obligation, as other Bureaus in the Secretariats do. They just need to be the best Bureau and get certification on the Learning Organization Day (LO Day) or the Knowledge Management Day (KM Day).

Assumption 4: As mentioned, most parliamentary staff members do not consider KM processes as an important thing. They see the Chief Knowledge Officer is the most important factor for KM success. In other words, they do not trust in processes but leadership.

Assumption 5: As each Secretariat has its own approach to performing KM, the Secretariat has its own approach to performing and managing KM. It might be the same or a different practice, but it aims to be a learning organization.

1.6 Research Approach

In order to fully understand KM, this study employs qualitative research methods in order to investigate the approach of KM from the organizational and cultural perspectives, emphasizing the behavior of knowledge management. Qualitative methodology implies an emphasis on discovery and description, and the objectives are generally focused on interpreting the meaning of experience (Bloomberg & Volpe, 2008). The intent of qualitative research is "to examine a social situation or interaction by allowing the researcher to enter the world of others and attempt to achieve a holistic understanding" (Bloomberg & Volpe, 2008, p. 80).

In this study, with the approval of the Secretariat of the House of Representatives and the Senate of the Thai Parliament (See Annex F), I will study the experiences and perceptions of a number of foreign affairs officers, who are *knowledgeable workers* in the area of international affairs at the Thai Parliament. In this respect, there are three Bureaus in the Secretariat of the House of Representatives; namely, the Bureau of Inter-Parliamentary Organizations, the Bureau of International Relations, and the Bureau of Foreign Languages, and two bureaus in the Senate; namely, the Bureau of Foreign Affairs and Bureau of Languages (See Table 1.1).

Table 1.1 Bureaus in the International Affairs Arena in Both Houses in the Thai Parliament

The Secretariat of the House of Representatives (Lower House)	The Secretariat of the Senate (Upper House)
First Bureau	**First Bureau**
Bureau of Inter-Parliamentary Organizations	Bureau of Foreign Affairs
Second Bureau	**Second Bureau**
Bureau of International Relations	Bureau of Languages
Third Bureau	
Bureau of Foreign Languages	

According to Leedy and Ormond (2010) the purpose of using a case study is to understand one person or situation in depth within a natural setting. Additionally, a case study allows the researcher to have a deeper understanding of how knowledge is shared and implemented among knowledge workers; that is, the parliamentary staff. Therefore, the case study method was selected to conduct in this study.

Six steps will be used to carry out this study as follows:

First, for the actual collection of the data, a selected review of the literature was conducted in order to study the contributions of other researchers and academic writers to the broad areas of KM.

Second, survey questionnaires were sent in order to collect demographic and perceptual data from the potential parliamentary staff members. This aimed to preliminarily find the answers to the research questions. A second survey questionnaire was conducted as well for its validity and reliability. The questions for both questionnaires are shown in Annex A and B.

Third, an unstructured in-depth interview was conducted with twenty parliamentary staff members in both Secretariats - ten for each House. This aimed to find more specific answers regarding the answer gained from the previous stage. The interview questions are available in Annex C.

Fourth, the interview data responses were analyzed within and between groups of interviewees (e.g. staff and directors) in the same House and different Houses.

Fifth, a number of critical-incident questions were given to the participants at the end of each interview in order to check the data collected through other means. The critical incident form is attached in Annex D.

Sixth, a focus-group interview was conducted with six parliamentary staff members from each House in order to cross-check the data from that group with the data collected through the interviews. More details on the research methodology are explained in Chapter 3.

1.7 The Researcher

Holliday (2002) states that the qualitative researcher must never forget to approach his or her own actions as strangers. In this respect, the researcher should be seen as a person that can be trusted to fairly report and be informed enough to pose meaningful questions (Rubin & Rubin, 2005). For the interviewing process, in particular, the researcher should conduct the interview, progressing from questions about concrete situations to more abstract and interpretive questions that probe an informant's experience and interpretation of events (Singleton & Straits, 2005). In short, Stewart, Shamdasani, and Rook (2007) recommend that the role of the researcher should be a moderator or facilitator of the discussion as an interested respondent. Based on this, I conducted the interview as the above-mentioned academics advised. From the opening question to let the respondents feel free to talk, to the in-depth questions to ask for examples to support the respondents' views, I aced act as a neutral moderator. Most importantly, I was aware of using my own perspective to guide the respondents for the wanted answers to support the study in the direction I needed.

1.8 Rationale and Significance

Most management strategies fail because the employee is unable to see the benefit of KM implementation. Accordingly, the rationale for this study emanated from the researcher's desire to uncover ways to encourage and help the Thai Parliament to reach the effectiveness of its KM implementation. Notably, knowledge

sharing is the most important stage of the KM process of the successful deployment of any KM program (Chong, 2005). Hence, the study also concentrated on KM processes, and KS in particular.

According to Stringer (2007), the knowledge emerging from positive science continues to have the potential to dramatically enhance people's lives; the finding of this study will make a contribution to positive changes in the society. Furthermore, creating what is good (i.e. value) for the organization will also generate what is good for the individuals in the parliamentary staff in both Secretariats. Accordingly, as an important social change agent in the society, the Thai Parliament has the power to exert positive social change in society by engaging in KM. Paying attention to values should be a component of the methodological rigor of social research (Gewritz & Cribb, 2006). In this respect, the significance of this study is that it will improve the KM implementation in the Secretariat of the House of Representatives and the Senate of the Thai Parliament to enhance social values to be of the greatest service to the Members of Parliament (MPs) and the people as the ultimate goal of all parliamentary staff members' service.

1.9 Definition of Key Terminology

The definitions of the key operational terms used in this study are as follows:

Knowledge: The critical learning regarding the success of organizations in terms of inter-parliamentary affairs, international relations, and interpretation in particular. Knowledge Management: The process of acquiring knowledge from the organization (or other sources) and turning it into the explicit information; which the parliamentary staff can use to transform into their own knowledge, allowing them to create and increase organizational knowledge.

Knowledge Sharing: The process of exchange of knowledge among the parliamentary staff members, which is the most important stage in the successful deployment of any KM program for implementation.

The Thai Parliament: The legislative body of the Thai government, which has two organizational units - the Secretariat of the House of Representatives and the Secretariat of the House of the Senate. The Secretariat has its own autonomous administration.

Parliamentary Staff Member: A Foreign Affairs Officer that has worked in the Bureau of Inter-Parliamentary Organization, the Bureau of International Relations, and the Bureau of Foreign Languages of the Secretariat of the House of Representatives (in the Lower House), and in the Bureau of Foreign Affairs and Bureau of Languages of the Secretariat of the Senate (in the Upper House). Their work requires knowledge in order to be successful.

The Secretariat of the House of Representatives: The Secretariat of the House of Representatives means the "Lower House", which was established on June 24, 1932 (B.E. 2475) to handle the Secretariat and clerical affairs of the sittings of the House of Representatives. In this regard, the Secretariat has continuously developed the supporting services of the legislative institution in main five areas – General Administration, Parliamentary Proceedings, Academic services, Foreign Affairs, Public Relations.

The Secretariat of the Senate-Like the Secretariat of the House of Representatives, the Secretariat of the Senate is also a government agencies subordinated to the National Assembly. It is called the "Upper House", which handles the secretariat and clerical affairs of the sittings of the Senate. However, in terms of foreign affairs, it is still under the responsibility of the "Lower House".

1.10 Organization of the Study

The study consists of seven chapters as presented in the following brief details:

The first chapter is the introduction, which provides a general picture of the study, i.e. questions and purposes of the study, role of the researcher, and organization of the study.

Chapter two is a review of the related literature, which provides a number of works related to the study, i.e. how to collect data, the concept of KM, and KM elements – characteristics, processes, outcomes, and the CSFs.

Chapter three discusses the research methodology and provides a reason for using the qualitative method. Also discussed are the research sampling, the collected information and the research methods, and validity and reliability.

Chapter four discusses the background of the Thai Parliament and KM, which provides a background of the Secretariat of the House of Representatives and the Senate and what KM implementations they have carried out so far.

Chapter five concerns the findings of the study, which provides the information collected from the research methods - survey questionnaires, in-depth interviews, and critical incidents and focus group discussion.

Chapter six is comprised of analysis and interpretation. It provides an analysis of the data collected in chapter five and an integration to answer the research questions, as shown in the first chapter.

Chapter seven is the conclusion, which provides a summary of the study and recommendations to the Thai Parliament and the final reflection of the researcher.

1.11 Concluding Summary

The first chapter of this study establishes the background and context, the problem statement, the statement of purpose and research questions, the research proposal, assumptions, the researcher's role, the rationale and significance of the study, and definitions of the key terminology used in this study. The discussions are followed by specifying the need to understand the concept of KM from a behavioral perspective. Since the concept of KM itself in the Thai Parliament has emerged into the implementation of KM for a number of years, it is worthwhile studying the integration of KM elements: characteristics, implementation process, outcomes, and the CSFs.

This chapter acknowledges the use of qualitative research methods in this study and indicates that the case study method was selected as the research design with purposeful sampling of the selected potential parliamentary staff members in the Thai Parliament. Additionally, this chapter acknowledges the survey-questionnaires, in-depth interviews, critical incidents, and focus-group interviews as the research methods. Along the line, a number of definitions of key terminology, i.e. knowledge, knowledge management, knowledge workers, has been presented. In particular, in this study, KM will be used to refer to the effective and efficient deployment of organizational knowledge so as to enhance the organization's effectiveness, regarding to KM.

The significance of the study is that it will improve the KM implementation in the Thai Parliament in order to enhance social values to make the greatest services to Thai MPs, who are our honorable representatives that deliver the best service to the nation, as the ultimate goal of all parliamentary staffs' service. This chapter is an introductory part that provides the whole picture of this study; the role of KM in the Thai Parliament and the Parliament itself will be presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introducing the Chapter

The purpose of this study is to explore KM implementation in terms of characteristics, processes, outcomes, and CSFs. In order to accomplish this purpose, an understanding of the concepts and theories related to KM is essential. Accordingly, the purpose of this chapter is to investigate these concepts and theories through a literature review.

This chapter introduces how the researcher searched for information about KM in Section 2.2. Then, the difference between information and knowledge in Section 2.3 is discussed, where tacit knowledge and explicit knowledge are explained. In Section 2.4, substantive KM is presented in terms of its mindset, role, characteristics, process, outcomes, and CSFs. In Section 2.5, the proposed CSFs for the Thai Parliament is proposed by the researcher. Section 2.6 presents the idea of KM in the Asia-pacific and in Thailand. Then, knowledge work, knowledge worker, and knowledge process are presented in Section 2.7. Section 2.8 presents the context of institutional theory. In Section 2.9, the literature gap is presented in order to emphasize how the study fills the gap between KM and its process. The chapter ends with a concluding summary in Section 2.10.

2.2 Search Strategy for the Literature Review

I mainly searched for articles from a number of major journals that discussed the concepts of knowledge sharing, knowledge management, and the Thai Parliament, and the search was conducted using the following databases: academic Search Premier, ProQuest, SocINDEX (EBSCO), SAGE Journals (Bartol & Srivastava, 2002), and the Thai Parliament website (http://www.parliament.go.th).

In addition, papers published and posted at Electronic Journal of Knowledge Management (http://www.ejkm.com.main.html) were reviewed as additional resources for KM specific issues. The articles were searched by using such key words as: knowledge management, knowledge management system, knowledge creation, knowledge sharing, knowledge-sharing behavior, characteristics of knowledge sharing, barriers of knowledge sharing, knowledge worker, networking, organizational culture, and the Thai Parliament.

2.3 Data, Information, and Knowledge

The question of whether "data", "information" and "knowledge" have a similar meaning is still unclear. Therefore, it is essential to differentiate the terms "data", "information", and "knowledge". Ferguson and Ferguson (2000, pp. 197-198) coped with distinguishing between "data" and "information" as seen in the following: "Data is a raw and unprocessed material that arrives from the external world. Information is data that has been acted upon cognitively, codified and transformed into a framework to be used for specific purposes". They also indicated that "the collection and processing of data and information are often first steps in creation of knowledge". Devenport and Prusak (2000) defined "data" as a set of discrete, objective facts about events. In the organizational context, they suggested that data are most usually described as structured records of transactions. They also described "information" as a message, usually in form of a document or an audible or visible communication. In this respect, Drucker supports such a view that information is data with attributes of relevance and purpose (Jasimuddin, 2012). It can be said that "data" become "information" when they are contextualized, categorized, calculated, corrected, or condensed (Davenport & Prusak, 2000). Nanoka and Toyama (2007) support this view that information is data put in context forming the basis for knowledge. Information is meaningful and processed data (Handzic and Zhou, 2005). When information is used to address situations with no direct precedent, it becomes knowledge (Frappaolo, 2006).

Knowledge is different from information. Knowledge is justified true belief (Nonaka, 1994). Knowledge is information that is actionable (Handzic & Zhou,

2005). Human beings can transform information into knowledge through: 1) how information compares between situations with other known situations; 2) what decision and action the information lead to; 3) how this knowledge relates to others; and 4) what other people think about this information (Davenport & Prusak, 2000).

As knowledge is created by human beings, knowledge is then subjective, process-related, and created to practice (Nonaka, Toyama, & Hirata, 2008). To some extent, knowledge is concerned about values. According to Davenport and Prusak (2000), knowledge is affected by one's values and beliefs because people with different value see different things in the same situation and organizes their knowledge according to their values. Knowledge is often viewed from different perspectives. According to Khairah and Singh (2008), it is considered an individual's power to hold on to power hinders the sharing of knowledge. There are three types of knowledge: knowledge-as-data, knowledge-as-meaning, and knowledge-as-practice (Spender, 2007). More importantly, Dalkir (2005) stated that the unique feature of knowledge is that it does not diminish when shared.

Interestingly, two aspects regarding the difference between "information" and "knowledge" discussed by Nonaka and Takeucjhi (1995 as cited in Jasimuddin, 2012) should be considered: 1) knowledge is unlike information in the sense that knowledge is about belief and commitment, and it is about action, and 2) knowledge is like information in terms of meaning. It is contextual and relational. In short, they defined knowledge as a dynamic human process of justifying personal belief toward the truth.

The figure below illustrates the data-information-knowledge hierarchy. To emphasize this hierarchy, it is important to differentiate the related concepts between data, information, and knowledge in order to differentiate "knowledge management" from other disciplines, i.e. information management.
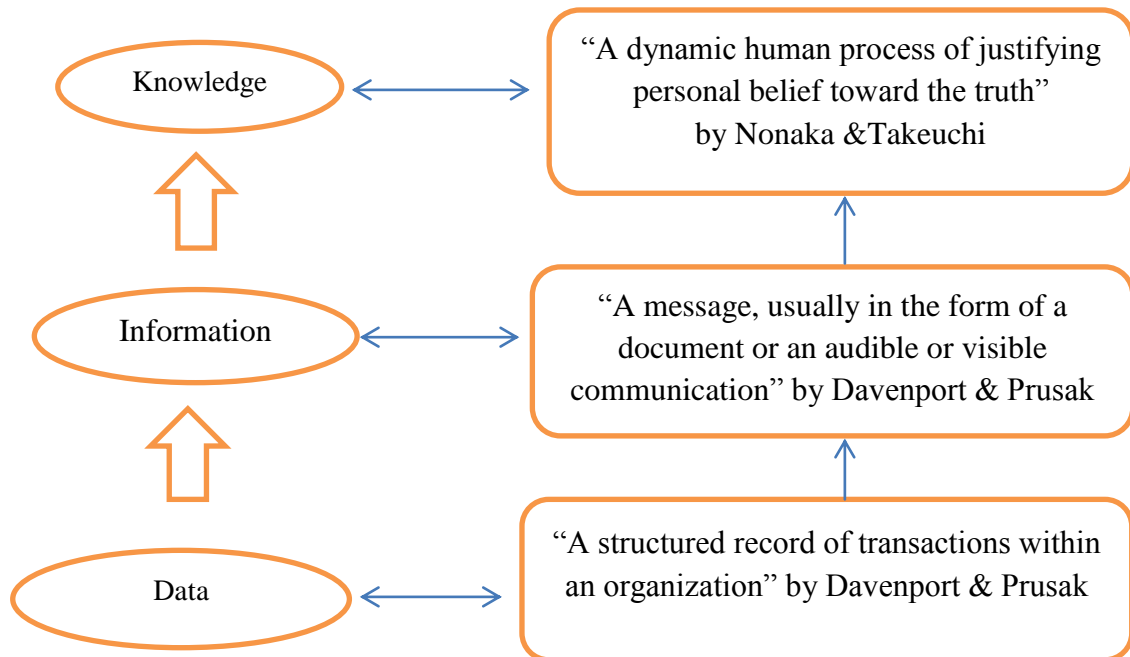
Figure 2.1 Data-Information-Knowledge Hierarchy
Source: Adapted from Jasimuddin, 2012, p. 13.

The next sub-sections present the forms of knowledge: tacit, implicit, and explicit knowledge (Sub-Section 2.3.1). Then, the role of knowledge in the organizational context is presented to claim that "organization knowledge" is the capability that members of the organization have developed to draw distinctions in the process of carrying out their work (Sub-Section 2.3.2 and 2.3.3). Knowledge creation is presented to emphasize the importance of how knowledge is created by humans, who are an important element in the organization.

2.3.1 Types of Knowledge

Clegg, Kornberger, and Tyrone (2008, p. 346) stated that "what we know about the concept of knowledge is actually limited". They stated claim Polanyi's statement (1967 as cited in Clegg et al., 2008, p. 346) as "we know more than we can tell". Then, they provided a few examples of how paradoxical knowledge is. First, was the example of riding bicycle; you know how it works but you cannot describe the complexity of the process, Second, the example of the rules of grammar; you must

use them to communicate clearly but you cannot spell out each and every rule the you were using at a particular time. In this respect, Polanyi differentiates two types of knowledge: tacit and explicit knowledge. This idea goes well with Frappaolo's idea (2006), as he states that knowledge has two forms: 1) explicit knowledge codified knowledge, documented knowledge that has been captured; and 2) tacit knowledge the private knowledge that resides only within individuals.

Nonaka and Takeuchi (1991 as cited in Clegg et al., 2008) adapted the notion of tacit knowledge for management practice. For Nonaka and Takeuchi, explicit knowledge is formalized, accessible knowledge that can be continuously thought, communicated, and shared. It is objective and formal knowledge, and can be consciously accessible and easily networked and communicated (Sallies & Jones, 2002). Tacit knowledge, on the other hand, consists of personal beliefs, values, and perspectives that individuals take for granted; they are not easily accessible and thus are difficult to communicate. It is personal knowledge that relates to hunches, insights, intuitions, feelings, imagination, and emotions (Polanyi, 1967). Further, it is "complex knowledge developed and internalized by the knower over a long time, and it is almost impossible to reproduce" (Davenport & Prusak, 2000, p.70). In short, tacit knowledge has abstract characteristics.

Nonaka and Takeuchi concluded that tacit knowledge is subjective and explicit knowledge is objective (Morey, Maybury, & Thuraisingham 2000), as can be seen in Table 2.1:

Table 2.1 Two Types of Knowledge

Tacit Knowledge (Subjective)	Explicit knowledge (Objective)
Knowledge of experience (body)	Knowledge of rationality (mind)
Simultaneous knowledge (here and now)	Sequential knowledge (there and then)
Analog knowledge (practice)	Digital knowledge (theory)

Source: Morey et al., 2000, p. 144.

Nonaka and Takeuchi (1995) presented four modes of knowledge conversion in order to illustrate the interaction between explicit knowledge and tacit knowledge:

      1) Socialization is a process of sharing experiences resulting in tacit knowledge created from tacit knowledge. For example, people learn codes of conduct and rules of behavior implicitly from other people without ever thinking about their meaning;

      2) Externalization is a process of transforming tacit knowledge to explicit knowledge;

      3) Combination is a process of systemizing concepts into a knowledge system by combing different bodies of explicit knowledge; and

      4) Internationalization is a process of embodying explicit knowledge into tacit knowledge (Clegg et al., 2008).
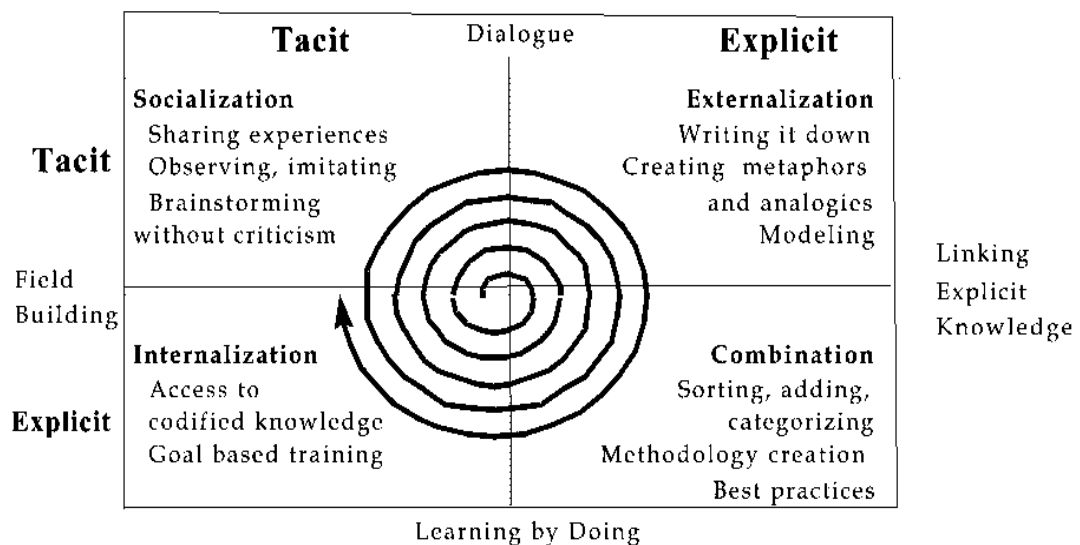
Figure 2.2 Nonaka's Tacit and Explicit Knowledge Dimensions
Source: Azreen, 2010.

2.3.2 Role of Knowledge in the Organizational Context

Scholars recognize that knowledge in the organization is the main source of a competitive advantage. For example, knowledge is a source whose refinement and reproduction create wealth, and furthermore that knowledge management is an

enabler that turns knowledge as crucial input into valuable industrial output (Earl, 2002). Furthermore, knowledge is a fundamental resource for people, whilst conventional production factors (i.e. land, labor, and capital) are secondary (Drucker, 1992).

2.3.3 Organizational Knowledge

According to Delong and Fahey (2000), organizational knowledge can be classified into three types as: 1) human knowledge, 2) social knowledge, and 3) structural knowledge. On the other hand, Christensen (2007) indicates that there are four types of organizational knowledge: 1) professional knowledge, 2) coordinating knowledge, 3) object-based knowledge and 4) know who.

Tsoukas and Vladimirou (2001) claimed that organizational knowledge is the capability that the members of the organization have develop the processes of works by staffs' understanding in order to generalize knowledge in the organization. Marquardt (1996) elaborated on the view that an organization's knowledge is the strategic resource in intelligent decision making (Tversky & Kahneman, 1981), forecasting (Rowe and Wright, 1999), planning (Buckley and Carter, 2000), and intuitive judgment (Tiwana, 2002) by commenting as follows:

> Knowledge is seen as the main resource used in performing work in organization. It has become more important for organizations than financial resources, market position, technology, or any other company asset. … The organization's traditions, culture, technology, operations, systems, and procedures are all based on knowledge. Employees need knowledge to increase their abilities to improve products and services to provide quality service to the customers (Tiwana, 2002, p.20).

This corresponds well with Choo (1996 as cited in Jasimuddin, 2012), who identified the utilization of knowledge in an organization as follows: 1) it makes strategic decisions; 2) it makes sense of changes in its external environment; and 3) it creates new knowledge.

2.3.4 Knowledge Creation

Ferguson and Ferguson (2000) stated that an organization can gain knowledge in two ways: 1) from outside and 2) from members of the organization. This goes well with what Davenport and Prusak stated that knowledge is created by human beings because knowledge-creating activities take place within and between humans (Davenport & Prusak, 2000).

The process of learning by an individual can be explained as in figure 2.3.
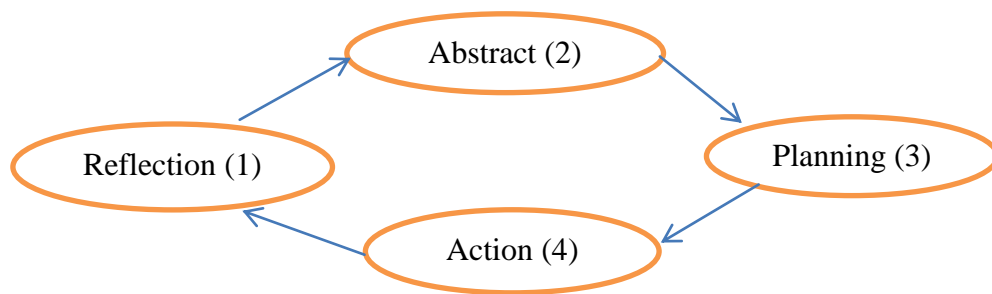
Figure 2.3 The Learning Cycle

Source: Adapted from Ferguson and Ferguson, 2000, p. 204.

The individuals may review their learning with past experiences. The results are placed in the context wider learning. It is an abstraction stage. Then, it is refined in action. This is in the actionable plan. Lastly, this is then train in the action stage. The process can be repeated before it is acceptable.

Nonaka and Takeuchi (1995 as cited in Ferguson & Ferguson, 2000), begins with the sharing of knowledge between individuals, particularly that which is tacit. This requires tacit knowledge to be made explicit, often using the metaphor or analogy. The third phase involves justifying the concepts, which is an attempt to ensure that the knowledge being created is appropriate and potentially valuable. The building of archetypes, which is the act of combining new knowledge with existing knowledge, constitutes the fourth phase.

At this point, the knowledge created should be evaluated. There are two cases: 1) if it is judged that that task has not been completed satisfactorily then it is necessary to return to the first phase (sharing of knowledge) and move through the

spiral again; and 2) if it is judged that the task has been completed satisfactorily then it is the dissemination of the new knowledge through the organization, acting as a catalyst for further learning.

The process of creating knowledge functions is shown in figure 2.4 below.
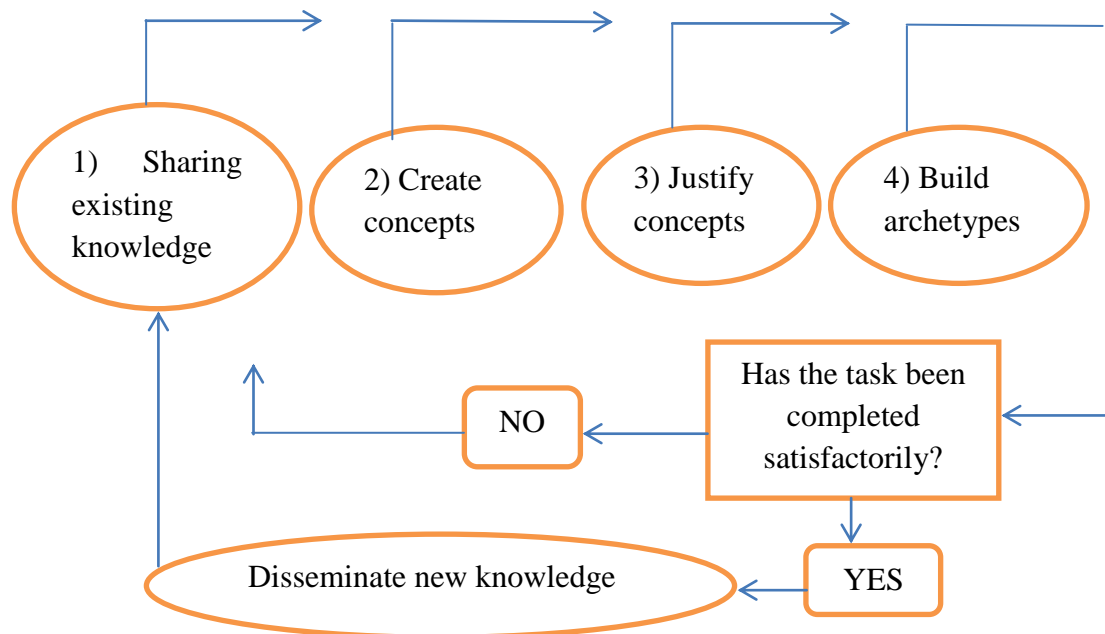
Figure 2.4 How the Process of Creating Knowledge Functions

According to Graziano and Raulin (2007), knowledge acquisition can be defined as: 1) tenacity - ideas that are accepted as validity because they have been accepted as true for a long time; 2) intuition - ideas that are accepted without intellectual effort; 3) authority – ideas that are accepted because an authority claims that are valid; 4) rationalism valid ideas that uses existing principles of logic; 5) empiricism - the knowledge that is gained through observation; and 6) science - the process that combines rationalism to develop theories and empiricism to test the theories. More importantly, effective knowledge creation is influenced by how employees care for each other. Care brings about trust, active empathy, lenient judgment among employees, and courage that the employees perform to each other (Von Krogh, 1998). When care exists in the organization, the organizational members will bestow knowledge on others and receive active help from others, resulting in a

greater amount of knowledge creation. Most importantly, Nonaka (1994) stated that any theory of the knowledge-based organization has to address the reality of human beings as individuals. This is because knowledge is created by humans. Therefore, this study is focused on the parliamentary staff as individuals.

2.4 Knowledge Management

With globalization, the world has changed rapidly together with a dynamic global environment, the development of information and technology, and increasing intense competition in many countries; and government agencies and public organization have attempted to adapt themselves to be effective organizations by taking initiative and adopting new management techniques and tools. In order to remain effective organizations, the public organizations have adopted various kinds of management tools, including KM. According to Wallace (2007), KM is an innovative during the 1990s. It is presented as a recent development born entirely of the business world. To connect with this, McAdam and Reid (2000) have mentioned that public organizations have been little studied regarding KM.

Whilst a number of KM studies have been performed, KM is still difficult to define, and it has been defined in a number of different ways. Many scholars (Nonaka & Takeuchi, 1995; Grey, 1996; DeJarnett, 1996; Wiig, 1997; Hibbard, 1997; Davenport et al., 1998; Beckman, 1999; Laudon & Laudon, 2000; Alavi & Leidner, 2001; Tiwana, 2002; Al-Hawamdeh, 2003; Hult, 2003; Joch, 2004; Murray, 2005; Dalkir, 2005; Jasimuddin et al., 2006; Grudin, 2006; Wallace, 2007; O'Dell and Hubert, 2011; & Jasimuddin, 2012) have studied KM and described it with a number of meanings. Nonaka and Takeuchi (1995) defined KM as the substantiated understandings and beliefs in an organization about the organization and its environment. Additionally, they differentiated knowledge into two types - tacit and explicit. Whilst the first is codified, translated and shared, the latter is personal knowledge and hard to confirm and share with others - it is private understanding. They concluded that a major task of KM is to turn tacit knowledge into explicit knowledge. Since then, KM has established itself as a key part in many organizations. Later, Peter Drucker was credited with the phase "knowledge worker", and

management's interest in knowledge was not new anymore (Morey et al., 2000). DeJarnett (1996) saw KM as knowledge creation, which is followed by knowledge interpretation, knowledge dissemination and use, and retention and refinement of that knowledge. Wiig (1997) defined KM as the systematic creation and utilization of knowledge to maximize the knowledge-related effectiveness of an organization. Hibbard (1997) defined KM as the capture of an organization's collective expertise and distribution of such expertise. In the Encyclopedia of Knowledge Management, KM is a subject related with disciplines, such as information system and technology, strategic management, organizational theory, human resources management (Wallace, 2007). To connect with this, Beckman (1999) defined KM as a fast growing discipline with a lot of ideas yet to be tested, issues to resolve, and with a lot of learning, to be discovered. Further, Jasimuddin et al., (2006) saw KM as a discipline that promoted an integrated approach to identifying, capturing, storing, retrieving and transferring an organization's knowledge in order to enhance its competitive advantages. Grey (1996) saw KM as a collaborative and integrated approach to the creation, capture, organization, access and use of the enterprise's intellectual assets. O'Dell and Hubert (2011) saw KM as a systematic effort to enable information and knowledge to grow, flow, and to create value. The discipline is about creating and managing the processes to get the right knowledge to the right people at the right time and to help people share and act on information in order to improve organizational performance.

Davenport et al., (1998) defined KM as the process of collecting, distributing, and efficiently using knowledge resources. To support this view, Laudon and Laudon (2000) saw KM as a process of managing and using the stores of knowledge in the organization. Alavi and Leidner (2001) saw KM as the inter-dependent processes of knowledge creation, storage, retrieval, transfer and application. Al-Hawamdeh (2003) defined it as a process of identifying, organizing and managing knowledge resources, with activities that have five important dimensions: capture, create, use, share, and retain. Hult (2003) defined KM as the organized and systematic process of generating and disseminating information, and selecting, distilling, and deploying explicit and tacit knowledge, to create unique value that can be used to achieve competitive advantages. Grudin (2006) stated that KM included acquiring, creating, transforming, retaining, finding, and reusing processes. Debowski (2006) defined KM as the process

of identifying, capturing, organizing, and disseminating the intellectual assets that are critical to the organization's long-term performance. For the processes, the definition of KM was best summarized by McNabb (2007), who concluded that KM was a set of processes that collect, store, and make the organizational knowledge that enables the public-sector organization more competitive.

Joch (2004) defined KM as managing information to make the most of the knowledge in an organization to benefit from finding and applying innovative answers to old and new questions. Tiwana (2002) defined KM as a changing mix of the worker's experience, values, expert insight, and intuition that provides an environmental framework for evaluating and incorporating new experiences and information. Murray (2005) defined KM as the practice of selectively applying knowledge from the previous experience of decisions making to current and future-making activities with the express purpose of improving the organization's effectiveness. Dalkir (2005) defined comprehensively KM as the deliberate and systematic coordination of an organization's people, technology, processes, and organizational structure to add value through re-use and innovation.

It is worth noting that KM has moved rapidly beyond the stage of a fad (Morey et al., 2000). For some, KM is just another management fad, like "Management by Objectives – MOB", and "Total Quality Management – TQM", according to McNabb (2007). For others, KM is not new ant longer and is now considered as the most critical resource of an organization (Drucker, 1993). In a knowledge-based society, knowledge is a primary source, whilst the economists' traditional factors become secondary (Drucker, 1992). This is a supportive idea that knowledge is one of the crucial production factors or means, in terms of an organization's capacity to survive, and gain a sustainable competitive advantage (Jasimuddin, 2012). In order to understand the timeline of KM during 1990-2015, see Figure 2.5 below.
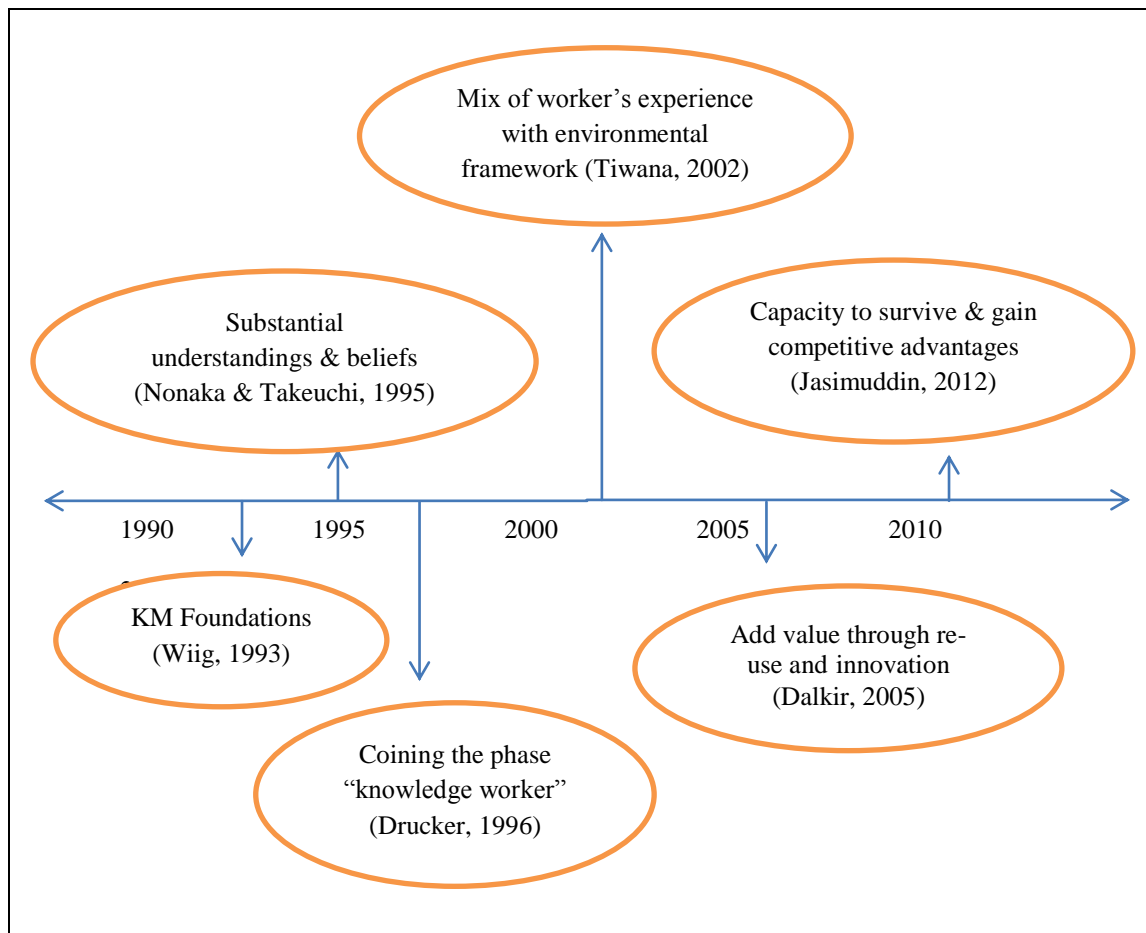
Figure 2.5 A Summary of the Timeline of Knowledge Management

The definition of KM in KM community is still unclear. Murray (2005) gave a definition of KM as the practice of selectively applying knowledge from previous experiences of decision making to current and future decision making activities with the express purpose of improving the organization's effectiveness, whist other scholars in the knowledge management society have different notions; Jone (2006) provided a definition of KM as the process of acquiring knowledge from the organization or another source and turning it into explicit information that the employees can use to transform into their own knowledge, allowing them to create and increase organizational knowledge. Unlike information management, which consists of predetermined responses to anticipated stimuli, KM consists of innovative responses to new opportunities and challenges (Frappaolo, 2006). Jasimuddin (2012,

p. 75) stated that "despite the business of adopting a knowledge initiative, there is much debate in the literature on what constitutes knowledge management". KM is now widely viewed as crucial to ensuring the growth and survival of an organization. Academics from a variety of backgrounds have come to view KM as the new "serious issue" in business (Buskho & Raynor, 1998; Marity, 1998 as cited in Jasimuddin, 2012). However, many researchers and practitioners question what KM really is. Jasimuddin concluded that what KM is remains unclear. Therefore, defining the concept of KM is serious and difficult. In any particular research, no consensus has emerged even on a core definition of KM. In short, it could be said that there is no homogeneous definition of KM.

Lack of KM in the organization can lead an organization to such problems as the following: 1) uncertainty of scope and mandate of K, 2) value of KM, 3) instilling a KS culture, 4) filling the knowing - doing gap, and 5) marketing KM (Smith et al., 2009). Therefore, focusing on KM more clearly is a fundamental step to helping others in the organization to understand and accept what KM is all about.

2.4.1 Knowledge Management Mindset

Walczak (2005) stated that "knowledge management" is not about managing knowledge, but rather managing the corporate culture that facilitates and encourages that sharing, appropriate utilization, and creation of knowledge that enables a corporation to have a strategic competitive advantage. This idea was well-accepted by Smith et al., (2010), as he believes that "KM mindset" involves a number of beliefs and behaviors - integrity, transparency, formality, transparency, pro-activeness, control and sharing. In short, KM mindset is an antecedent to a KS culture.

2.4.2 Role of Knowledge Management

Asimakou (2009) stated that KM has two contemporary roles: 1) organizing and classifying the explicit knowledge, and 2) studying of how people interact and communicate in the organization. Zeng, Yang, and McLean (2010) studied the mediating role of KM in the relationships between among organizational culture, structure, strategy and organizational effectiveness, and the results of the study were the following: 1) KM can be an intervention mechanism between organizational

context and organizational effectiveness; 2) KM can influence organizational effectiveness when it is in alignment with organizational culture, structure, and strategy; and 3) culture has the strongest positive influence on KM. Importantly, they recommended that, in order to accomplish KM successfully in the organization, managers should focus on KM practices in cooperating in culture building activities to foster an environment − that is knowledge friendly.

2.4.3 KM Characteristics

According to Cherrington (1989), "the study of organization behavior focuses on three characteristics of organizations: behavior, structure and processes" (p.15). First, the study of behavior is about perception, job satisfaction, motivation, and learning, i.e. how the individual reacts to a new incentive program or job rotation. Second, the study of structure is about the fixed relationships of the organization, i.e. how jobs are assigned to departments and who reports to whom, and how the jobs and the departments are arranged in an organizational chart. Lastly, the study of processes is about the interactions among members of the organization, i.e. communication, decision-making, leadership and power.

For the study of KM characteristics, there are two basic types of KM characteristics - "knowledge complexity" and "knowledge applications". Whilst the first includes explicit and tacit knowledge, communities of practice (CoPs), an informal knowledge network, and a knowledge chain, the latter is based on a model that regards sharing of knowledge throughout the organization as the key role of KM, as shown in figure 2.6.
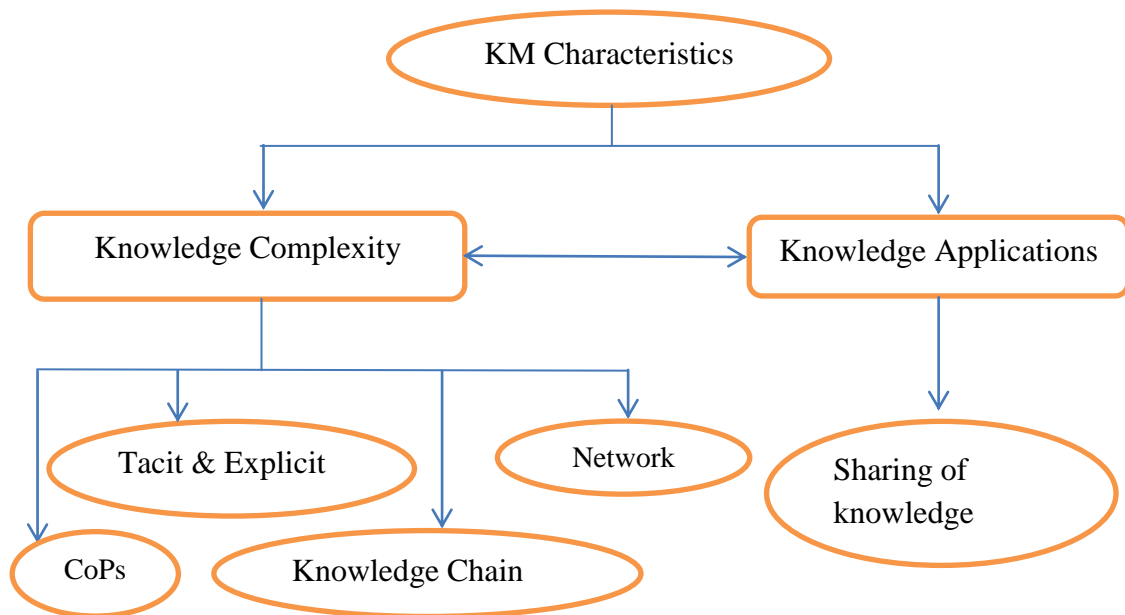
Figure 2.6 Framework of KM Characteristics

Andrew Goh defined KM as an area of managerial concern that involves the systematic leveraging of data, information, skills, expertise, human capital, and various forms of intellectual assets for the purpose of enhancing corporate productivity, organization effectiveness, business innovation, competence and responsiveness (Murray, 2005). At any point in time, an organization and its members can be involved in multiple knowledge management process chains. As such, KM is not a monolithic but a dynamic and continuous organizational phenomenon. Moreover, the complexity resource requirements and underlying tools and approaches of knowledge management processes vary based on the type, scope and characteristics of knowledge management processes.

Although the definition of KM as given by scholars in the field of study is broad and does not totally agree with what KM is, some consensus ideas are defined. That is, KM is a process and not just about technology and knowledge use. KM must enhance the organization's productivity and effectiveness. Whilst there are a myriad number of KM studies, the studies of KM characteristics are still few in number. A number of KM-element concepts have been studied by scholars (Nonaka & Takeuchi, 1995; Davenport & Prusak, 1998; & Alavi & Leidner, 1999). To connect with this,

Binney (2001) has concluded how KM applications addressed in the literature have been synthesized into six common categories to establish the elements of the KM spectrum as follows: transactional, analytical, asset management, process based, developmental, and innovation or creation KM. The organization's current KM-related reviews can be used as a strategic planning tool for the organization (see Table 3). In this study, I employed KM characteristics as practice of selectively applying knowledge from the previous experience of implementation to current and future implementation with the purpose of improving the organization's productivity.

Table 2.2 Mapping Out the Six Common Characteristics in the KM Landscape

KM Characteristics	KM Applications
Transactional	- Use of knowledge is embedded in the application of technology (Binney, 2001) - Knowledge is prepackaged and provided to the user in the course of interacting with the system in a transaction to assist in addressing customer problems (Binney, 2001) - Provide a method for representing a past situation and retrieving similar cases when a new problem is input (Davenport & Klahr, 1998 as cited in Binney, 2001)
Analytical	- Customer-related information to assist product development (Yoon, 1999 as cited in Binney, 2001) - Competitive intelligence applications, which incorporate external sources of knowledge, are being used by government agencies (Fuld, 1994; Elliott, 1999 as cited in Binney, 2001)
Asset management	- Focus on processes, associated with the management of knowledge assets: a) management of explicit knowledge (Guthrie and Petty, 1999 as cited in Binney, 2001) and b) management of intellectual property and processes surrounding identification, exploitation, and protection (Teece, 1998 as cited in Binney, 2001)

Table 2.2 (Continued)

KM Characteristics	KM Applications
	- Directly analogous to a library, and being catalogued in various ways and made available for unstructured access and use (Binney, 2001)
Process based	- Cover codification and improvement of processes (as work practices, procedures and methodology) (Binney, 2001)
	- Often being improved through internal lessons, learned sessions, formal engineering of processes by internal best practice selection, and codification and external benchmarking (Feltus, 1995; Powers, 1995; Hill, 1999; O'Dell and Grayson, 1999 as cited in Binney, 2001)
Developmental	- Focus on increasing the competencies or capabilities of an organization's knowledge workers investing in human capital (Edvinsson and Malone as cited in Binney, 2001)
	- Investing in developing the knowledge and capabilities of an organization's workforce is becoming a measure of value, because it increases the knowledge content and capability of the organization (Binney, 2001)
	- That people can exchange their ideas and learn from each other is another emerging form of tacit knowledge development (traditionally related to products, disciplines and technologies) where people can learn from the experiences of others (Binney, 2001)
Innovation	- Focus on providing an environment in which knowledge workers can come together to collaborate in the creation of new knowledge, which is becoming the most popular topic in today's management literature (Binney, 2001)

Source: Adapted from Binney, 2001, p. 35.

2.4.4 KM Process

The KM process is numerously attempted to explain what KM itself is. A number of scholars have suggested that the process includes the creation, transfer, and sharing of knowledge (Jasimuddin, 2012). As a matter of fact, the KM process may be fragmented to various sub-phases. KM entails various activities, i.e. the acquisition, creation, and exploitation of organizational knowledge. Jasimuddin then suggested that the KM process is associated with the following five activities:

1) Knowledge Acquisition

The acquisition of knowledge is the first task and an important phase in the knowledge management process. It is both tacit and explicit knowledge, which is available in the organizational members' heads.

2) Knowledge Creation

Knowledge is created through the interaction between tacit and explicit knowledge. Nonaka and Takeuchi (1995 as cited in Jasimuddin, 2012) call this the SECI model of knowledge creation, which refers to socialization, externalization, combination, and internationalization. In this respect, knowledge is developed through social interactions, which is best understood by focusing on the micro-level between the individuals in the organization.

3) Knowledge Storage

This phase is a crucial building block of KM implementation in order to make organizational knowledge available for re-use or to create new knowledge. Jasimuddin (2012) indicated that knowledge that is transferred among organizational members is likely to be more useful than that retained by an individual. He also interestingly noted that if irrelevant knowledge is stored, then the knowledge repository will be filled with garbage.

4) Knowledge Transfer

Most scholars view knowledge transfer as an act of transmission and reception or think of it in terms of a process of re-construction. This corresponds well with the idea of Davenport and Prusuk (1998 as cited in Jasimuddin, 2012), as they stated that knowledge transfer involves transition (of information to a recipient) and absorption of one person from another. It is also interestingly noted that a number of scholars (Huber, 1991 as cited in Jasimuddin, 2012; Gilbert & Cordey-Hayes, 1996;

Steensma, 1996; Albino et al., 1998) have claimed that this phase of KM process is strictly connected to the concept of the learning organization (LO).

5) Knowledge Application

KM is not just an exploration of knowledge. Jasimuddin (2012) noted that the investment made by an organization for knowledge, especially knowledge management, is huge. Therefore, if knowledge is not utilized properly, it spells a total loss for that organization. In short, it is important to utilize "knowledge", in terms of the right knowledge at the right time from the right source, immediately after exploration (see Figure 2.7).
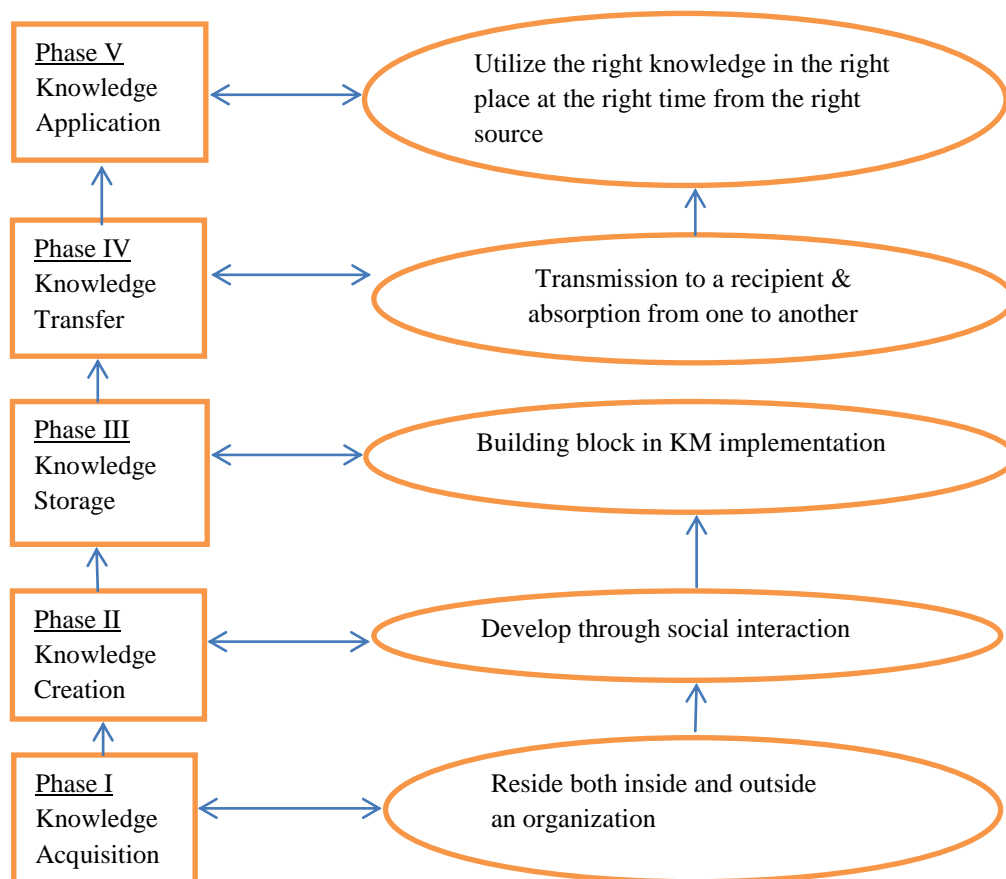
Figure 2.7 Knowledge Management Process

Source: Adapted from Jasimuddin, 2012, pp. 47-51.

The KM process may consist of various stages, which are frequently repetitive and not sequential (Jadsimuddin, 2012). With no consensus, researchers are the ones that identify such various activities for KM. As such, various approaches to and understanding of the knowledge management processes remain in play. Karadsheh et al. (2009) indicated the importance of implementing a knowledge framework for organizations, in terms of providing guidelines for executing KM successfully, saving time and effort, and avoiding inaccuracies. He and his team proposed and developed a conceptual and coherent model of KM. In this respect, the model emphasizes the following: 1) knowledge infrastructure, 2) knowledge combination, 3) knowledge evaluation, 4) knowledge filtering, 5) knowledge repository, 6) knowledge sharing, 7) knowledge application, and 8) knowledge performance, as shown in Figure 2.8.
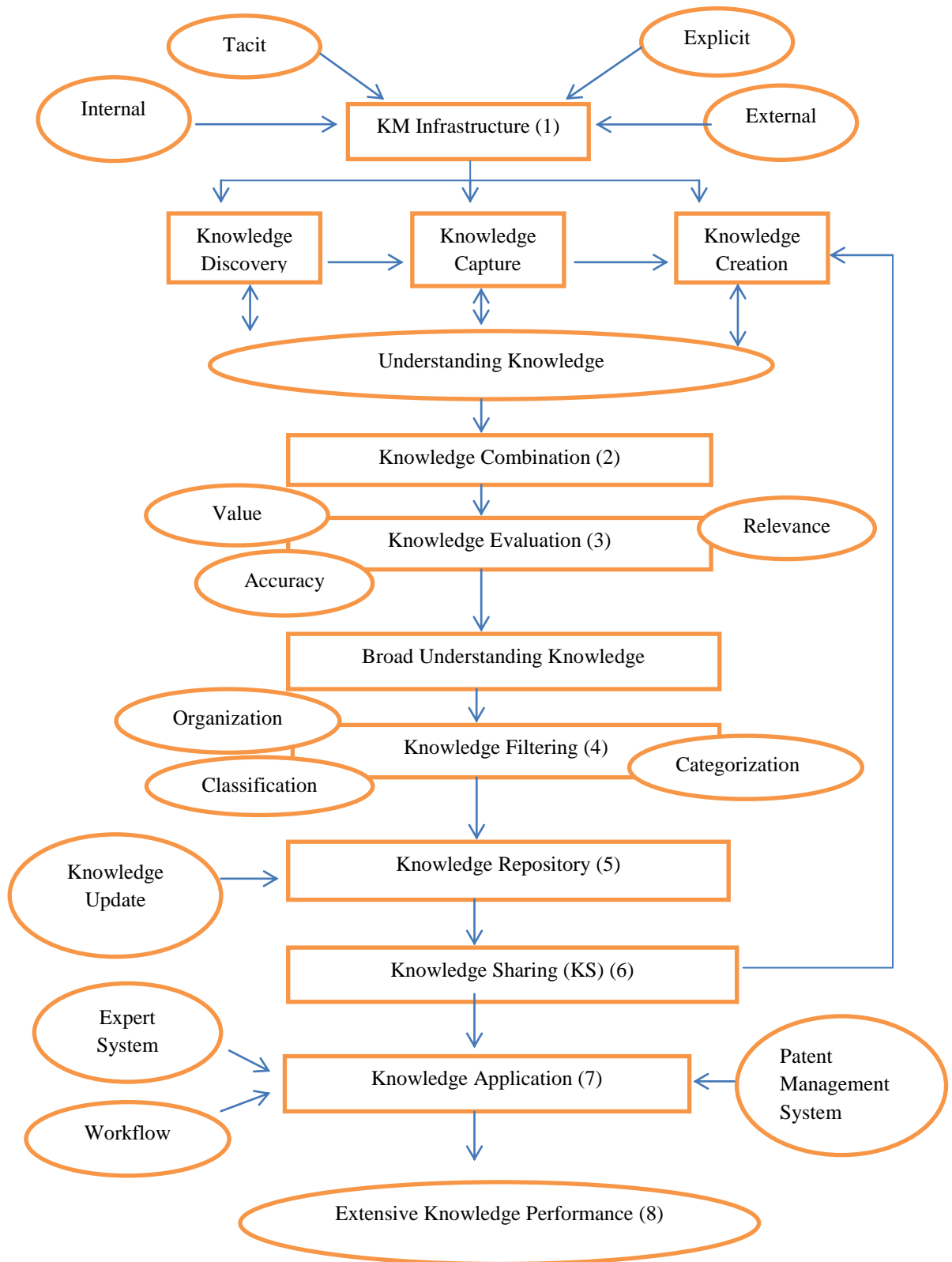
Figure 2.8 Conceptual Framework for Knowledge Management Performance
Source: Adapted from Karadsheh et al., 2009.

The elements above can be explained in detail as follows:

1) Knowledge Infrastructure

(1) The first element in the KM process is established to be aware of the importance of KM. It promotes: 1) understanding the strategic capabilities or knowledge and 2) comprehending the requirements of knowledge. Knowledge workers are the main actors that contribute to the knowledge that leads to the failure or success of the KM cycle execution. It is important for the upper level of management to endorse KM. If not, the knowledge workers will contribute resulting to KM failure.

(2) In this knowledge infrastructure, there are three stages: a) knowledge discovery, 2) knowledge capture, and 3) knowledge creation.

(a) Knowledge Discovery

This involves finding the internal knowledge in the organization (or external sources). Further, it relies on individuals that have the knowledge but are not able to express it publicly. This phase of knowledge discovery relies on tools, such as interviewing or data-mining. The former helps to get knowledge from the individuals in the organization by informing the knowledge they possess, whilst the latter helps to assist knowledge workers in the organization to reach the data they are looking for from the enormous database.

(b) Knowledge Capture

Knowledge capture (or knowledge acquisition) is defined as the process of reclaiming the explicit and tacit knowledge, which that resides in the staff, artifacts, or the organization itself. Additionally, it symbolizes the gaining of knowledge with essential competences and experiences for updating and creating the selected knowledge areas. Furthermore, it confines knowledge using matching technologies and symbolizes (or formalize) knowledge in the format used by computers. It is useful to note that significant knowledge capture depends on the culture and objectives of the organization. Thus, it is implemented using database holding indexes of external sources that can be important for the organization.

(c) Knowledge Creation

This is a process of creating new knowledge through combining internal knowledge with other internal knowledge and analyzing

information to create new knowledge. It relies on the selection of both the internal and external knowledge needed by the organization. It additionally claims that knowledge creation in the organization focuses on creating new products, enhanced ideas, and more effective services. It is important to note that knowledge creation depends on culture, objectives, and research efforts. Further, it uses technological components, i.e. a decision support system, an enterprise information portal, data-mining, and knowledge discovery tools.

2) Knowledge Combination

This phase of knowledge combination is concerned about collecting information discovered, captured, and created into a single portfolio. This phase can be viewed as a temporary because the collected information is combined and prepared for evaluation and then for filtering storage for sharing and application.

3) Knowledge Evaluation

This phase of knowledge evaluation is used to assess the knowledge based on the value, accuracy, and relevance, after the knowledge has been combined in the previous phase of knowledge combination. Importantly, knowledge must be evaluated to ensure that is accurate and valuable before it can be shared afterward.

4) Knowledge Filtering

This phase is set to prepare knowledge to be stored in the next phase (knowledge repository). Also, knowledge will be classified based on the sensitivity of the information. It can be linked, combined, and integrated. In short, this phase is about organizing knowledge and representing it in the knowledge repository for future retrieval.

5) Knowledge Repository

This phase is viewed as an organization's memory and the retention of knowledge assets. It relies on the thickness or consistency of knowledge to be stored, the amount of the increase in knowledge, the organization's objectives, and infrastructure and culture.

6) Knowledge Sharing (KS)

This phase concerns the transferring and sharing of knowledge among the individuals in the organization. It is considered as "a core process" of KM, as the main goals and objectives of the KM practice are to foster the flow of knowledge

among individuals. Importantly, the knowledge management system (KMS) is a shared system where the staff can retrieve the knowledge as well. Intrinsically, the staff in the organization must "speak the same language" in order to share knowledge. Furthermore, during the sharing of knowledge, new knowledge is created by combining the shared and existing knowledge. KS can be further expanded to include personalization and distribution. Further, it is based on training (by job experts), focus group meetings, workshops, and KS councils. It is important to mention that intranets provide a suitable platform for KS. Additionally, technology can be used to update and alert users when changes occur. Thus, supporting KS in the organization is required. Lastly, Karadsheh et al. (2009) mentioned that KS has its own three sub-processes: a) knowledge representation - to represent knowledge in a more clear and storable way, b) knowledge distribution - to support spread of knowledge throughout the organization, and c) knowledge utilization - to support knowledge application.

7) Knowledge Application

The purpose of this phase is to apply and represent information to knowledge seekers regarding any appropriate matter. It translates information into practical tools and applies knowledge in the real world. Accordingly, it guarantees widespread usage. Importantly, it is useful to state that technology can support knowledge application by implanting knowledge into organizational practice. Here, it is useful to state that knowledge can be pushed based on two strategies: a) a push strategy (making a decision according to what information needs to be allocated to whom and altering users of each change); and b) a pull strategy (based on the users' requests and needs). Further, knowledge applications are based on technological components, such as: expert systems, workflow, patent management systems, and enterprise information portals.

8) Knowledge Performance

The final stage, which concentrates on evaluating every KM system, is knowledge performance. This is performance according to the organization's goals and objectives. Further, knowledge performance concerns the evaluation of the process, performance, and impact of KM and perceives if new knowledge is created. By contributing to knowledge performance, which can evaluate the impact of any changes and provide further enhancements, KM can improve the business process.

As seen, a number of KMs have been reviewed to explain the KM process. Scholars have suggested that the KM process involves different activities, including the creation, transfer, and sharing of knowledge. Based on this, the ways of creating, transferring, and sharing knowledge across different levels of an organization are widely discussed by many scholars (Wiig, 1993; Nonaka & Takeuchi, 1995; Davenport et al., 1996; Alavi, 1997, Ruggles, 1998; Tiwana, 2002; Hult, 2003; Joch, 2004; Debowski, 2006 & Karadsheh et al., 2009).

In the classic work, "Theory of Organizational Knowledge Creation" by Nonaka and Takeuchi (1995), they presented a five-phase model of organizational knowledge (creation process) as follows: a) sharing tacit knowledge, b) creating concepts, c) justifying concepts, d) building an archetype, and e) cross-leveling of knowledge (Nonaka & Takeuchi, 1995; Morey et al., 2000). However, this is just a part of the KM process because Nonaka and Takeuchi focused on knowledge creation. To have a bigger picture, Davenport et al. (1996) defined the KM process as a set of activities using individual and external knowledge to produce outputs characterized by information content. They postulated KM as a process approach that promotes the examination of what and how things are done from the viewpoint of producing value for the customer. Grover and Davenport (2001) then elaborated that KM processes lie somewhere between information and the organization's source of revenue, and its products and services. Generically, the said processes can be grouped as three sub-processes: knowledge generation, knowledge codification, and knowledge transfer or realization.

Wiig (1993) saw KM as related to the processes of creating, building, compiling, organizing, transforming, transferring, pooling, applying, and safeguarding knowledge that must be carefully and explicitly managed in all affected areas. Alavi (1997) indicated that KM processes have six stages: acquisition (i.e. collecting and interpreting data from various sources), indexing (i.e. developing the data by classification), filtering (i.e. categorizing and screening the data for the important issues), linking, distribution and application. Ruggles (1998) mentioned that the main activities of KM are: knowledge generation (i.e. creating new ideas), knowledge codification, and knowledge transfer (i.e. ensuring that knowledge has been exchanged between individuals and departments). Interestingly, Hult (2003) defined

the KM process in terms of "inbound" and "outbound", where the first was associated with knowledge creation (focusing on the generation and dissemination of information, developing a shared understanding, filtering such understanding to value, and storing the wisdom within an accessible mechanism in the organization), whilst the latter was associated with the deployment of organizational knowledge to achieve the goals of sustainable competitive advantages. Al-Hawamdeh (2003) saw KM as a process that has five activities: knowledge capture, knowledge creation, knowledge leverage, knowledge sharing, and knowledge retention. Karadsheh et al. (2009) presented the idea that KM activities can be associated with eight stages: capture, combine, evaluate, filter, store, share, apply, and perform. O'Dell and Hubert (2011) stated that KM processes have seven stages: create, identify, collect, review, share, access, and use.

As described above, the KM process may be divided into many stages. In the researcher's view, the major processes and activities of KM can be generically associated with: a) knowledge acquisition, b) knowledge creation, c) knowledge storage, d) knowledge transfer, and e) knowledge application.

1) Knowledge Acquisition

Knowledge acquisition is an important stage in any KM process. A number of scholars see this issue as a process of identifying the sources of knowledge and gathering them for use (Alavi, 1997; Tiwana, 2002; Dalkir, 2005; McCall et al., 2008). Knowledge acquisition is the process of the development and creation of insights, skills, and relationship (Tiwana, 2002). It is a process that IT components surrounding this process need to focus on. Data-capture tools with filtering abilities, intelligent databases, keyboard scanners, note-capture tools, and electronic whiteboards are examples of information technology components that can support knowledge acquisition.

2) Knowledge Creation

Knowledge creation is at the heart of innovation and developing competitive advantages, and it is a key concern for managers in the business world (Ichijo & Nonaka, 2007). The difficulties of managing the process are due to the tacit nature of knowledge and the inability to understand knowledge because it is frequently tied to a particular context. According to Nonaka and Takeuchi (1995), the

interaction between tacit knowledge and explicit knowledge brings about knowledge creation. It is another way of classifying knowledge processes via the classic "knowledge spiral" model of Nonaka, who traced the continual evolution of organizational knowledge, both tacit and explicit, via a set of interactions of four kinds of processes: socialization, externalization, combination, and internalization (Rao, 2005). The popular model was called "SECI", which involved the organizational members' interaction especially with micro-level members. In this model, knowledge originates in individuals that convert it into explicit knowledge and turn it into organizational knowledge through four knowledge conversion phases: 1) from tacit knowledge to explicit knowledge, called socialization; 2) from tacit knowledge to explicit knowledge, called externalization; 3) from explicit knowledge to explicit knowledge, called combination; and 4) from explicit knowledge to tacit knowledge, called internalization (Ichijo & Nonaka, 2007).

3) Knowledge Storage

Knowledge that is transferred among organizational members is likely to be more useful than that retained by an individual. Moreover, if it is a repository so that the other members can access or retrieve to it for the future use, then it is more useful (Jasimuddin, 2012). Accordingly, knowledge storage is a major block to KM implementation, which will provide organizational knowledge to create new knowledge and then re-use it. However, if irrelevant knowledge is stored, the repository will be filled with trash. Hence, the important thing is the effort to ensure that the relevant and correct knowledge is stored, and can be accessed by organizational members. In the meantime, the irrelevant knowledge should be removed from time to time from the knowledge repository (Karadsheh et al., 2009). If stored knowledge is not utilized correctly, it spells a huge loss to the organization. In short, it is an important stage to utilize the "right" knowledge in the right place at the right time, after getting it from the right sources.

4) Knowledge Transfer/Sharing

According to Thomas (2005), many public organizations have paid attention to the importance of KM in drafting policies and enhancing service delivery. Many scholars (Wiig, 1993; Disterer, 2001; Tiwana, 2002; Lee & Al-Hawamdeh, 2002; Dalkir, 2005; Yang, 2004; as cited in Ichijo and Nonaka, 2007) have mentioned

knowledge sharing or knowledge transfer in their works. Generally, "knowledge transfer" is the same as "knowledge sharing". In terms of knowledge transfer, Hult (2003) stated that a critical part of KM is the "transformation of information into knowledge". There might be various stages of KM processes, but the "shared" understanding is still the most important stage. There are two important perspectives on knowledge transfer; that is, as "an act of transmission and reception" and as a "a think of process of reconstruction" (Barrett et al., 2004). This stage means sharing between individuals and groups in an organization. Knowledge sharing is the willingness of employees in an organization to share with their colleagues the knowledge they have acquired or created (Disterer, 2001). Yang (2004) asserted that knowledge sharing is the dissemination of information and knowledge to the entire organization. The two best described definitions are: knowledge sharing is a process where individuals exchange both tacit and explicit knowledge and together create new knowledge, and knowledge sharing is a reasoned act that makes knowledge reusable by others through knowledge sharing (Lee and Al-Hawamdeh, 2002).

5) Knowledge Application

As demonstrated above, many scholars (Beckman, 1999; Tiwana, 2002; Dalkir, 2005; and Watson, 2003 as cited in Jasimuddin, 2012) have purposed that knowledge application is one of the different activities of the KM process. The main point is that the initiatives regarding investment made by pubic organizations in KM are huge, so it is important to utilize knowledge in the organization at the right time. Tiwana (2002) concluded that this knowledge application is whatever is broadly available throughout the company that can be generalized and applied to new situations, at least in some part.

2.4.5 KM Outcomes

A number of scholars have mentioned that KM brings about necessary outcomes; that is, helping the organization to improve sustainable competitive advantages (Nonaka, 1991; Davenport & Prusak, 1998; Jasimuddin et al., 2005). Debowski (2006) stated that the KM performance outcomes of the organization are the outputs related to evidence in the organization and/or knowledge community. It can be both tangible and intangible outcomes, which are equally important to

measure. Further, Apisra Anongkhanatrakul (2004) stated that knowledge outcomes refer to the changes that result from knowledge processes. It is of value for the recipient of knowledge and ultimately for the organization, such as with newly-acquired knowledge, new product success, and the satisfaction of workers and the performance of work (i.e. in terms of effectiveness and efficiency).

Mark and Marjorie (2003) studied the outcomes of organizational learning interventions, and concluded that organizational learning interventions can lead to different outcomes in different groups. Saghali and Shahryar (2010) examined KM rich performance outcomes in terms of a sustainable competitive advantage. The main focus of the study was to shed light on the key factors influencing the deep and rich performance outcomes and role of KM. The paper considered the KM stage as input and appraised the transfer stage and output of the KM conceptual model in order to obtain a sustainable competitive advantage. They reviewed six items: innovation, sufficient learning opportunity, transform of tacit knowledge to explicit knowledge, communication skills, and user knowledge satisfaction. All items were considered as at the transfer stage between KM implementation and performance outcomes; and represented the impact on the organization's mission. The findings of the study can help organizations in terms of how KM implementation can affect the outcomes and success to edge a sustainable competitive advantage.

Peter and Rada (2014) presented the idea the KM can demonstrate practical value for the organization. In the article "Does knowledge management produce practical outcomes?", they examined the ways that KM can demonstrate the practical value for organizations. They claimed about KM that it can provide knowledge to organizations. These claims were compared with traditional firm performance metrics in order to derive a criterion to measure the value of seven practical outcomes of KM presented as a method to persuade managers to invest in KM. These practical outcomes were then evaluated against the value criterion. The study was based on empirical evidence from a five-year longitudinal study.

Based on this, I employed what Apisra Anongkhanatrakul (2004) called knowledge outcomes as the changes that result from knowledge processes as a framework for the KM outcomes in this study. It is of value for the recipient of knowledge and ultimately for the organization, for example in terms of newly-

acquired knowledge, new product success, satisfaction of workers, and the performance of work.

2.4.6 The CSFs for KM Success

The contribution of several scholars has revealed that the CSFs regarding KM success can be in many different factors. In the meantime, in order to gain an understanding of the role of the organization in shaping the success or failure of KM in public organizations. Accordingly, it is recommended by a number of scholars that CSFs can be critical areas of managerial planning and action that must be practiced to achieve effectiveness (Saraph et al., 1989; Skyrme & Amidon, 1997; Davenport et al., 1998; Liebowitz, 1999; Hasanali, 2002; Slusher, 2003; Chong, 2005). Liebowitz (1999) proposed six key factors for KM success in organizations: KM strategy, leadership, CKO, KM infrastructure, KM systems, and culture. Hasanali (2002) proposed six factors for KM success as follows: leadership, culture, roles and responsibilities, organizational structure, IT infrastructure, and measurement. Slusher (2003) presented twelve critical factors of KM implementation as: leadership, resources, project management, communication, training, measurements, incentives, technology, process, people, value system, and strategy. Most of these factors have been studied in Chong (2005), as he proposed eleven factors for KM success as follows: top management leadership and commitment, employee training, employee involvement, an open and trustworthy spirit of teamwork, employee empowerment, IT infrastructure, performance measurements, a knowledge-friendly culture, benchmarking, knowledge structure, and the elimination of organizational constraints.

Additionally, Skyrme and Amidon (1997) proposed seven factors for KM success in organizations as: business imperative, vision, leadership, culture, continuous learning, IT infrastructure, and systematic knowledge processes. Davenport et al. (1998) proposed eight factors for KM success, collected from a number of researches in many projects with more than twenty companies, as follows: economic performance, clear proposes and language, friendly knowledge structure, organizational infrastructure, motivation and management supported by senior. Punpreung's (2006) study, about "The Secretariat of the House of Representatives: Learning Organization", presented the general condition of the Secretariat to develop

to be a learning organization. He stated that unsystematic knowledge management could bring about inefficiency and the parliamentary staff would work unhappily, so KM is needed to apply to each section of the Secretariat in order to provide an opportunity for the staff to manage its own knowledge related to its tasks by having the staff member work together; this would lead to a way in which they work effectively and happily in their section, with the result that the Secretariat would be a learning organization in the end. In this respect, he proposed seven factors that contribute to the KM implementation in each group and bureau as follows: 1) knowledge identification, 2) knowledge creation and searching, 3) systematically knowledge management, 4) ability to access to knowledge, 5) knowledge analysis and synthesis, 6) knowledge exchange, and 7) learning.

To sum up, most of scholars have been stated about culture (Morgan, 1977; Davenport et al., 1998; Pan and Scarbrough, 1998, Alter, 1999; Schein, 1999; Hasanali, 2002; Martensson, 2000, Rao, 2005; Dalkir, 2005; Tiwana, 2002a) and leadership (Chard, 1997; Davenport et al., 1998; Pan & Scarbrough, 1998; Liebowitz, 1999; Martensson, 2000; Tiwana, 2002; Davenport and Probst, 2002; Wood et al., 2002; Hasanali, 2002; Frappaolo, 2002; Blumentriff and Hardie, 2000; Slusher, 2003; Rao, 2005; Debowski, 2006). Further, strategy (Liebowitz, 1999; Slusher, 2003), networking/community of practice (CoP) (Dalkir, 2005; Tiwana, 2002b; Dalkir, 2005), information technology (Alavi & Leidner, 2001; Slusher, 2003), human resource management (Brelade & Haarman, 2000; Davenport & Volpel, 2001), organizational structure (Davenport et al., 1998; Hasanali, 2002), chief knowledge officer (CKO) (Liebowitz, 1999; Davenport and Volpel, 2001), measurement (Ahmed at al., 1999; Hasanali, 2002), processes (Holsapple & Joshi, 2000; Alavi & Leidner, 2001; Slusher, 2003), motivation (Yahya & Goh, 2002) and training (Yahya & Goh, 2002; Slusher, 2003) have been considered as important factors for KM accomplishment.

2.5 The Proposed CSFs for the Thai Parliament

As most of the early adopters and performers of KM options were in large and multinational corporations, a number of previous studies of the CSFs for KM implementation have been dominantly focused on such large companies, accordingly.

Although the said factors have not been grouped into categories, the existing factors can still reflect the specific situations and needs of organizations. Nevertheless, there are still very limited studies on the CSFs in the public sector. Most have not considered the features, characteristics, or situations of the private sector. Moreover, they have not explored the CSFs that could be more important for the public sector with KM adoption. Hence, without any understanding of these specific conditions regarding those large multinational companies, the aforementioned CSFs cannot be directly applied to the environment of the Thai Parliament.

In this study, the author has integrated the aforementioned common factors and proposed twelve factors for KM implementation in a comprehensive manner. Each of them is discussed in detail below.

1) Organizational Strategy / KM Strategy

Quinn (1980) defined organizational strategy as the pattern that integrates goals of the organization, which are responding to the world. It is one of the driving forces for KM success in organizations (Liebowitz, 1999). In terms of KM, a KM strategy is what challenges business and KM is set to address the three-way strategic alignment between the organization, knowledge, and technology used to support the first two (Tiwana, 2002). Additionally, a KM strategy is a general, issue-based approach to defining operational strategy and objectives with specialized KM principles and approaches (Dalkir, 2005). The result is a way to identify how the organization can best leverage its knowledge resources. Once it is defined, baseline and technology options may be explored. It helps to address two questions: 'which KM approach will bring the most value to the organization?' and 'how can the organization prioritize alternatives when any one or several of the alternatives are appealing and resources are limited?' In addition, some scholars have mentioned that "imperative businesses" should be added to the organizations in terms of KM strategy (Skyrme & Amidon, 1997).

2) Organizational Structure

Organizational structure is another factor in KM implementation. Based on this, it implies establishing a set of roles and teams to perform knowledge-related tasks, according to Davenport et al. (1998). It functions to control variations in behavior among individuals, to determine positions that have decision-making authority, and to direct the flow of information among these positions (Hall, 1996).

3) Leadership

According to Rao (2005), leadership refers to top management. KM requires strong leadership. Leadership has a fundamental role in directing and shaping an organization by providing a sense of direction, vision, and purposes for all members (Debowski, 2006). The characteristics of good leaderships tend to reflect four key themes: 1) the capacity to explain and clarity the organizations' purposes and priorities; 2) development of the culture within which workers operate; 3) the creation and maintenance of good people practices to facilitate effective work; and 4) encouragement of high standards and high performance in the work setting (Debowski, 2006).

In the meantime, some organizations integrate "knowledge leadership" responsibility into many strategic roles, which brings about "strategic knowledge leaders" (SKLs). They may operate across many different levels of the organizations and fulfill a range of roles, depending on their placement in the organizational hierarchy (Debowski, 2006). On the other hand, the SKLs may provide a strategic picture and a vision of where the organization should focus, and the responsibility for putting that vision into practice lies in the hands of "core leaders" (Blumentriff & Hardie, 2000). Wood et al. (2002) defined "core leaders" as a group of persons that are at the hub of the KM process in that they act as gatekeepers to new processes and strategies. Davenport and Probst (2002) pointed out the difference between "SKLs" and "core leaders" that the "core leaders" loyalty may focus more on their units needs than on those deemed to be important by the organization.

4) CKO

Leadership helps construct a "knowledge vision" and translate it into practice. Some organizations allocate responsibility for coordinating and leading KM to a person - Chief Knowledge Officer (CKO). Although Frappaolo (2002) mentioned that most CKOs have little in the way of staffing or line management responsibility, Tiwana (2002) also pointed out that CKOs focused on correcting knowledge flow and eliminating related deficiencies and inefficiencies that exist within the organization. Tiwana also stated that the CKOs' job descriptions are: 1) optimizing process design for KM, 2) creating channels for leveraging untapped knowledge and competencies within the organization, 3) integrating KM, 4) breaking barriers and eliminating

impediments, 5) watching the learning loop, 6) creating financial and competitive value, and g) supporting IT and eliminating knowledge flow gaps.

5) Process

The KM process can characterize the KM discipline in many ways. According to Johannsen (2000), it refers to things that can be done with knowledge in the organization. A number of authors have suggested the processes or activities associated with KM (Holsapple & Joshi, 2000; Jasimuddin, 2012; Alavi & Leidner, 2001; Slusher, 2003; Karadsheh et al., 2009). For example, Jasimuddin (2012) proposed five KM processes: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer and knowledge application, whilst Karadsheh et al., (2009) proposed that there were eight KM processes: knowledge infrastructure, knowledge combination, knowledge evaluation, knowledge filtering, knowledge repository, knowledge sharing, knowledge application, and knowledge performance.

The coordination of KM processes to perform activities is crucial work so that employees can co-operate each other through daily work and then it becomes a common practice in the organization (Holsapple & Joshi, 2000).

6) Culture

Dalkir (2005) stated that the first thing to do KM is to change the organizational culture to one of learning. In this respect, it implies that the culture within the organization influences the success of KM (Brown & Woodland, 1999; Tiwana, 2002). A large number of scholars have studied organizational culture (Morgan, 1977; Davenport et al., 1998; Pan & Scarbrough, 1998, Alter, 1999; Schein, 1999; Martensson, 2000; Tiwana, 2002; Hasanali, 2002; Rao, 2005; Dalkir, 2005).

For example, Alter (1999) defined organizational culture as a shared understanding about the relationship and work practices that determine how things are done in a workplace. Morgan (1977) presented some key the elements of organizational culture as follows: 1) stated and unstated values; 2) overt and implicit expectations for member behavior; 3) customs and rituals; 4) stories and myths of the group; 5) shop talk - typical language used in and about the group; 6) climate - feelings evoked by the way members interact with one another, with outsiders, and with their environment, including physical space hey occupy; and 7) metaphors and symbols may be unconscious or embodied in other cultural elements.

Culture is also a pattern of basic assumptions, invited, discovered, developed by a given group as learns to cope with its problems of external adaptation and internal integration, which has worked well enough to be valid and taught to new members as the collect way to think, perceive and feel in relation to those problems (Schein, 1999). In this respect, culture refers to the underlying values, beliefs, and codes of practice that make a community what it is and becomes one of the foundations of KM, accordingly (Dalkir, 2005). Hence, KM implementation in any organizations always requires cultural change, which is a significant influence on knowledge adoption in the organization.

7) Social Networking / Community of Practice (CoP)

KM networking is a communication system that transmits information between nodes. Managing a successful KM network requires making sure that all of the major components of the networks are functioning at their best (Groff and Jones, 2003). The network can constitute both a technological network and an underlying social and organizational network, in terms of technology operation (Tiwana, 2002).

8) Information, Communication, and Technology (ICT) / Knowledge Management System (KMS)

KM draws on technologies and approaches developed in virtually every field of computer science (Bergeron, 2003). ICT can support KM and influence users' acceptance of the knowledge philosophy, whilst a KMS provides a technological basis for efficient KM. Thus, a good KMS can be a major contributor to successful KM implementation.

Lytras et al., (2008) stated that the requirement of KM is a KMS. A KMS is a class of applied information, which is managed to organizational knowledge. Further, a KMS can be viewed as a networked whole, comprising data sources, information exchange-enabling networks, knowledge flow channels, static and mobile intelligent agents, and integrative technologies that bind them all together (Tiwana, 2002).

9) Measurement

Measurement enables organizations to track the KM processes and determine benefits and effectiveness. It acts like a data collection system that provides data and information for an activity or a situation. According to Ahmed et al. (1999),

it provides a basis for organizations to improve, evaluate, control, compare on the KM performance. It is needed to demonstrate the value and worthiness of a KM initiative to management.

10) Training

In general, every organizational member must be aware of the need to manage knowledge and take it as a key asset for the viability of the organization. In this respect, it implies that a number of proper training programs should be provided to the members of the organization. Through these training programs, organizational members can learn about the concept of KM, which will help them to frame a common perception of how they will think, define, and manage knowledge. According to Yahya and Goh (2002), training can be performed in terms of creativity, team building, and problem solving, which have a positive side regarding KM processes.

11) Motivation

In order to create a knowledge-based organization, motivational aids should be "focused" on incentive systems, which "focus" on knowledge sharing, teamwork, and innovation. If an organizational member is motivated to practice KM, it will bring about effective intervention in terms of infrastructure and investment. The motivational aids will help to stimulate the positive performance of the organizational members and provide a culture that brings about effective KM in organizations. If incentives are given to a group of organizational members, it will encourage them to exchange their knowledge in the group (Yahya & Goh, 2002).

12) Human Resource Management (HRM)

The role of HRM in KM has been discussed by a number of authors (Brelade and Haarman, 2000; Davenport and Volpel, 2001). For KM practitioners, HRM is one of the important factors for KM implementation success. This paper focuses on the issues of recruitment, development, and retention. For recruitment, it is important to look for employees that fit the organization's culture. For development, it is important to develop employees and enhance their personal values. For retention, it is important to maintain knowledge and to prevent them from loss.

To sum up, the proposed CSFs for KM implementation and the researcher's propositions are summarized in Table 2.3.

Table 2.3 The Researcher's Proposed CSFs for the Study

The CSFs	Scholars	Researcher's propositions
Strategy	Liebowitz, 1999; Slusher, 2003	To challenge business and to address the three-way strategic alignment between organization, knowledge, and technology used to support the first two
Leadership	Davenport et al., 1998; Pan and Scarbrough, 1998; Liebowitz, 1999; Martensson, 2000, Tiwana, 2002; Davenport and Probst, 2002; Wood et al., 2002; Hasanali, 2002; Frappaolo, 2002; Blumentriff and Hardie, 2000; Slusher, 2003; Rao, 2005; Debowski, 2006	To play the key role in KM
CKO	Liebowitz, 1999; Davenport and Volpel, 2001	To play the leading role in KM implementation
HRM	Brelade and Harman, 2000; Davenport and Volpel, 2001	To search for employees that fit the organization's culture
Measurement	Ahmed at al., 1999; Hasanali, 2002	To provide a basis for organizations to improve, evaluate, control, compare KM performance
Motivation	Yahya & Goh, 2002	To stimulate positive performance for organizational members and provide culture that brings about the effective KM in the organization

Table 2.3 (Continued)

The CSFs	Scholars	Researcher's propositions
Process	Holsapple and Joshi, 2000; Alavi and Leidner, 2001; Slusher, 2003	To characterize the KM discipline in many ways
Organizational structure	Davenport et al., 1998; Hasanali, 2002	To help identify *"who is who"* in the organization
IT/KMS	Alavi and Leidner, 2001; Slusher, 2003; Punpreung, 2006	To bind them together - data sources, information exchange, enabling networks, knowledge flow channels, static and mobile intelligent agents, and integrative technologies
Training	Yahya and Goh, 2002; Slusher, 2003	To help staff members frame common perception of how they will think, define, and manage knowledge
Culture	Morgan, 1977; Davenport et al., 1998; Pan and Scarbrough, 1998; Alter, 1999; Schein, 1999; Hasanali, 2002; Martensson, 2000; Rao, 2005; Dalkir, 2005; Tiwana, 2002a	To be "first things first" in the Thai Parliament to innovate for KM success
Networking/ CoP	Tiwana, 2002b; Groff and Jones, 2003; Dalkir, 2005	To transmit information between nodes

2.6 KM Study in the Asia-Pacific Region and in Thailand

2.6.1 KM in the Asia-Pacific Region

There are a number of interesting studies on KM in the Asia-Pacific Region. Among these works, the study of KM implementation at the International Labor

Organization (ILO) is an outstanding development of KM. At the ILO, it recognizes knowledge as a crucial factor to compete in international development community and adopted policies and established knowledge management systems (Apisra Anongkhanatrakul, 2004). This study aims to examine three points: 1) how the ILO manages organizational knowledge, 2) the enablers and obstacles for knowledge processes in ILO, and 3) how the ILO manages its context to facilitate its knowledge processes. The research is based on the conceptual framework that the knowledge processes are influenced by its context and that the contextual elements of organizational strategy, structure, culture, and information and communication technology affect the knowledge processes. The findings of the study were: 1) the ILO deployed both personalization and codification KM strategies; it used one program as its main strategy and used another strategy as a supporting strategy; 2) the enablers and obstacles for knowledge processes are organizational strategy, organizational structure, organizational culture, and information and communication technology; and 3) the organizational strategy is to conceptualize the vision about what kind of knowledge should be developed and to operationalize it into a management system for implementation; and the relationship between organizational structure and organizational processes suggested that organizational structure supports knowledge processes.

2.6.2 KM in Thailand

In Thailand, a number of organizations had been studied concerning KM using different approaches. Vorakulpipat and Rezgui (2006) studied Thai KM practices. They reviewed KM practices in Thailand to explore knowledge sharing maturity and the capacity of Thai organizations. The results of the study indicated that a) knowledge sharing culture was supported by a corporate KM strategy; b) international organizations exhibited ad-hoc knowledge sharing practices; and c) a lack of knowledge-oriented practice within ministry. In short, this study provided a foundation to further the research and develop a framework for Thai organizations that promotes the adoption of knowledge sharing practices.

Panadumrong (2015) stated that Siriraj Hospital was learning how to be a learning organization through KM. Since 2005, the Faculty of Medicine at the Siriraj

Hospital has set the KM strategy for the organization. In such a strategy, the high engagement and high performance organization was set as the fifth strategy for KM with a "Link – Share – Learn" approach in order to drive the hospital to be an enhance the learning organization towards excellence. In this respect, Siriraj Hospital has focused on the KM processes: link-share-learn, which aimed to lead to the culture of learning organization at Siriraj. The strategy had a number of tools, such as training, seminars, and CoP. In this respect, Manasai (2016) pointed out that the CoP, which was an easy step, was one of the important tools for KM strategy at Siriraj Hospital.

Chumjit (2012) studied KM in higher education at four universities in Thailand. The four universities were King Mongkut's University of Technology (KMUTT), Suranaree University of Technology (SUT), Walailak University (WU), and Mea Fah Luang University (MFU). The study explored how KM was applied to higher education within four autonomous universities in Thailand. Knowledge creation and social networking frameworks were used to help understand the approaches that higher education institutions in Thailand have used with KM in their day-to-day operations. The results of the study were as follows. One, the four universities have tried to create new knowledge regarding both tacit knowledge and explicit knowledge. New methods for improving teaching, research, administration, and strategic planning have been created. Two, it is difficult to answer the question of whether the four universities are ready to combine KM with their missions. KM has been successfully applied within various sections and departments. This study also found that there were nine factors (understanding the meaning of KM; the importance of leadership in KM; the community of practices; tools; incentives and recognition; training programs; learning from other's experience; volunteers; and storytelling) that led to successfully applying KM at these Thai universities.

In addition, the four universities also were seen to have difficulty when applying KM. The factors that delayed KM involved issues of workload and time constraints. Some of the university staff members did not want to share their knowledge if they did not have a problem with their work. Information and knowledge will be installed in staff offices and it is difficult for other university staff members to access it. Information and knowledge will be shared among close friends.

Some of the university staff members did not want to take notes and this impacted KM utilization.

Chalard, Srisa-Rad, Kuofie and Jennex (2010) studied the use of KM to create self-reliant communities in Thailand. The study described the application of KM in the creation of a self-reliant community in Thailand. The KM approach investigated consisted of five stages: 1) preparation, 2) creation of motivation and awareness, and promoting participation, 3) development of a KM plan, 4) implementation of the KM plan, and 5) Evaluation. The approach was assessed and found to be successful by using eight organizations over an eight month period.

In this respect, it can be seen that most studies pay attention to KM processes, whilst a number of KM elements are ignored by scholars. Therefore, this study turns its focus on other KM elements, which are also important elements, such as KM characteristics, KM outcomes, and the CSFs for KM success; the KM processes are still the focus of the study. Intrinsically, the researcher has attempted to combine these KM elements to form a conceptual framework to study KM at the Thai Parliament.

2.7 Knowledge Work, Knowledge Workers, and Knowledge Process

2.7.1 Knowledge Work

As knowledge is based on trust, the work of knowledge workers is not easy to measure (Davenport, 2005). In this respect, Ramirez and Nembhard (2004) suggested a number of dimensions to create models for measurements: 1) quantity, 2) timeliness, 3) cost, 4) autonomy, 5) efficiency, 6) quality, 7) effectiveness, 8) customer satisfaction, 9) creativity, 10) project success, 11) importance of work, 12) knowledge workers' perception of productivity, and 13) absenteeism. There were ordered by frequency of use based on current methodologies. Accordingly, knowledge work can be categorized into six roles: 1) inventor, 2) detective, 3) documentarist, 4) consultant, 5) learn-master, and 6) activist. As different knowledge workers have different skills, each of them has a different knowledge profile. In this respect, it is recommended that knowledge workers should be different managed differently than regular workers (Ehin, 2008).

This study is focused on foreign affairs as knowledge work. As one of the major tasks supporting the Thai members of Parliament, foreign affairs should be considered knowledge work because the development of foreign affairs of the National Assembly as a leader in the inter-parliamentary forum, together with strengthening the relationships and cooperation with foreign parliaments, development of specialists that have inspiring work for the organization and people as well as encourage people to have better knowledge, understanding and attitude and towards participation in running the country.

2.7.2 Knowledge Workers

Knowledge workers are people that create information, ideas and concepts that add value and link with occupations that require high-level skills and qualifications (Felstead, Fuller, Jewson, & Unwin 2009). Davenport (2005) suggested that the organization can distinguish knowledge workers by the following criteria: 1) collaboration and judgment, 2) knowledge activity, and 3) the types of ideas with which they deal. Tymon and Stump (2003) presented that the idea that the key to knowledge workers' ability to share their knowledge is to develop extensive and diverse relationships. Based on this idea, it can be seen that the most important thing is the relationships with others that support their knowledge.

To some extent, one study found that knowledge workers can be more creative when they are more closely connected because proximity and organizational ties facilitate KS (Ensing & Hebert, 2010). Gal (2004) found that knowledge workers get involved in KM practices only for their own interest and satisfaction. Based on this, knowledge workers themselves will value their knowledge. By nature, therefore, they might feel that their work might be threatened if they share their knowledge (Davenport, 2005).

In this study, knowledge workers are the group of parliamentary staff workers that value their work in the area of international affairs. They are parliamentary workers that currently work in the three bureaus – the Bureau of Inter-Parliamentary Organizations, the Bureau of International Relations, and the Bureau of Foreign Languages in the case of the Secretariat of the House of Representatives (Lower House), and in the two bureaus – the Bureau of Foreign Affairs and Bureau of

Languages in the case of the Secretariat of Senate (Upper House). The table below provides information on the particular number of parliamentary staff members, in the area of foreign affairs, as knowledge workers in both secretariats.

Table 2.4 Number of Foreign Affairs Officers in the Thai Parliament

The Secretariat of the House of Representatives (Lower House)	The Secretariat of the Senate (Upper House)
First Bureau	**First Bureau**
Bureau of Inter-Parliamentary Organizations (35 Staffs)	Bureau of Foreign Affairs (25 staff members)
Second Bureau	**Second Bureau**
Bureau of International Relations (30 Staffs)	Bureau of Languages (29 staff members)
Third Bureau	
Bureau of Foreign Languages (20 staff members)	

2.7.3 Knowledge Processes in International Affairs in the Thai Parliament

There are 20 bureaus in the Secretariat of the House of Representatives and 18 bureaus in the Secretariat of the Senate. This study of the legislative organization focused on the area of international affairs in both Secretariats. Accordingly, three bureaus from the Secretariat of the House of Representatives and two Bureaus from the Secretariat of the Senate will be focused on. For international affairs, the two agencies have their duties to support the tasks as seen in Table 2.6 – 2.7.

Table 2.5 Bureaus and their Responsibilities

Bureau	Responsibilities
Bureau of Inter-Parliamentary Organizations (Support both Houses for parliamentary meetings)	Handling international affairs of the National assembly, the House of Representatives and Thai Inter-Parliamentary Union (IPU) National Group, ASEAN Inter-Parliamentary Assembly (AIPA) national Group, and the Thai Asia-Pacific Parliamentarian's Union (APPU) National Group, Association of secretaries General of Parliament Affairs (ASGP), by supporting the meeting affairs, compiling data, studying, analyzing following up political, economic, and social situations to be brought in for considerations during the Inter-Parliamentary Organization meetings. Producing reports on results of meeting and following up the execution of work according to the resolutions of the meeting for disseminating to the public and concerned agencies.
International Relations (Lower House) Bureau of Foreign Affairs (Upper House) (Support parliamentary protocol)	Handling of international affairs of the National Assembly on protocol, receptions and providing facilities, bilateral parliamentary relations affairs as well as collecting, studying and analyzing the political, economic and social situations to be used for receiving foreign guests and providing facilities in the application for the passports for officials visit overseas, including coordinating with diplomats and foreign guest during parliamentary ceremonies.
Bureau of Foreign Languages (Lower House) Bureau of Languages (upper House) (Support foreign languages to MPs)	Handling translators, summaries, and editions of foreign documents and serving as interpreters for members of the National Assembly and the officials of both Houses during their official or study visits to foreign countries

Table 2.6 Area of Work Process in International Affairs in the Thai Parliament

Lower House	Upper House
Bureau of Inter-Parliamentary Organizations (Area of works: IPU, AIPA, APPU, ASGP and APPF)[2]	
Bureau International Relations (Area of Work: parliamentary diplomacy, visiting overseas)	Bureau Foreign Affairs (Area of Works: parliamentary diplomacy, visiting overseas)
Bureau of Foreign Languages (5 Languages: English, Japanese, Spanish, Korean, and Arabic)	Bureau of Languages (3 Languages: English, Chinese and French)

Based on this ground, the review of the related literature above provides the KM elements: the KM characteristics, KM processes, KM outcomes, and the CSFs that inspired the researcher to establish and model, as shown in Figure 2.9.

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[2] Inter-Parliamentary Union (IPU), ASAEN Inter - Parliamentary Assembly (AIPA), Asia – Pacific Parliamentarians; Union (APPU), Association of Secretary - General of Parliaments (ASGP), and Asia – Pacific Parliamentary Forum (APPF)
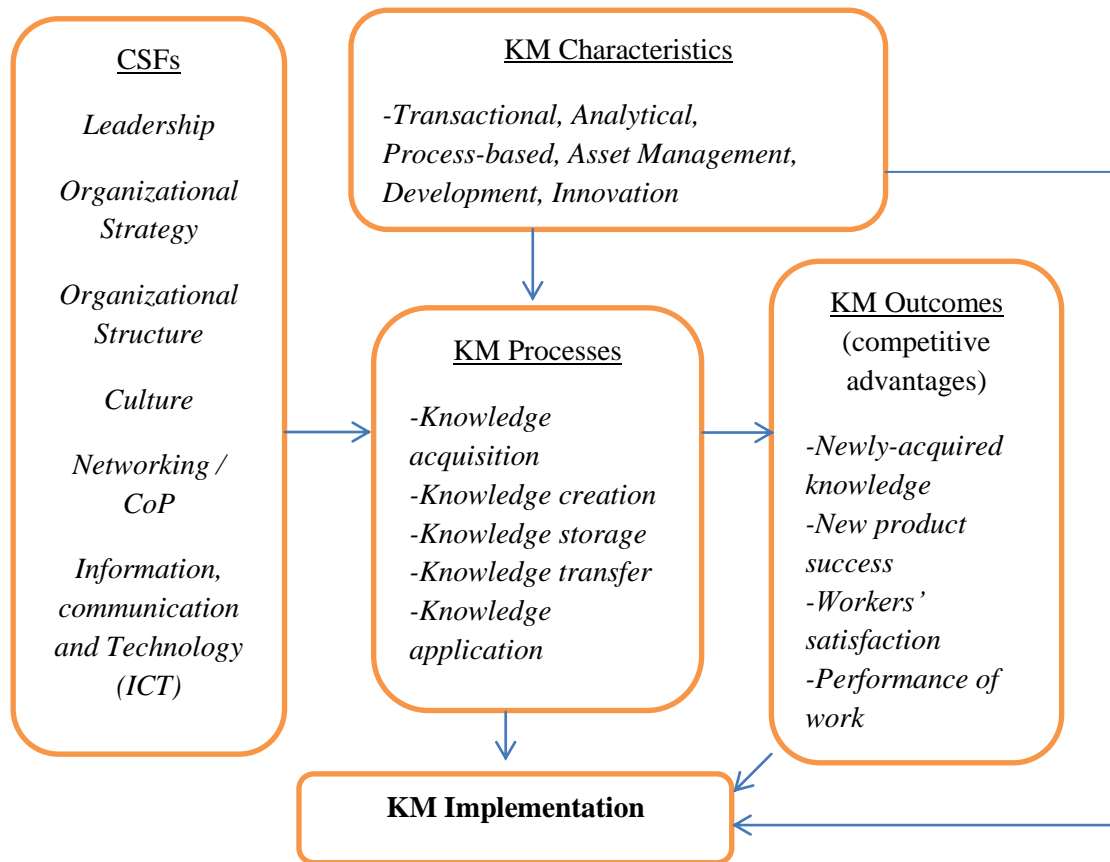
Figure 2.9 The Proposed Conceptual Framework for the Study

2.8 Context of Institutional Model

To this point, the institutional model was employed in this study to be a model to explain something about how the organization works and how the organization can be made to exhibit better work.

2.8.1 Institutional Theory

Scott's elements of organization are social structure, participants, goals, technology, and environment (Jaffee, 2001). They can be described as follows:

1) Social Structure

This refers to those activities and relationships, and interactions that take on a regular pattern. It can be categorized as formal and informal social structure.

For formal social structure, most organizations have standard techniques, practices and methods that rare repeated day in and day out. Further, there are patterns and forms of human interaction among organizational members. Many of these aspects of the social structure are explicitly defined in job descriptions and organizational charts. They are formally designed to accomplish organizational tasks. For informal social structure, it contains those patterned activities and relationships that emerge naturally, and that are created by organizational members. They do not exist in the written documents in the organization. Additionally, they do not exist in any job descriptions or organizational charts. In short, the social structure is a fundamental building block of the organization. Jaffee (2001, p. 2) concludes that social structure "is what distinguishes a spontaneous and temporary collection of people from an actual organizational entity that comes together on a regular basis for a specific purpose" Participants

Participants are the humans that "people" the organization. Because organizations depend on human labor power and because humans do not put forth their labor automatically when they come to an organization or organizations, the organizations and the owners face the endless challenge of trying to figure out how to extract this human energy.

2) Goals

The goals of the organization are the "conceptions of desired ends" (Jaffee, 2001, p.3); that is, what is the organization trying to achieve? The goals of organizations are not the goals of the owners, or the people that control the organization. Since the goals are formulated by humans, organizational participants may not share the same goals. The goals of owners may not be the goals of the managers, the production workers, or support staff. Hence, the goals can be conflict issue anytime in the organization; and this is a further challenge posed by the organization.

3) Technology

This is the means used by the organization to transform the raw materials of the organization (i.e. physical, informational, or human) to some final product. The organization will use particular techniques (i.e. methods, machines, software, and computers) to process resources and materials. Therefore, this element

is important because it shapes many other aspects of the organization, i.e. the labor process, social structures, and participants.

4) Environment

This refers to all things outside the organization that are shaped by (or influenced) a particular organization. It can be other organizations, for example.

Table 2.7 Elements of an Organization

Elements	Examples (from ModParts, Inc.)
Social structure	• Decision making process
	• Authority structure
	• Relationships between workers on assembly line
Participants	• Line supervisors, middle managers, and production workers
Goals	• Low-cost assembly of high-quality modular auto parts
Technology	• Team-based assembly line
Environment	• Suppliers of components for modular parts
	• Large automakers that purchase the finished product

Source: Adapted from Jaffee, 2001, p. 4.

The concepts of the institution and institutionalism have been defined in diverse ways, with substantial variation among approaches. Several prominent institutional theorists have suspended the efforts to expand the variety and scope of the institutional arguments, and have devised new data sets and tests the perspective (Scott, 1987, p. 227). However, "it is difficult to place institutional theory within a single organizational approach, such as environment because institutionalist analysis has been employed by a wide variety of theorists and has taken on a wide variety of meanings and usages", (Jaffee, 2001). This study will focus on the institutional theory as conceptualized and analyzed by Scott's model of institutional pillars and carriers, a process of instilling value and a process of creating reality.

2.8.2 Scott's Model of Institutional Pillars and Carriers

According to Scott, institutions consist of cognitive, normative, and regulative structures and activities that provide stability and meaning to social behavior (Jaffee, 2001). The three pillars of institutions have the varying emphases of institutional theorists as follows: 1) the regulative pillar stresses explicit and formal pressures on organizations and behaviors that are often backed up by sanctions of punishment and reward; 2) the normative pillar influences organizations and behavior on the basis of social obligation and expectation about the appropriate way to organize and carry out activities, and 3) the cognitive pillar shapes organizations and behavior through common understanding and taken-for-granted assumptions and premises.

Institutions are transported by various carriers: cultures, structures, and routines. Together, these institutional pressures contribute to the stability of organizational operations and the conformity of standard operating procedures.

Table 2.8 Scott's Model of Institutional Pillars and Carriers

Distinguishing Criteria	Pillars		
	Regulative	**Normative**	**Cognitive**
Basic of compliance	Expediency	Social obligation	Cognitive
Mechanisms	Coercive	Normative	Mimetic
Logic	Instrumentality	Appropriateness	Orthodoxy
Indicators	Rules, laws, sanctions	Certification, accreditation	Prevalence, isomorphism
Basis of legitimacy	Legally sanctioned	Morally governed	Culturally supported, conceptually correct

Table 2.8 (Continued)

Carrier	Pillars		
	Regulative	**Normative**	**Cognitive**
Cultures	Riles, laws	Values, expectations	Categories, typifications
Social structures	Governance systems, power systems	Regimes, authority systems	Structural isomorphism, identities
Routines	Protocol, standard procedures	Conformity, performance of duty	Performance program, scripts

Source: Scott, 1995 as cited in Jaffee, 2001, p.231.

2.8.3 Institutionalization as a Process of Instilling Value

According to Selznick, the organizational structure is an adaptive vehicle shaped in reaction to the characteristics and commitments of participants as well as to influences and constraints from the external environment (Tosi, 2009). Institutionalization refers to this adaptive process. In what is perhaps its significant meaning, to institutionalize is to infuse with value beyond the technical requirements of the task at hand (Selznick, 1957, p. 17 as cited Tosi, 2009). Then, Selznick distinguishes between organizations as technically-devised instruments, as mechanical and disposal tools, and organizations that have become institutionalized, becoming valued, natural communities concerned with their own self-maintenance as ends in themselves. Also, Selznick's institutional approach emphasizes the importance of the "natural history" of the evolution of a living form that is adaptively changing over time, and he stresses a holistic and contextual approach. As noted by Perrow, the injunction is to analyze the whole organization for institutional analysis (Tosi, 2009). To see it as a whole is to do justice to its "organic" character. Specific processes are analyzed in detail, but it is the nesting of these processes into the whole that gives them meaning.

To prevent any complexity in Selznick's view here, in this study, I define institutionalization as a mean of instilling value, supplying intrinsic worth to a

structure or process that, before institutionalization, had only instrumental utility. This helps create stability for the organization, in terms of the persistence of the structure over time.

2.8.4 Institutionalization as a Process of Creating Reality

Tosi (2009, p. 218) emphasize the necessity of employing an historical approach. They state as "… Reciprocal typifications of action are built up in the course of a shared history. The y cannot be created instantaneously. Institutions always have a history, of which they are the products. It is impossible understand an institution adequately without an understanding of the historical process in which it was produced".

Institutional theory is heavily indebted to the work of Peter Berge on the sociology of knowledge (Tosi, p. 217). The most complete and influential statement of Berger's ideas on institutionalization is to be found in the work of Luckmann (his co-author), where "what is the nature and origin of the social order?" is the central question.

The argument is that social order is based fundamentally on a shred social reality, which is a human construction, being created in social interaction. Berger and Luckmann, they argue that social order "is a human product, or, more precisely, an ongoing human production. It is produced by man in the course of his ongoing externalization. … Social order exists only as a product of human activity" (Tosi, 2009, p. 217).

Social order comes into being as individuals take action, interpret that action and share with others their interpretations. Berger and Luckmann call this "typifications", which are attempts to classify the behavior into categories that will enable the actors to respond to it in a similar fashion. In this respect, the process by which actions become repeated over time and that are assigned similar meanings by oneself or others is defined as institutionalization. This study employs institutional theory (interpretative) in order to study KM implementation at the Thai Parliament.

2.9 Literature Gap

Based on this literature review, the majority of the literature centered on the themes of the essential KM, in terms of its characteristic, processes, outcomes, and CSFs; and knowledge-based theory on the organization and, organizational learning. Based on this, Yu, Lu, and Liu (2010) suggested that KM study should focus on the relationship among KM elements, which is one of the KM processes, and KM itself in future study. Accordingly, this study aims to fill the gap among KM elements, through the implementation of KM, and the practices in the knowledge work and processes of the two Secretariats in the Thai Parliament. Along this line, it is hoped that this study will provide implications to professional practice of KM in the area of legislative work, and in international affairs in particular.

2.10 Concluding Summary

This literature review began with a search strategy. Then, the information and knowledge, explicit and tacit knowledge, organizational knowledge, and knowledge creation were presented. KS was also presented here in terms of mechanism, organizational culture, behavior, personal interaction, relationships, trust, barriers and motivations-hierarchy of needs, motivation-hygiene, incentives, self-determination and expectancy. Additionally, the notion of knowledge work and knowledge workers was presented. KM was presented in terms of the role of KMS and KM & IT. The institutional model was presented here to emphasize the significance of having multiple paradigms for studying organizational studies. Lastly, this chapter ends with the gap of literature review between KM and KS.

The next chapter is chapter 3, which concerns the research methodology. It will introduce how the study has been conducted through its four research methods: survey-questionnaires, in-depth interviews, critical-incident questions, and focus-group interviews.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introducing the Chapter

This chapter presents the research methodology. It begins with the rationale of using the qualitative method and the case study methodology, as shown in Section 3.2. Then, in Section 3.3, the research sample is presented, including recruitment of the sampling. Section 3.4 presents an overview of the information needed. Information was categorized into four types: 1) contextual information, 2) demographical information, 3) perceptual information, and 4) theoretical information, and the methods used to obtain the information are presented. Section 3.5 presents the research design and approach - a six-step method used to carry out the study. In Section 3.6, the use of multiple methods is presented. It begins with a discussion of 1) the survey-questionnaire, 2) the in-depth interview, 3) the critical incident instrument, and 4) the focus-group interview. Meanwhile, the pilot project for phase I and phase II for the survey-questionnaire and the in-depth interview, respectively, is also presented in this section. In Section 3.7, the role of the researcher is presented. In Section 3.8, the methods for the data analysis and synthesis are presented. In this section, the data coding process is also presented. In Section 3.9, ethical considerations are presented, whilst the validity and reliability of this study are presented in Section 3.10. The limitations of the study are presented in Section 3.11. The chapter ends with a concluding summary in Section 3.12.

3.2 Rationale

3.2.1 Rationale for Using Qualitative Methods

According to Wellman (2009), organizations sometimes do not manage knowledge well because they behave much like individuals. In this respect, to fully

understand KM, this study employs qualitative research methods in order to investigate the approach of KM from the organizational and cultural perspectives with emphasis on KM implementation through the behavior of knowledge management.

The intent of qualitative research is to examine a social situation or interaction by allowing the researcher to enter the world of others and attempt to achieve a holistic understanding (Patton, 1990; Manson, 1996; Bogdan & Biklen, 1998; Merriam, 1998; Locke et al., 2000; Schwandt, 2000 as cited in Bloomberg & Volpe, 2008, p. 80; Merriam & Associates, 2002; Schram, 2003;Maxwell, 2005). The qualitative methodology implies an emphasis on discovery and description, and the objectives are generally focused on extracting and interpreting the meaning of experience (Bogdan & Biklen, 1998 as cited in Bloomberg and Volpe, 2008). Based on this, these objectives contrast those of quantitative research, where testing of the hypothesis to establish facts and to designate and distinguish relationships between variables is usually the intent.

According to Bloomberg and Volpe (2008), the key features in qualitative research are: 1) understanding the process by which the event takes place, 2) coping with contextual understanding, 3) facilitating the inter-activity between researcher and participants, 4) adopting an interpretive stance, and 5) maintaining design flexibility. Accordingly, it is my contention that purely quantitative methods are unlikely to elicit the rich data necessary to address the proposed research purposes. In my perspective, the key features that distinguish what it means to proceed from a qualitative stance fit well with this study.

According to Berg (2007), qualitative research methods offer the flexibility and sensitivity to the social context in which data are produced. Based on these research methods, it is possible to understand how participants interact and how they interpret such interactions. However, Alasuutari (2010) argued that qualitative research and its interest in subjectivity and experience are an adequate response to the growing demand to understand the different micro-cultures of values and meaning. Along this line, Lewis et al., (2003) stated that, in qualitative research, the key types of generated data are in-depth interviews and focus groups. Accordingly, in this study, in-depth interviews and focus-group interviews will be used in order to facilitate the generation of data related to KM behavior.

3.2.2 Rationale for Case Study Methodology

It is a fact that both phenomenological study and ethnographic study are qualitative methods, but they are not used in this study because a phenomenological study focuses on merely examining the participants' perspectives and their views of social reality (Leedy & Ormrod, 2010), and ethnographic research might not be a suitable research design for knowledge management in organizational environment (Abril, 2007). According to Woodside and Wilson (2003), the case study research is an inquiry focusing on describing, understanding, predicting, and controlling the individual, i.e. process, person, household, group, industry, organization, nationality or culture. The case study is an intensive research of a single unit of study for the purpose of understanding a larger class of similar units. The case study research examines a single social phenomenon or unit of analysis and uses qualitative data analysis (Singleton & Straits, 2005).

According to Hancock et al., (2006), a case study means doing a study to determine what we know about a research question to establish its importance and the need for further research about it, to identify areas of sufficient and insufficient study, as well as the methods used to study it. In this respect, Baxter et al., (2008) stated that the strength of the case study is that it provides an excellent opportunity for the research to gain insight into a case through the data gathered from a multiplicity of sources and clarification through data analysis. According to Yin (2009), the case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context. The case study relies on multiple sources of evidence, with data needing to converge in a triangulating fashion and as another result. Lastly, it gains benefits from the prior development of theoretical propositions in order to guide the data collection and analysis. According to Leedy et al., (2010), the purpose of the case study is to understand one person or situation in depth. Hence, the focus of the case study is on one case or a few cases within a natural setting. In this respect, researchers examine a particular person, program, or event in depth whilst the researchers, in ethnography, examine an entire group.

For the researcher, it is useful to note that I do agree with Yin (2003 as cited in Gray, 2009), that the case study approach has not been universally accepted by researchers as reliable, objective, and legitimate. The problem is that it is often

difficult to generalize from a specific case. However, in defense of the case study, Yin also points out the most scientific inquiries have to be replicated by multiple examples of the experiment, and case studies can be based on multiple cases of the same issue. Based on the aforementioned framework of a qualitative approach, this study was considered to be most suited for a case study design.

3.3 Research Sample

3.3.1 Purposeful Sampling

Purposeful sampling is a method that is typical of case study methodology (Patton, 2002 as cited in Bloomberg & Volpe, 2008). Therefore, this study used purposeful sampling in order to select the sample of the study.

The criteria for the selection of the participants were as follows: 1) to work as parliamentary staff members (knowledge workers) in the area of international affairs in both the Secretariat of the House of Representatives and the Senate, i.e. foreign affairs officers, administrative officers; and 2) to be specific, those staff members must work and have been working for the Bureau of Inter-Parliamentary Organization, the Bureau of International Relations, and the Bureau of Foreign Languages, in the case of the Lower House, and the Bureau of Foreign Affairs and the Bureau of Languages, in the case of the Upper House, for a number of years.

3.3.2 Recruitment

According to Patton (2002), purposeful samples are those from which the researcher can learn much about the issues of importance for the purpose of the study. Thus, in this study, a purposeful sample technique was used to recruit the research participants. As the purposeful samples needed to be carefully selected because the main consideration was to minimize bias rather than achieving generalizability (Morgan, 1997), the participants recruited for this study had an in-depth awareness of their attitudes towards KM implementation. According to Morse (2000), the estimated numbers of participants in a study depend on the nature of the topic, the scope of the study, the amount of useful information and quality of data obtained from each participant, the number of interviews per participants, and qualitative method and study design use. Hence, in this study, the number of participants was determined

through the recommendation of the individual in charge of the selected groups in each Secretariat.

3.4 Overview of Information Needed

This multi-case study focuses on the above-mentioned group of parliamentary staff members. In seeking to understand how these individuals describe the characteristics, implementation process, outcomes, and success factors in relation to KM implementation, four research questions were explored in order to gather the information needed.

Table 3.1 Overview of the Information Needed

Type of Information	What I need	Methods
Contextual Information (to provide background of the setting)	Organizational background, history and structure; mission; vision, values; products, services; organizational culture; staff and site description	Document review
Demographic Information	Descriptive information regarding participants, i.e. age, gender, etc.	Survey-questionnaire
Perceptual Information	Participants' descriptions and explanations of their experiences as this is related to the case study under the study	Interviews Focus-group discussion
Theoretical Information	Searching and collecting from various literature sources	Document review

According to Bloomberg and Volpe (2008), four areas of information are typically needed for most qualitative studies: a) contextual information, b) perceptual information, c) demographic information, and d) theoretical information.

1) Contextual Information

Contextual information refers to the context within which the participants work. It is information that describes culture and environment of the setting. This is essential information to collect when doing a case study set in a particular site because the elements within the environment or culture may influence behavior (Bloomberg & Volpe, 2008). Accordingly, the primary method of collecting contextual information is through an extensive review of the organization. In this respect, the background of the selected organization is needed. This study was conducted in 5 bureaus of international affairs, in two Secretariats of the Thai Parliament. For the Secretariat of the House of Representatives, there were three Bureaus: the Bureau of Inter-Parliamentary Organizations, the Bureau of International Relations, and the Bureau of Foreign Languages. For the Secretariat of the Senate, there were two Bureaus: the Bureau of Foreign affairs and the Bureau of Languages. Most of the knowledge workers processed a master's degree in various kinds of fields, i.e. public administration, public policy, international relations, international economics, and languages. The mission of these bureaus was to be responsible for inter-parliamentary affairs, which support the work of the MPs and the Thai people who choose those MPs to be their representatives in the Thai Parliament.

2) Demographic Information

Demographic information refers is the participants' profile information that describes who the participants in my study were, where they came from, and their educational background and personal information, i.e. age, gender, etc. This kind of information was needed in order to explain what might be underlying an individual's perceptions and the similarities and differences in perceptions among the participants. In short, a particular data point (e.g., age, gender, education) might help explain certain findings that emerged in this study. Typically, this information is collected by asking participants to complete a personal data sheet either before or after the interview (see ANNEX A).

3) Perceptual Information

Perceptual information refers to the participations' perceptions related to the particular subject of the inquiry. Perceptual information relies on interviews to uncover the participants' descriptions of their experiences related to such things.

4) Theoretical Information

Theoretical information includes information searched for and collected from various literature sources in order to assess what is already known regarding the topic of the inquiry. Theoretical information serves to: a) support and give evidence for the methodological approach, b) provide theories related to research questions that form the development and ongoing refinement of the conceptual framework, c) provide support for interpretation, analysis, and synthesis, and d) provide support for conclusions and recommendations.

Regarding the review of the literature, an ongoing and selective review of the literature was conducted for the study. Four key topics were identified: characteristics, implementation process, outcomes, and success factors in relation to KM. The focus of the review was to gain a better understanding of what the relationship was among those four dimensions regarding KM in the organization.

Table 3.2 Application of Information Needed to Research Questions

Research Questions	What I want to Know	Methods
Research Question 1: How do the KM characteristics affect the KM implementation at the Thai Parliament?	How KM characteristics affect KM implementation in the workplace	Document review Survey-questionnaires In-depth interviews Focus-group discussion
Research Question 2: How does the parliamentary staff deal with the KM processes at the Thai Parliament?	How the parliamentary staff deals with KM processes in the workplace	Document review Survey-questionnaires In-depth interviews Focus-group discussion

Table 3.2 (Continued)

Research Questions	What I want to Know	Methods
Research Question 3: How can KM outcomes support the KM implementation at the Thai Parliament?	How KM outcomes support KM implementation in the workplace	Document review Survey-questionnaires In-depth interviews Focus-group discussion
Research Question 4: Why has leadership become the most important CSF for KM success at the Thai Parliament?	How leadership has become the most important CSF for KM success at the Thai Parliament	Document review Survey-questionnaires In-depth interviews Focus-group discussion
Research Question 5: What is the difference between the approach of KM implementation at the Secretariat of the House of Representatives and the Senate of the Thai Parliament?	How the KM implementation between Secretariat of the House of Representatives and the Senate is different	Document review Survey-questionnaires In-depth interviews Focus-group discussion

3.5 Research Design and Approach

In this study, the goal was to study KM implementation in terms of characteristics, implementation process, outcomes, and success factors in the Thai Parliament. An in-depth case study that included interviewing and conducting focus groups comprised of parliamentary staff members (knowledge workers) from three bureaus and two bureaus, in the area of international affairs, in the Secretariat of the House of Representatives and the Senate, respectively, was chosen for the approach. The following list summarizes the steps used to carry out this study: 1) preceding the actual collection of data, a selected review of the literature was conducted in order to

study the contributions of other researchers and academic writers in the broad areas of KM implementation; 2) sending survey-questionnaires (phase I) to collect demographic and perceptual data from all of the selected potential parliamentary staff members, 3) unstructured, in-depth interviews (phase II) were conducted with fifteen parliamentary staff members from the Secretariat of the House of Representatives and ten staff members from the Senate; 4) interview data responses were analyzed within and between groups of interviewees (i.e. staff and directors); 5) critical incident instruments (phase III) were given to participants at the end of each interview in order to check the data collected through other means; and 6) a focus-group interview (phase IV) was conducted with six parliamentary staff members, for each Secretariat, who were drawn from the pool of participants identified for this study in order to cross-check the data from that group with the data collected through the interviews.
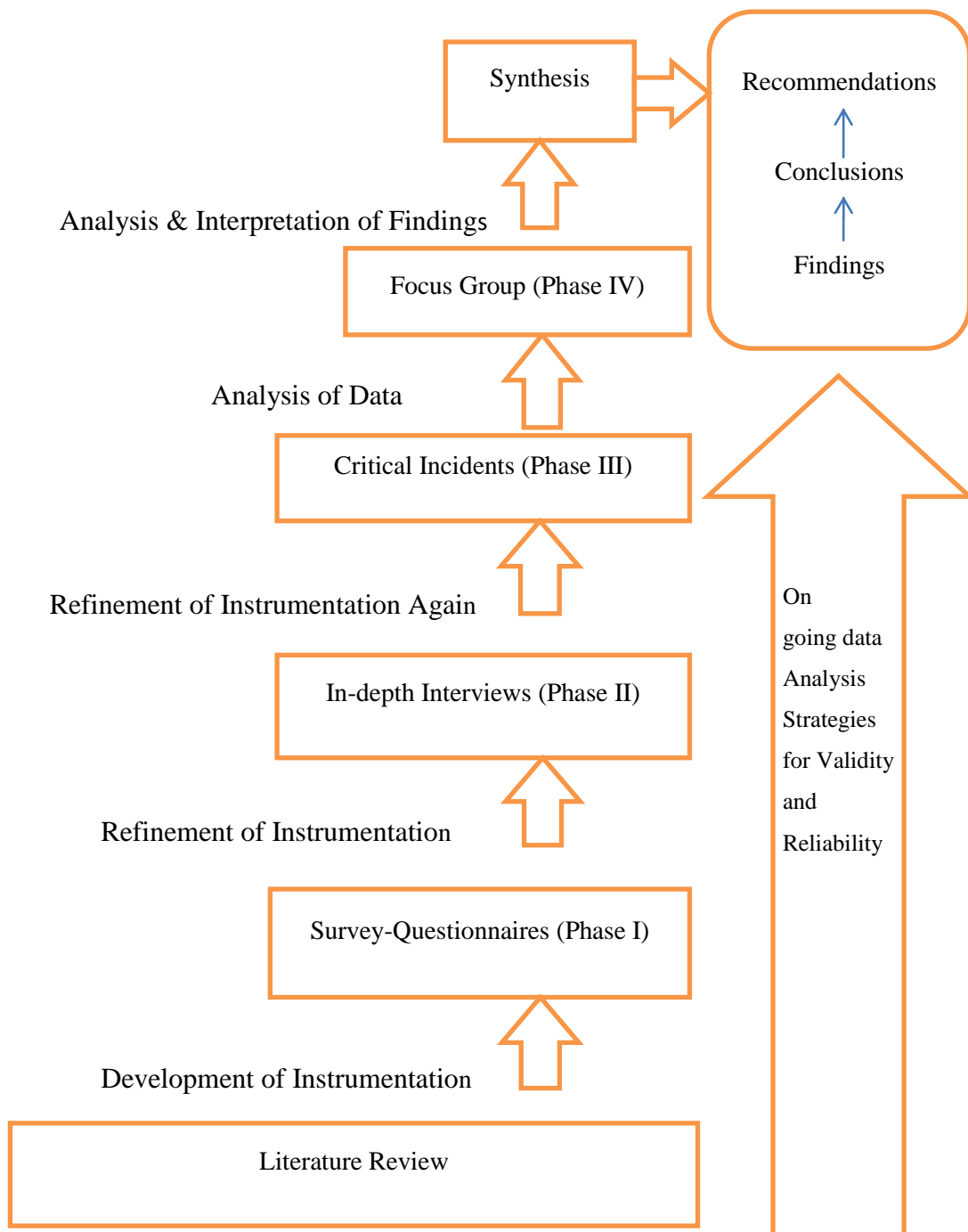
Figure 3.1 Flowchart of Research Design

3.6 Data Collection Methods

3.6.1 The Use of Multiple Methods

The use of multiple methods and triangulation was critical in attempting to obtain an in-depth understanding of the case in this study. This strategy adds rigor, breadth, and depth to the study and provides corroborative evidence of the data obtained (Bloomberg & Volpe, 2008). Accordingly, this study employed a number of different data collection methods, including survey questionnaires (Phase I), in-depth interviews (Phase II), critical incidents (Phase III), and focus groups (Phase IV). Furthermore, the time frame for each method is also presented here as follows:

1) Phase I: Survey-questionnaires (June – September 2014)

In keeping with the qualitative research tradition, "the surveys used in the present study included some open-ended questions that sought to tap into personal experiences and shed light on participants' perceptions" (Bloomberg & Volpe, 2008, p. 82). Accordingly, questionnaires were distributed to a number of potential parliamentary staff members that had been working in the area of international affairs at the Secretariat of the House of Representatives and the Senate. The questionnaires were designed to collect profile data and to ask the participants about their views of KM implementation.

Table 3.3 shows the estimated number of survey-questionnaires distributed to the parliamentary staff in each Secretariat.

Table 3.3 The Estimated Number of Questionnaires Distributed

Secretariat of the House of Representatives		Secretariat of the Senate	
Population	**Sample**	**Population**	**Sample**
Bureau 1 = 35	10	Bureau 1 = 25	10
Bureau 2 = 30	10	Bureau 2 = 20	10
Bureau 3 = 20	10		
Total = 85	Total = 30	Total = 45	Total = 20

(1) Pilot Project for Survey – Questionnaires (October 2014)

I used the survey–questionnaire as the initial framework to develop the general perception of KM from the parliamentary staff members (see ANNEX A). Based on this, ten parliamentary staff members (five from each Secretariat) were asked to fill out the questionnaires. The pilot project revolved around the reasons why the parliamentary staff described KM in terms of characteristics, outcomes, implementation, and factors for success. In the pilot questionnaire, there were three parts: demographic data, information about KM in the Thai Parliament, and recommendations.

(2) First Survey Questionnaire (June – July 2014)

After the pilot questionnaires were studied, the first round of the survey-questionnaires was conducted in June – July 2014. The ten sets of survey questionnaires were distributed to the target groups in each Secretariat. The researcher followed up on all of the questionnaires by telephone and by contacting individual participants.

(3) Second Survey Questionnaire (August – September 2014)

In order to enhance the validity of the study, the researcher distributed the adapted survey-questionnaires to the randomized respondents at each Secretariat from August – September 2014. The findings were analyzed in order to see the whole picture before heading to the in-depth interview in phase II.

2) Phase II: Interviews (October – December 2014)

In this study, the interview method was selected as the primary method for the data collection. This method was the most used in the study because it has the potential to elicit rich and thick descriptions. Additionally, it gives the researcher an opportunity to clarify statements and probe for additional information. A major benefit of collecting data through individual, in-depth interviews is that they offer the potential to capture a person's perspective on his or her experience. Patton (2002 as cited in Bloomberg & Volpe, 2008, p. 278) claimed that "qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit".

Kvale (1996 as cited in Bloomberg & Volpe, 2008, p. 1) similarly described the qualitative research interview as an "attempt to understand the world

from the subject's point of view, to unfold the meaning of people's experiences, to uncover their lived world". By nature, in-depth qualitative interviews are exploratory and flexible (Patton, 2002). The in-depth interview is intended to combine structure with flexibility; it is interactive in nature and the researcher uses a range of probes to achieve the depth of an answer. The purpose of the interview process is to generate new information and to confirm or deny known information (Brod et al., 2009). These interviews were used specifically to collect new knowledge and to verify information from the individuals in the focus groups. Patton (2002) recommended that a qualitative interview should be open-=ended, neutral, sensitive, and clear for the interviewees.

(1) Interview Process

Legard et al., (2003) divided the in-depth interview process into six stages: 1) arrival—this is when the interview effectively begins, 2) introducing the research—this is the stage at which business begins, 3) beginning the interview—this is the stage at which background information is collected, 4) during the interview—this is the stage at which the researcher is guiding the interviewee through the key themes of the interview, 5) ending the interview—this is the stage at which the researcher signals the approach of the end of the interview and checks if there is any unfinished business, and 6) after the interview—this is the stage at which the researcher thanks the interviewee and reassures the interviewee of the confidentiality regarding the use of the interview data.

Throughout the interview process, the main task is to ask the actual questions in an unbiased manner (Yin, 2009). The interviewer's questions should be brief and simple and the interviewer should actively listen to what the interview says. In this study, the interview is semi-structured and is more like a conversation. In this study, I made contact with the potential participants, either by phone or email, for the appointment for interviewing. Five parliamentary staff members from each bureau in both Secretariats were the targeted groups. In this respect, all of the interviews were audio tape-recorded. More importantly, at the end of the interview, the interviewee was asked to complete and return by e–mail the critical incident instrument, which was prepared by me. In order to complete the interviews, the audiotapes were transcribed verbatim.

Table 3.4 The Estimated Number of In-Depth Interviews

Secretariat of the House of Representatives		Secretariat of the Senate	
Population	**Sample**	**Population**	**Sample**
Bureau 1 = 35	5	Bureau 1 = 25	5
Bureau 2 = 30	5	Bureau 2 = 20	5
Bureau 3 = 20	5		
Total = 85	Total = 15	Total = 45	Total = 10

(2) Pilot Project for Interviews (October 2014)

I used the study's two survey-questionnaire questions as the framework in order to develop the interview questions (see ANNEX C). Based on this, two or three staff members for the pilot interviews were selected. The pilot interviews revolved around the reasons that the parliamentary staffs express their perspectives regarding KM implementation. From the pilot interviews, a series of open-ended questions was developed, which gave me the flexibility to allow new directions to emerge during the interview.

3) Phase III: Critical Incident Instruments (October – December 2014)

I selected critical-incident instruments with the intention of corroborating the interview data and to allow the uncovering of the perceptions that might not have been revealed through the interviews. In this respect, it was useful because qualitative research methodology emphasizes the process and is based on a descriptive and inductive approach to data collection (Bloomberg & Volpe, 2008). However, it should be kept in mind that the critical incident cannot be the sole technique for collecting data because it is too abbreviated to provide the rich descriptions that can be obtained in interviews and observations.

Table 3.5 The Estimated Number of Critical-Incident Instruments Used

Secretariat of the House of Representatives		Secretariat of the Senate	
Population	**Sample**	**Population**	**Sample**
Bureau 1 = 35	5	Bureau 1 = 25	5
Bureau 2 = 30	5	Bureau 2 = 20	5
Bureau 3 = 20	5		
Total = 85	Total = 15	Total = 45	Total = 10

In this study, the participants were given a self-addressed to envelop and were requested at the end of the interview to return completed critical incidents to me as soon as possible. At best, I hoped for a greater response as the returned critical incidents served as a "validity check" for some of the aspects of the data uncovered in the interviews. The form of the critical incident instrument is also provided in the appendices (see ANNEX D).

4) Phase IV: Focus-Group Interviews (January – February 2015)

Qualitative research encompasses several different techniques, each of which has inherent strengths and weaknesses. Focus-group interviews are one of the important techniques among them (Greenbaum, 1998). A focus group is essentially a group discussion focused on a single theme (Bloomberg & Volpe, 2008). Similarly claimed by Morgan (1997), "focus-group interviews possess elements of both participant observation and individual interviews, while also maintaining their own uniqueness as a distinctive research method". Bloomberg and Volpe (2008) listed various uses of focus groups, many of which fit well with this study's purpose. These are: 1) to elicit a range of feelings, opinions, and ideas; 2) to understand differences in perspectives; 3) to uncover and provide insight into the specific factors that influence opinions; and d) to seek ideas that emerge from the group.

As a focus-group technique offers a better understanding of the group dynamics that affect individual perceptions (Stewart et al., 2007), it can be viewed as a temporary community of people with some similar characteristics that come together for a brief period of time to discuss that similarity (Brod et al., 2009). Focus-

group interviewing gives participants more time to reflect on and to recall their experiences, especially in response to other group members whose comments can trigger recollection and reflection that can result in the modification or amplification of earlier thoughts and commentary (Lofland at al., 2006).

In this study, a one-hour formative focus-group interview was convened with six individuals from each Secretariat. They were selected from the potential and useful response from the in-depth interview process. The purpose of this focus-group interview was as follows: 1) to argue the information obtained, and 2) to provide additional data in order to ensure trustworthiness and credibility.
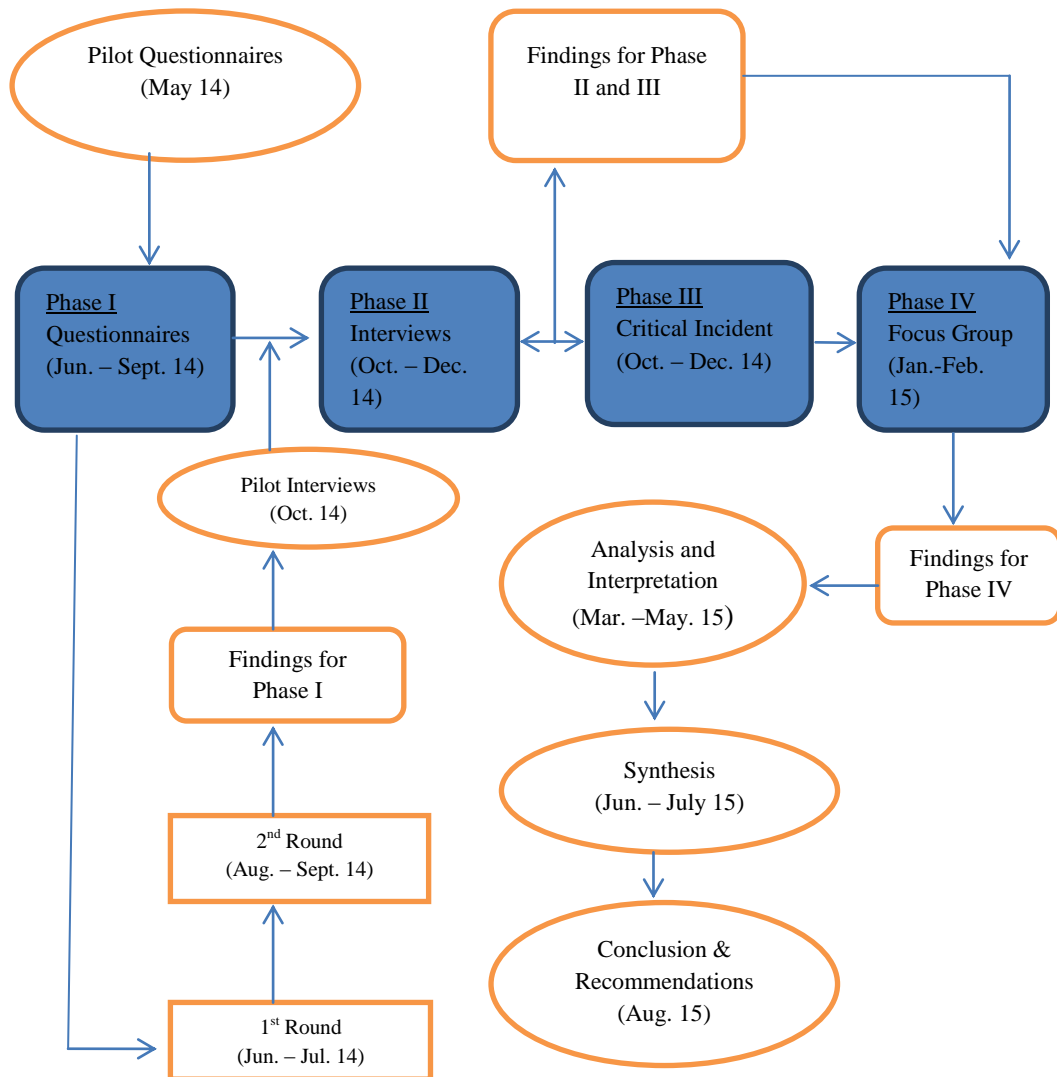
Figure 3.2 Chronology of Events and Multiple Methods

I contacted the ten potential parliamentary staff members in each Secretariat that had been interviewed (in phase II) in order to seek the reason for their interest in joining the focus-group discussion. Along the line, the study participants were advised of the purpose of the study. The first six respondents were selected. A general electronic mail was sent to thank them. I then contacted each of the focus-group members to schedule a convenient time to hold the discussion.

The focus-group discussion was convened at the Secretariat of the House of the Representatives and the Secretariat of the Senate at their Secretariat building.

Table 3.6 The Estimated Number of Focus Group Interviews

Secretariat of the House of Representatives		Secretariat of the Senate	
Population	**Sample**	**Population**	**Sample**
Bureau 1 = 35	2	Bureau 1 = 25	3
Bureau 2 = 30	2	Bureau 2 = 20	3
Bureau 3 = 20	2		
Total = 85	Total = 6	Total = 45	Total = 6

3.6.2 Pilot Project

According to Creswell (2009), a pilot study for quantitative study is generally conducted in order to verify the instruments, but for a qualitative study, it is optional (Bogdan & Biklen, 2007). A pilot study of research questions may not be applicable since a qualitative study is unique to the individual situation. However, in this study, a pilot study was used to test if the survey-questionnaires (phase I) and interview questions (phase II) were applicable for using the actual survey questionnaires and in-depth interviews.

As the researcher, I realized that a prerequisite for conducting the actual qualitative study had to be performed as a rehearsal in order to get used to the process of both interviewing and conducting the survey questionnaires. Therefore, a pilot study for the questionnaires and interviewing was conducted. In this respect, I distributed three questionnaires to the parliamentary staff members that were knowledge workers—two staff members from the Lower House and one from the Upper House. Likewise, the pilot project for the interviews was separated for each House—one from the Lower House and two from the Upper House. During the pilot study of both phases, I explained the research questions to the respondents to make sure that they understood what I was doing. This corresponds well with the work of Seidman (2006), who suggested that the objective of a pilot study is to try out the interviewing design. Afterwards, I was able to adjust the list of interview questions for the semi-structured interview process.

3.7 Role of the Researcher

Parrillo (2005) stated that there are three types of researcher observations in doing a study as follows: 1) structured observation, 2) survey-questionnaires and interviews, and 3) naturalistic observation. Along this line, it goes well with the view of Lofland et al. (2006), who defined a naturalistic researcher as a person that does not understand the social setting. Therefore, they suggested that the researcher should act as the one that is to be taught and to avoid any influence on the outcomes of the study. This corresponds well with the notion of Holliday (2002, p. 22), as he states that "the qualitative researcher must never forget to approach their own actions as strangers".

In some ways, the researcher is likely to be accepted by the participant and is in a good position to keep the flow of information coming smoothly (Lofland et al., 2006). In this respect, the researcher should be seen as a person that can be trusted to fairly report and informed enough to pose meaningful questions (Rubin and Rubin, 2005).

Intrinsically, I mostly agree with what Gary (2009) stated as he describes the role of the researcher in the following passage:

In quantitative research, the role of the researcher is to try to maintain objectivity and detachment from the research process. In qualitative research, the researcher's role is very different. … Researchers need to adopt a stance of 'theoretical sensitivity', which means being 'insightful', demonstrating the capacity to understand the ability to differentiate between what is important and what is not. They must be able to perceive of situations holistically and be responsive to situations where they risk biasing the responses of people they are interviewing" (Gary, 2009, pp. 182-183).

This agrees with what Singleton and Straits (2005) stated, that the researcher should conduct the interview, progressing from questions about concrete situations to more abstract and interpretive questions that probe an informant's experience and interpretation of events. In this respect, Stewart et al., (2007) recommends that the

role of the researcher should be as the moderator or facilitator of the discussion as interested respondent.

3.8 Methods for Data Analysis and Synthesis

The information collected from the focus-group discussion and the in-depth interviews was raw data, which needed to be processed and analyzed. The qualitative research design included the process of corroboration of data through cross-verification for validity of the results. In this respect, the transcribed interviews and critical incidents were used for support in terms of double checking the data. Brod et al. (2009) defined coding as the fundamental analytic process used to develop a theoretical conceptualization of the data. The coding process begins when all of the interviews are transcribed. The transcripts are reviewed several times to look for similarities and commonalities among the research participants. The said commonalities are identified through key words and key concepts. Along the line, the concepts from the individuals' transcriptions are interpreted for different meaning.

In the case of phrases or words, it is common among the participants; they were screened in order to determine if the phrases were general or specific. The generality of the phrases or words were categorized. In this respect, the chosen category evolved as a property or the property evolved as a category. The entire process is an evolution of the data collection.

3.9 Ethical Considerations

Punch (2005 as cited in Gray, 2009, p. 188) stated that ethics can create a particular problem for qualitative researchers that are working closely with the participants for a long period of time in their setting. For the time being, they must share their thoughts and deal with the most intimate and sensitive issues in people's lives. All researchers need to take into account ethical principles when conducting their research. In some qualitative research, the researcher may develop closer relationships with the participants they are studying. Based on this circumstance, this has some important implications for some issues, such as the participants' privacy (in

case of observation). Moreover, in qualitative research, the questions and focus of the study may change during the research process. That means that the kinds of questions have to change as well; this implies that ethical consent is needed for the ongoing process.

In this respect, the ethical practice is concerned in this study. Before conducting the interview, each participant was asked to read and sign the consent form (see ANNEX E), which included what the participants were to be asked, by whom, and for what purpose, and the risks and vulnerability, the right to participate or not, the rights of interview and the right to withdraw from the process of interview (Seidman, 2006). Each participant was presented with a copy of the confidentiality agreement. The research participants' names were replaced by fictitious names in order to maintain confidentiality and to protect the research participants in this dissertation.

3.10 Validity and Reliability

In a qualitative research design, reliability refers more to the accuracy of the researcher's description of the research site and description than to his or her own interpretation of what the findings mean or how they relate to other research and theory (Bogdan & Biklen, 2007). In this respect, reliability may not be an issue in qualitative research because data collection is unique to the individual study. Hence, evaluating the validity of a qualitative research design through the participants' views is specific to their own interpretation. The consistency of each interview with the participants' results regarding the trustworthiness of the data-trustworthiness validates the data. Hesse-Biber et al., (2011) stated that a qualitative research design may not need to be generalized because of the concept of validity. They described the process of triangulation as a method to validate qualitative research. As many sources are better than a single source, the use of a variety of sources supports the reliability of the data (Bogdan et al., 2007).

In this study, it uses multiple sources of data, i.e. critical incident and transcribed interviews that Parliamentary staffs (as knowledge workers) believe will support their explanation to address the research questions.

3.11 Limitations of the Study

This study has limiting condition. That is familiarity with the researcher. A few participants know the researcher well as a Parliamentary staff member and they may have had difficulty adjusting to the researcher taking on the role of interviewer. This phenomenon is referred to as "participant reactivity" (Babbie, 2007). As a few of the participants knew the researcher, their responses may have been influenced or affected and they may have tried overly hard to cooperate with him. This is the reason that I, as the researcher, conducted more than one round of survey questionnaires in order to decrease this limitation. More or less, it was believed that these participants might have been guarded and therefore less candid in their responses.

3.12 Concluding Summary

This chapter provided a detailed description of this study's research methodology. It began with a discussion of the qualitative research methodology, which was employed to illustrate the case study of KM implementation at the Thai Parliament in this study. It was seen that the study used four phases for the data collection, which had its own criteria for selecting the participants. These were as follows: for Phase I, the research participant sample was made up of 20 for each Secretariat for purposefully-selected individuals for the survey-questionnaires for the first round, and ten and ten staff members for the second round at the Secretariat of the House of Representatives and the Senate, respectively. For Phase II, the research participant sample was made up of 10 for each Secretariat for the in-depth interviews. For Phase II, the research participant sample was made up of 10 for each Secretariat for the critical incidents. For Phase IV, the research participant sample was made up of 6 for each Secretariat for the focus-group interviews. Additionally, ethical considerations, validity and reliability, and the limitations of the study were also presented in this chapter. The setting of the study, which was the Thai Parliament, will be discussed in the next chapter.

CHAPTER 4

THE THAI PARLIAMENT

4.1 Introducing the Chapter

In order to understand how KM functions in the Thai Parliament, it is useful to know the history and the relevant context of KM there, which comprises two organizations—the Secretariat of the House of Representatives and the Senate. This chapter introduces a brief history of the Thai Parliament, in Section 4.2. Then, Section 4.3 presents the composition of both Secretaraits, the Upper and Lower. In Section 4.4, the Secretariat of each House is presented to provide a general background for how it works. Section 4.5 is important for introducing KM in the Thai Parliament, which is categorized into KM in the Secretariat of the House of Representatives in sub-section 4.5.1 and KM in the Secretariat of the Senate in sub-section 4.5.2. Lastly, the chapter ends with a concluding summary in Section 4.6.

4.2 A Brief History

The Thai Parliament is the legislative branch of the government of Thailand. It is a bicameral body, consisting of two chambers: the Senate of Thailand (Upper House), and the House of Representatives of Thailand (Lower House). The Parliament is composed of 650 Members: 500 Representatives (MPs) and 150 Senators. It was established in 1932 after the adoption of Thailand's first Constitution, which transformed Thailand from an absolute monarchy to a constitutional monarchy. The Assembly took its current form after the adoption of the 2007 Constitution of Thailand.

After the Second World War a new constitution was promulgated in 1946 under the government of Pridi Panomyong. The constitution is considered Thailand's most democratic and created for the first time a bicameral legislature: the Senate and

the House of Representatives. Additionally for the first and last time the constitution called for a fully-elected Senate and House, the Senate for a six-year term and the House to four years. The ban on political parties were lifted and the first full elections were held in 1946. However, in 1947 a coup d'etat executed by the military abrogated the constitution and replaced it with the 1947 "temporary" and then a "permanent" charter in 1949. The new constitution retained the House but created a 100-member Senate directly appointed by the King.

This charter lasted until 1957 when the military again carried out a coup d'etat and created a single 123-member appointed National Assembly, 103 of whom were from the military or police. In 1959 Field Marshal Sarit Dhanarajata carried out another coup d'etat, this time abolishing the National Assembly altogether. In 1969 under Thanom Kittikachorn the National Assembly returned; this time with a 219-member House and again a royally-appointed Senate. This lasted until 1972 when Thanom overthrew his own government and ruled the country through a National Executive Council. Under pressure Thanom reinstated a 299-appointed National Legislative Assembly, 200 of whom were members of the military.

In 1974 the rule of the "Three Tyrants" (as Thanom's tenure became known) was finally overthrown. A new constitution was promulgated, this time swinging the power back to the legislature by creating a bicameral legislature with an elected House and a House-appointed Senate. Within two years the military led by Tanin Kraivixien again abrogated the constitution and installed a royally-appointed 360-member unicameral National Assembly. By 1978, Kriangsak Chomanan (who succeeded Tanin in 1977) restored the bicameral legislature with an elected 301-member House and a Prime Ministerially-appointed 225 Senate. This arrangement lasted for almost 13 years until Army Commander General Suchinda Kraprayoon overthrew the government of Chatichai Choonhavan in 1991 and returned the unicameral-appointed National Assembly with 292 members. However Suchinda's rule was brought down by the Black May uprising, which led to the overthrow of the military and the drafting of a new constitution

The Constitution of 1997 or the People's Constitution returned Thailand to democracy with a National Assembly composed of an elected 500-member (400 directly, 100 by party-lists) House of Representatives, and an elected 200-member

Senate, and this arrangement lasted for almost ten years. The constitution was abrogated following the 2006 coup d'etat by the military under General Sonthi Boonyaratglin. In 2007 the military appointed the National Legislative Assembly to draft a new constitution. This version was eventually adopted after it was approved through a referendum in 2007; this is the constitution currently in use.[1]

4.3 The Compositions of the Houses

4.3.1 House of Representatives

The House of Representatives of Thailand is also called the "Lower House." The chamber is made up of 375 members from single-constituency elections and 125 members from "proportional representation" by party lists, as termed in the 2007 Constitution of Thailand. Thailand's "proportional representation" is parallel voting or Mixed Member Majoritarian (MMM). This is where the 125 seats are divided among different political parties in accordance with the "proportional representation" popular vote that each party receives. Every eligible voter in Thailand in the event of a general election has two votes, the first for the constituency MP, and the second for the party the voter prefers. The second category is then added and the results are divided into 8 electoral areas. The other 375 seats are directly elected on a constituency basis. The House's term lasts four years. A dissolution of the House, however, can happen at any time.

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[1] This study was planned and set its framework to conduct the research at the Thai Parliament before the Thai army announced the coup on Thursday, May 22, 2014. Therefore, in the researcher's view, it is enough to mention the background of the Constitution where the military appointed the National Legislative Assembly in 2007, and it is felt that there is no need to further mention the interim Constitution enacted by the National Council for Peace and Order (NCPO) in 2014.

4.3.2 House of the Senate

The Senate of Thailand is also called the "Upper House." The chamber is non-partisan and has limited legislative powers. The Senate is made up of 76 elected members (one representing each province) and the rest (74) are selected from the following sectors: the academic sector, the public sector, the private sector, the professional sector, and other sectors, by the Senate Selection Committee. The Senate's term lasts six years. It forbids members from holding any additional office or membership in political parties.

4.4 The Secretariats

4.4.1 Secretariat of the House of Representatives (Lower House)

The Secretariat of the House of Representatives was established on 24 June 1932 (B.E. 2475) to handle the secretariat and clerical affairs of the sittings of the House of Representatives. In this regard, the Secretariat has continuously developed for supporting the services of the legislative institution. In 1992, an announcement was made by the National Assembly, dividing this administrative organization into two parts; namely, the Secretariat of the House of Representatives and the Secretariat of the Senate.

The Secretariat of the Senate is responsible for secretarial affairs in general of the Senate with the Secretary General of the Senate as the chief executive officer. Government officials of the Senate work under the supervision of the President of the Senate, whilst the Secretariat of the House of Representatives is responsible for the secretarial affairs in general of the House of Representatives with its Secretary General as the chief executive officer. Officials of the House of Representatives work under the supervision of the Speaker of the House of Representatives. In order to effectively support the tasks of the National Assembly in the line with current situation, in 2002, an announcement was made by the National Assembly defining responsibilities of the Secretariat of the House of Representatives, which was split into 20 Bureaus and four Divisions to support the work of the members of the House of Representatives.

According to the above commitment, the supporting tasks of members of the House of Representatives can be divided into 5 major categories as seen below.

1) General Administration – the agencies that serve under General Administration Affairs consist of and are responsible for the following offices: the Office of the Speaker of the House of Representatives, the Office of the Secretary to the Parliamentary Officials Commission, the Bureau of General Affairs Administration, the Bureau of Human Resources Development, the Bureau of Finance and Budget, the Bureau of Printing Services, the Bureau of Security, the Division of Leader of the Opposition in the House of Representatives, the Division of Policy and Planning, and the Division of Internal Audit

2) Parliamentary Proceedings – these are agencies that support the tasks for the following offices: the Bureau of Parliamentary Proceedings, the Bureau of Minutes and Stenography, and the Bureau of Committee 1, 2 and 3;

3) Academic Services Affairs – these are agencies that support the tasks for the following offices: the Bureau of Academic Services, the Bureau of Information Technology, the Bureau of Legal Affairs, and the Division of the Executive Directorate

4) Foreign Affairs – these are agencies that support the tasks for the following offices: the Bureau of Inter-parliamentary Organization, the Bureau of International Relations, and the Bureau of Foreign Languages; and

5) Public Relations – these are agencies that support the tasks for the following offices: the Bureau of Public Relations, and the National Assembly Radio and Television Broadcasting Station.
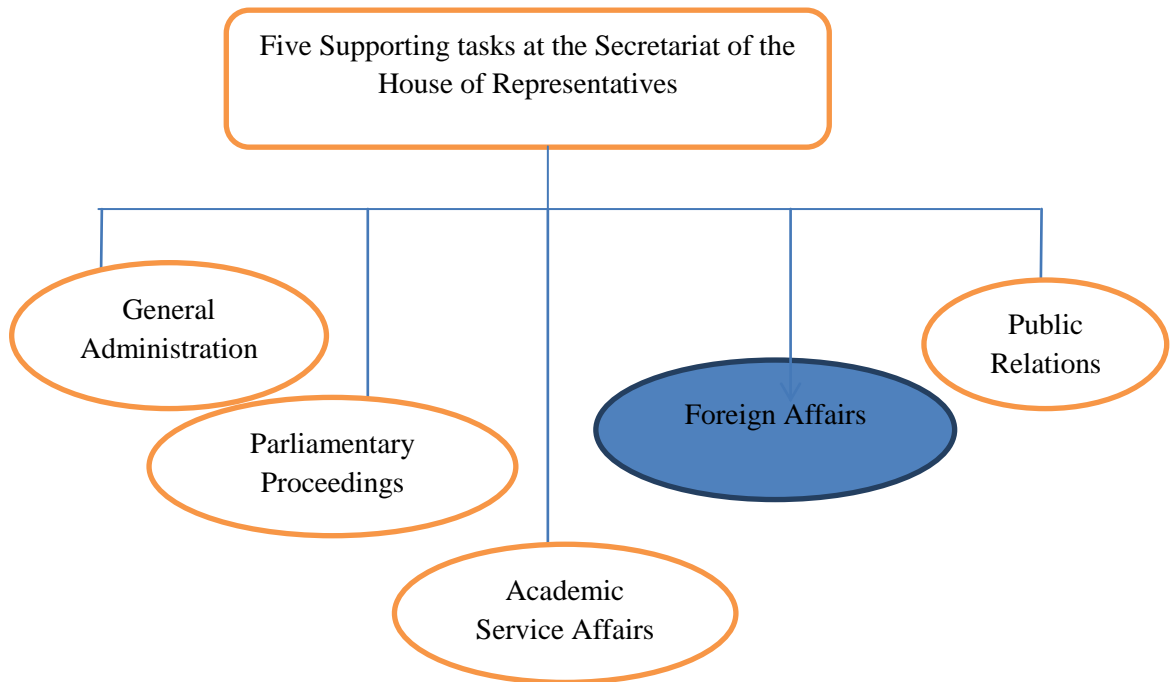
Figure 4.1 Five Major Supporting Tasks of the Secretariat of the House of
Representatives

4.4.2 Secretariat of the House of Senate

In 1975, the National Legislative Assembly acting as the National Assembly
enacted the Parliamentary Administration Act, which stipulated the subordinate
parliamentary agencies; namely, the Secretariat of the Senate and parliamentary
agencies that may be given other titles, performing functions of carrying out the
activities of the National Assembly affairs and maintaining order of the National
Assembly and its boundary. The Secretariat of the Senate is headed by the Secretary
General of the National Assembly who, in carrying out the work of the National
Assembly, is assisted by the Deputy Secretary-Generals and directly accountable to
the President of the National Assembly.

In 1991, the Parliamentary Official Commission was entrusted by the National
Legislative Assembly to act as the National Assembly to amend some of the laws of
parliamentary agencies concerning the Secretariat of the National Assembly and
parliamentary officials, so as to be appropriate and in accordance with other kinds of
government officials. The Council of Ministers then proposed the Parliamentary

Administration Bill and Parliamentary Official Regulation Bill for the consideration of the National Legislative Assembly. Such Bills were approved and promulgated as laws; namely, the Parliamentary Administration Act (No.2) 1932 (B.E. 2535) and the Parliamentary Official Regulation Act (No.4) 1932 (B.E. 2535) with the important substance summarized as follows: 1) subordinate parliamentary agencies are designated comprising the Secretariat of the Senate, the Secretariat of the House of Representatives, and other parliamentary agencies that may be given other titles. Each of these agencies has the status of a department and a juristic person. If it is necessary to set up any parliamentary agency given with other titles, it must be preceded through the bill; 2) the powers and duties of the Secretariat of the National Assembly, including its authority, enterprises, assets, rights, liabilities, officials, employees and its budget, are transferred to the Secretariat of the Senate and the Secretariat of the House of Representatives. The Secretaries-General and the Deputy Secretaries-General of the National Assembly shall join in the division and determination of workplaces, and 3) since the National Assembly notification of the division of agencies of the Secretariat of the Senate comes into force the next day after publication in the Government Gazette [Government Gazette Vo.109, Part 93, dated 11 September 1992 (B.E.2535)], the Secretariat of the Senate was deemed to be established on 12 September 1992 (B.E.2535).

The Secretariat of the Senate is an agency having the status of a department and a juristic person. Both the Secretariat of the Senate and the Secretariat of the House of Representatives are government agencies subordinated to the National Assembly. The Central Personnel Administration is under the Parliamentary Official Commission with its duties of supervising the personnel and officials that work for the National Assembly, so-called parliamentary officials. Parliamentary officials consist of officials of two categories: ordinary parliamentary officials and political parliamentary officials.

An ordinary parliamentary official is a person with a permanent position, working for the National Assembly. As for the Secretariat of the Senate, there is the Secretary-General of the Senate acting as the administrative head of the Secretariat and performing duties directly accountable to the President of the Senate, with six advisors in different areas and six Deputy Secretaries-General assisting him/her in

carrying out the work. In addition, there are three independent groups, including the Advisory Group, the Internal Audit Group, and the Administrative Staff Group directly accountable to the Secretary-General of the Senate. In this respect, a political parliamentary official is a person holding a political position of the National Assembly. He/she has a status resembling a political official in accordance with the Political Officials Regulation Act, B.E.2518 (1975) and works under the command of the President of the National Assembly, President of the Senate or Speaker of the House of Representatives, as the case may be. These positions are as follows:

1) Advisor to the President of the National Assembly

2) Advisor to the Vice-President of the National Assembly

3) Advisor to the President of the Senate

4) Advisor to the Speaker of the House of Representatives

5) Advisor to the Vice-President of the Senate

6) Advisor to the Deputy Speaker of the House of Representatives

7) Secretary to the President of the National Assembly

8) Secretary to the Vice-President of the National Assembly

9) Secretary to the President of the Senate

10) Secretary to the Speaker of the House of Representatives

11) Secretary to the Vice-President of the Senate

12) Secretary to the Deputy Speaker of the House of Representatives

13) Secretary to the Leader of the Opposition in the House of Representatives

The above-mentioned political parliamentary officials are appointed on the grounds of politics by the President of the National Assembly, the President of the Senate or Speaker of the House of Representatives, as the case may be. He/she must have qualifications for being a parliamentary official as provided by the Parliamentary Administration Act, B.E.2518 (1975) and must not be a government official holding a permanent position or receiving a salary.

The Secretariat of the Senate has powers and duties as follows: 1) to be responsible for academic and secretarial work in the sitting of the Senate and in the meetings of the Committees of the Senate; 2) to promote, encourage, and disseminate a democratic regime of government with the King as Head of the State, particularly

the legislative roles of the Senate under the provisions of the Constitution; 3) to study, analyze, and research the relevant matters provided for the Senate's consideration in undertaking any actions with reference to the roles, powers, and duties of the Senate; 4) to study, research, analyze, and compare the information from various countries in order to provide support for international parliamentary affairs, particularly the Senate; 5) to coordinate with the government organizations, state enterprises, and related agencies in both the public and private sector to support the work of the Senate and senators; 6) to perform duties in accordance with the laws, regulations, provisions, and orders stated as the duties and responsibilities of the Secretariat of the Senate to achieve the various commitments of the Senate, such as the budget, personnel, materials, and equipment; and 7) to perform other duties as entrusted by the Senate.

The division of public agencies of the Secretariat of the Senate can be divided into three groups as follows: 1) the Special Group (Advisor, Legal Affairs, Politics, Administration and Management, Foreign Affairs, Legislative Procedure), 2) the Internal Audit Group (Budget, Procurement and Property, Financial and Accounting Administration, General Administration), and 3) the Administrative Staff Group (Academic Proceedings).
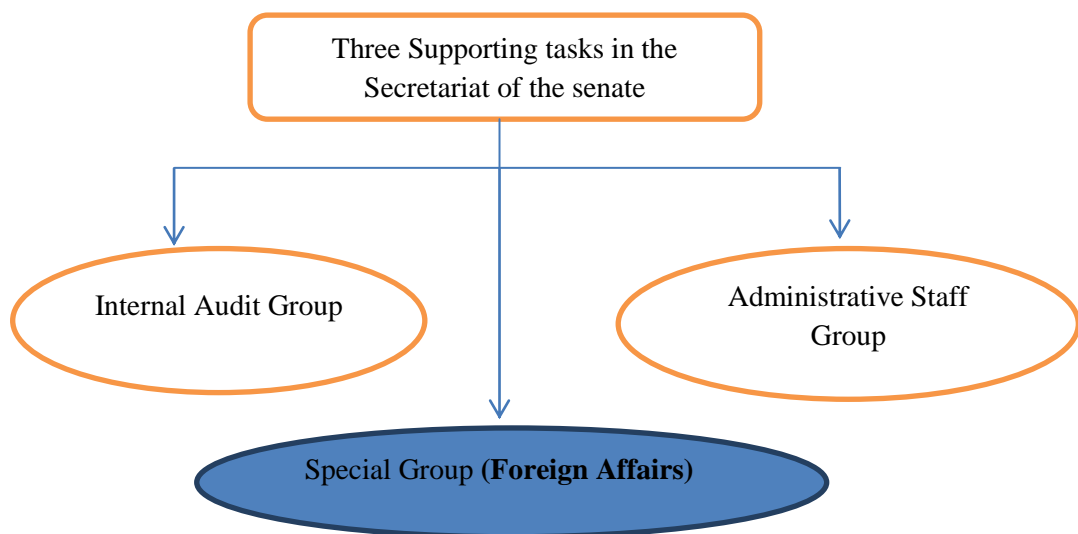
Figure 4.2 Three Supporting Tasks for the Secretariat of the Senate

The figure below shows the relationship between the two Houses in the Thai Parliament and the two Secretariats. In the figure 4.3, the two Secretariats support the works to each Secretariat. In the end, both Secretariats can work together to deliver the best service to the Thai Parliament.
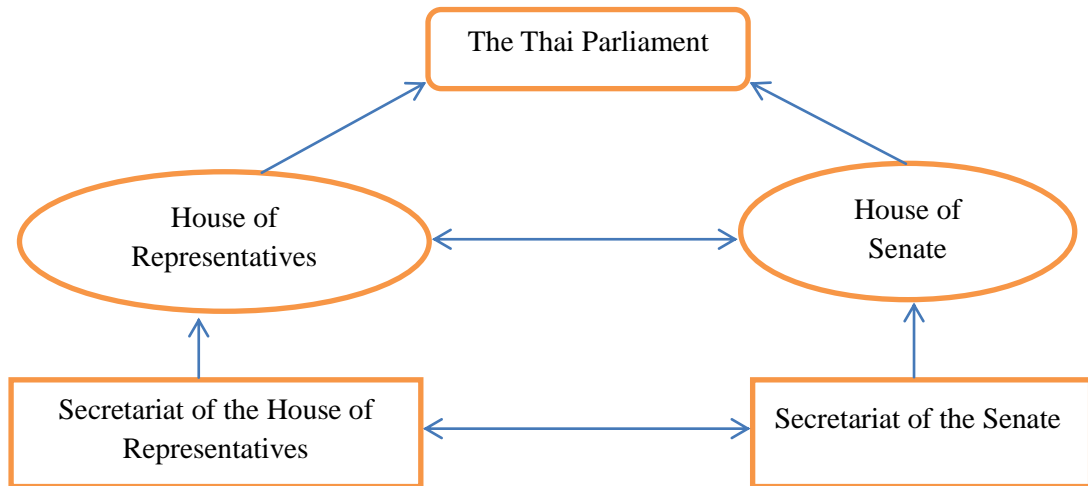
Figure 4.3 Relationship between the two Houses in the Thai Parliament and the two Secretariats.

4.5 Knowledge Management in the Thai Parliament

4.5.1 Knowledge Management in the Secretariat of the House of the Representatives

According to the budget allocation, the year 2008 (B.E.2551) was the first year that the KM process was introduced to the Secretariat of the House of Representatives. The project of KM in the Lower House had been set in a six-year plan (2008-2013). There was a committee designated to implement the KM in the organization. The committee then was assigned a sub-committee to collect all of the knowledge concerning the Secretariat. The collected knowledge was useful information given and shared by seventeen categories of knowledge in the Secretariat. Without categorizing them, this knowledge can be identified as seen in the following table:

Table 4.1 Knowledge Management Project in a Six-Year Plan (2008-2013)

Year	KM Project to Implementation
2008	• How to be a secretary to the proceedings
	• Law and academic services
2009	• How to draft the bill
	• How to deliver the best service for foreign affairs' tasks
	• How to develop human resources in the organization
2010	• Proceedings of the Committees
	• How to perform the best service to support the legislative process
	• How the Thai citizens can propose the bill
2011	• International Affairs
	• Enhancing and developing people's political participation
	• Database and management system for integrated parliamentary tasks
	• Delivering effective service to the Thai MPs
	• Academic support of the Thai MPs
2012	• Proceedings management
	• Development of parliamentary information
	• Enhancing the body of knowledge concerning democracy
2013	• How to work like a professional
	• Supporting the parliament entering the ASEAN Community
	• Human resource development

From the above-mentioned KM projects in the Lower House (2008-2013), it can be seen that foreign affairs had not been implemented every year. It is useful to have a look at the KM project in 2003, as it shows a number of bodies of knowledge at the Thai Parliament. In 2008, the Committee of Knowledge Management of the Secretariat of the House of Representatives studied KM in the organization and proposed that there were 17 aspects of KM in the Secretariat of the House of Representatives: 1) support for legislative process; 2) drafting laws; 3) drafting motions; 4) drafting questions; 5) the Committee proceedings; 6) proposed laws by

people; 7) academic support; 8) system management and recording the proceedings; 9) database of the proceeding report; 10) extended knowledge to people through the program of radio station of the parliament; 11) producing radio and television programs to enhance people's participation; 12) human resource development in order to perform best services to support MPs; 13) courtesy calls; 14) travel aboard by plane; 15) dressing on duty in parliamentary functions abroad; 16) consecutive interpreter; and 17) document translation. In this respect, only number 13-17 is related to foreign affairs (See Table 4.2).

Table 4.2 Body of Knowledge in the Lower House in 2008

Supporting Tasks	Knowledge
General Administration	Human resource development for service members of the Parliament for effective meetings
Parliamentary Proceedings	Support legislative process (bills, motions and questions), Bill drafting, motion drafting, question drafting, committee proceedings, proposed laws by people
Academic Services	Academic services
Public Relations	Database management of minutes in the Secretariat, database management of reports in the Secretariat, enhancing people's understanding through television and radio broadcasting station, producing television and radio program to enhance people's participation
Foreign Affairs	Preparing information for courtesy calls, dressing for any inter-parliamentary conferences, travelling by airplane, interpretation, translation

4.5.2 Knowledge Management in the Secretariat of the Senate

The Secretariat of the Senate launched the KM process in its own organization in 2006. The KM information can be seen at the website[2]. The "Senate KM" can be found, which has provided the KM information of the Secretariat from 2009 onwards.

The body of knowledge is divided into four categories, K1, K2 K3 and K4, as shown in the table 4.3. The KM project was available from 2009 to 2013.[3]

Table 4.3 Body of Knowledge in the Upper House

KM Issue / Year	K1	K2	K3	K4
2009 (BE 2552)	-Supporting foreign affairs -Courtesy calls made by Ambassadors to president of the Senate -Welcome the Secretariat's guests -Senators' attending the 30th AIPA meeting at Pattaya city -Report of the visit study of the Secretariat's staff to Laos	-Strengthening the customer service of the Bureau of Committee 1-3 and Bureau of Stenography -Community of Practices (CoP)	-Developing and improving performance of the Secretariat - Community of Practices (CoP)	-

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[2] http://www.senate.go.th/km_senate2/ (Retrieve on July 10, 2013)

[3] This study focuses on KM, which was implemented in 2009-2013. In this respect, in 2014, KM regarding foreign affairs focused on the ASEAN Community. In this circumstance, the interview questions sometimes touched upon the issue of entering ASEAN Community of the Thai Parliament.

Table 4.3 (Continued)

KM Issue / Year	K1	K2	K3	K4
2010 (BE 2553)	-Staff's participation in inter-parliamentary conferences (by Bureau of Foreign affairs and Bureau of Foreign Languages) -Knowledge Forum -After action Review (AAR) -Video Camera (Clip story telling)	-Staff's legislative experience (Bureau of Proceedings) -Knowledge Forum -A4 Story-telling -Video Camera (Clip story telling)	-An approach to writing official letters (Bureau of Central Administration) -Practice Inventory - CoP	-Knowledge of Rules and regulation regarding to budget to seminars and meetings (Bureau of Fiscal and Budget) -Knowledge Forum -CoP
2011 (BE 2554)	-Summary of Legal Issues (by Bureau of President of the Senate) -KM Tips	-Visa / passport issuing for Senators (by Bureau of Foreign Affairs) -Km for passport issue	-Enhancing ethical issues for staff (by Bureau of human Resources Development) -KM to enhance ethical issues	-
2012 (BE 2555)	-Tactics for working at the Committees (by Bureau of Committee 1, 2 and 3) -KM Tips	-Techniques for making academic documents to support legislative process (by Bureau of Legal Affairs) -KM for making documents to support legislative	-Process of strategic plans, implementation, and evaluation of the Secretariat of the Senate (by Bureau of policy and Planning) - Process of	-

Table 4.3 (Continued)

KM Issue / Year	K1	K2	K3	K4
2		process (by Bureau of Academic Services) -KM for academic writing	strategic plans, implementation, and evaluation of the Secretariat of the Senate (by Bureau of Foreign Affairs) -Handbook of Courtesy calls – A case study of Political advisory Council from China (by Bureau of Foreign affairs) -Towards ASEAN 2015 (by Bureau of Finance and Budget) -Database for illness and staff's child education (by Bureau of Internal Audit) -KM on techniques for complying with strategy plans (by Bureau of General Affairs Administration) -KM on standard of information	

Table 4.3 (Continued)

KM Issue / Year	K1	K2	K3	K4
1			services (by Bureau of Minutes and Stenography) -Shorthand model (by Bureau of Printing services) -KM process and practice for making reports	
2013 (BE 2556)	Various attitudes towards how to make a portfolio for promotion	-	-	-

4.6 Concluding Summary

This chapter presents the history of Thai politics and the general background of the two Houses and both Secretariats. Based on this information, it can be seen that the "foreign affairs" in both Secretariats are one of the important tasks in the Thai Parliament. Accordingly, it is useful to focus on foreign affairs in order to study how the KM implementation has been carried out to date. Regarding to KM implementation, it can be seen that each Secretariat has its own way of conducting and transferring knowledge to the parliamentary staff, whilst the knowledge storage is accumulated at the website of the Thai Parliament: www.parliament.go.th. Next, finding of the study is presented in chapter 5.

CHAPTER 5

FINDINGS OF THE STUDY

5.1 Introducing the Chapter

According to Gray (2009), an analysis of qualitative research is the rigorous and logical process through which data are given meaning. Through that analysis, the data can progress through an initial description of the data and then through a process of disaggregating the data into smaller parts in order to see how these connect with new concepts, which will provide the basis for a fresh description. This statement inspired me to separate the presentation of the findings (Chapter 5) from the analysis and interpretation of the study (Chapter 6) because I would like to let the data found in each method—survey-questionnaire (Phase I), in-depth interview (Phase II), critical incident (Phase III) and focus-group (phase IV)—speak for themselves before being analyzed in the next process. Therefore, this chapter concerns the presentation of the key findings, as shown in Section 5.2

The full details of each phase are presented in the following sub-sections: the survey questionnaire in Section 5.2.1, the in-depth interview in Section 5.2.2, critical incident in Section 5.2.3, and focus group interviews in Section 5.2.4. Section 5.2.1 begins with the results of the survey-questionnaires (phase I), which is divided into three sub-sections for 1) the pilot project, 2) the first round of the survey-questionnaires, and 3) the second round of the survey-questionnaires. In Section 5.2.2, the information gained from the interview process (phase II) is presented in the following two sub-sections: 1) the pilot interview and 2) the in-depth interviews. In Section 5.2.3, the critical information gained from the critical incident instrument (phase III) is presented; this phase was carried out immediately after the in-depth interview process. In Section 5.2.4, the last stage of the data collection was accomplished through the focus-group interview (phase IV). The chapter ends with a concluding summary in Section 5.3.

5.2 Presentation of the Key Findings

5.2.1 Survey Questionnaires (Phase I) (May – September 2014)

This phase of the survey-questionnaires was designed to have three stages: the pilot project, the first-round survey-questionnaires, and the second-round survey questionnaires.

5.2.1.1 Pilot Study (May 2014)

The study began with the pilot survey questionnaires being distributed to two parliamentary staff members in each Secretariat in May 2014. Then, the survey questionnaires were carried out during two rounds.

1) The First Round (June – July 2014)

The survey were are distributed to 30 parliamentary staff members in the Secretariat of the House of Representatives and another 20 sets of survey questionnaires were sent to the Secretariat of the Senate. This first round of survey questionnaires were carried out during June – July 2014.

2) The Second Round (August – September 2014)

The survey-questionnaires were distributed to 15 parliamentary staff members in the Secretariat of the House of Representatives and another 10 sets of survey questionnaires were sent to the Secretariat of the Senate. This second round of survey questionnaires were carried out during August – September 2014.
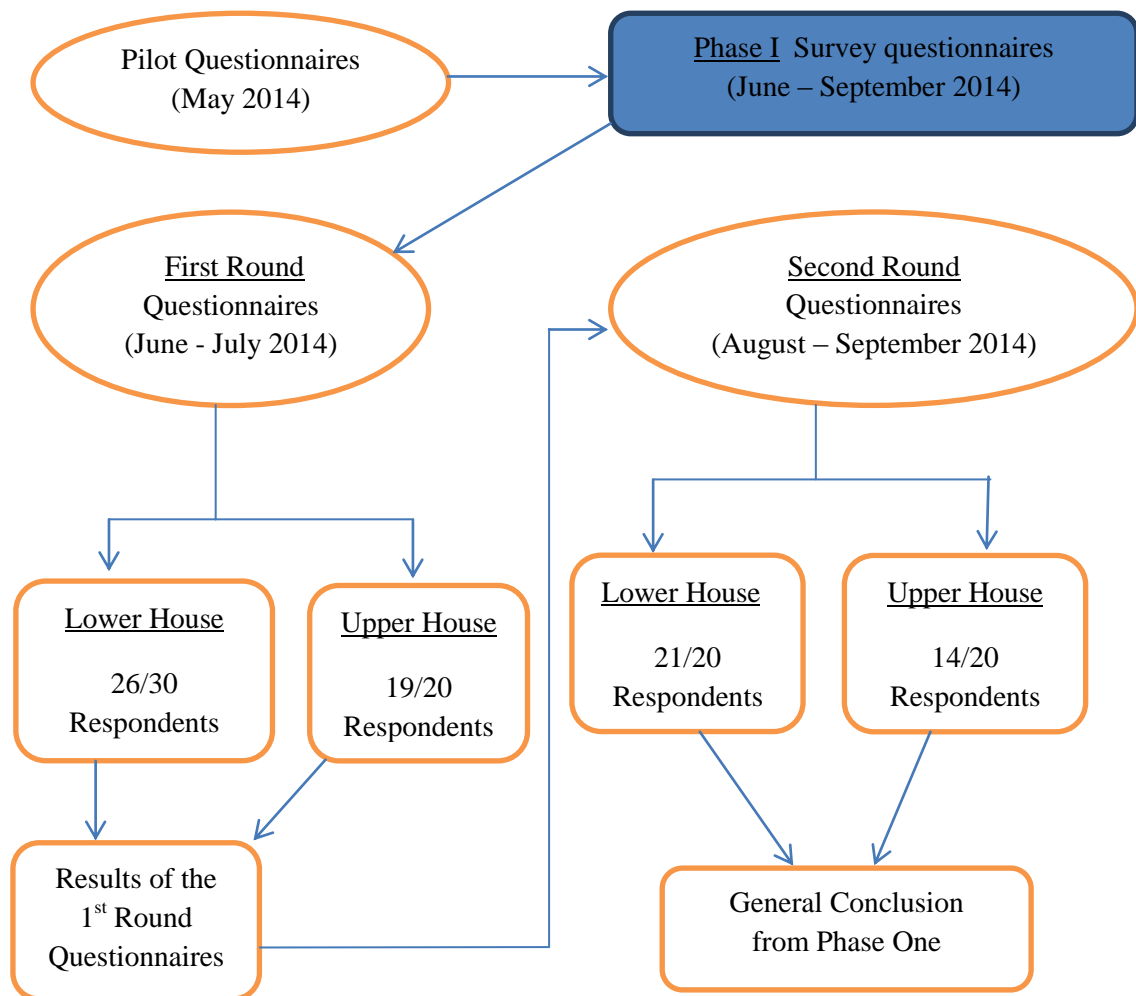
Figure 5.1 Survey-Questionnaire Method Conducted During the First Phase of the Research Study (May – September 2014)

5.2.1.2 Pilot Project for Survey Questionnaires (May 2014)

As Gray (2009, p. 338) stated "questionnaires are perhaps one of the most popular data gathering tools, probably because they are thought by many researchers to be easy to design". This is also true for this research study. The pilot questionnaire was set as a one-shot attempt to gather data. It had to be accurate, unambiguous, and simple to complete. Gray also suggested that piloting will reduce the incidence of non-response to the questionnaires. Furthermore, Gillham (2002 as cited in Gray, 2009) advised that "the researcher should try out the initial list of questions with one or two people who are not part of the target group" (p. 360). The

researcher then has amended the questionnaire; it should be re-trialed with two or three other people that are similar to, but not part of, the target group. The procedure is the same, but this time advice on improvements, deletions, and additions is requested. The researcher is now ready to begin designing the layout of the questionnaire.

I followed the above guideline by sending a few survey-questionnaires to three parliamentary staff members that were not part of the target group as my informants. In this respect, I found out that some questions were unclear, especially when asking about leadership in the organization. However, the result is responded in a positive way in terms of I received all three set of questionnaires back to me with filling all items in all three parts. The questionnaire was designed in three parts, as shown in Annex A. For Part I, there were ten questions, asking for general information about the informant. For Part II, 70 questions were presented asking about its characteristics, the implementation process, and outputs and success factors. Part III asked about the informants' recommendations regarding KM implementation in terms of leadership, budget allocation, incentive, etc.

I also was concerned about the validity and reliability of the questionnaires. In terms of validity, the questionnaire covered the KM issue regarding its characteristics, the implementation process, and outcomes and success factors—both in terms of content and details. I did not ask them spurious or irrelevant questions, which would increase the length of the questionnaire, which in turn would have reduced the number of responses. Regarding the reliability, I designed the second round of the survey questionnaire to check whether the information I received from the target group revealed the same results.

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│   Summary of the results of the │
│   pilot questionnaires (May 2014)│
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Lower House: (Two staffs)

Comments: They agreed with all parts: a) participants demographics, b) KM implementation, and c) recommendations. They asked to fill in the answers in the Thai Language.

Upper House: (Two staffs)

Comments: They agreed with all parts, where they could fill the information in without any specific inquiries.

The improved questionnaire, as shown in Annex A, which is used in the first round of survey questionnaires, during June – July 2014

Part I: Demographical data

Part II: Four Dimensions of KM Implementation – Characteristics, Process, Outcomes and Success factors

Part III: Recommendations

Figure 5.2 The Pilot Questionnaires Conducted in May 2014

First Round for the Survey-Questionnaires (June - July 2015)

As mentioned earlier, the survey questionnaires were distributed to 30 parliamentary staff members that had been working in the area of international affairs at the Secretariat of the House of Representatives. In this respect, there were three

Bureaus; namely, the Bureau of Inter-parliamentary Organizations, the Bureau of International Relations, and the Bureau of Languages. Each Bureau received 10 sets of the survey questionnaires.

The results of the first round of the survey-questionnaires can be summarized into three parts: 1) participants' demographics, 2) characteristics of the respondents, and   3) a summary of the data as follows.

Participants' Demographics

5.2.1.3 Secretariat of the House of Representatives (26 of 30 Questionnaires)

In this phrase of the research study, 30 potential participants in the Secretariat of the House of Representatives were contacted. All of them agreed to participate in the study. Therefore, the 30 sets of survey-questionnaires were sent to those parliamentary staff members that willingly agreed to fill in the questionnaire, by mails and were asked to return the completed forms by way of a self-addressed envelope. This process took three months, from in May to July 2014. The questionnaire was designed to collect profile data and also asked the participants for their perceptions on KM characteristics, implementation, outcomes, and factors for success. The survey questionnaire can be found in Annex A.

It took one month for to receive all ten sets of the questionnaires from the Bureau of Foreign Affairs. For the Bureau of International Relations and the Bureau of Inter-parliamentary Organization, it took two months and three months to receive the returned questionnaires respectively. The following table shows the number of usable samples from the three Bureaus in the Secretariat of the House of Representatives.

Table 5.1 Number of Usable Samples from the Bureaus in the Lower House

Bureau	Number of questionnaires distributed	Number of questionnaires returned	Percent
Inter-Parliamentary Organization	10	7	70%
International Relations	10	9	90%
Foreign Languages	10	10	100%

Regarding the results, the 26 sets of usable questionnaires were returned. Ten sets of questionnaires were completely filled in by the Bureau of Foreign Languages and sent back to me. For the other two Bureaus, that is, the Bureau of Inter-Parliamentary Organizations and the Bureau of International Relations, more than one-third were sent back to me as seven from Bureau of Inter-Parliamentary Organizations and nine from Bureau of International Relations, respectively. As presented above, Table 19 shows the number of usable samples from the three Bureaus in the Lower House.

5.2.1.4 Secretariat of the Senate (19 of 20 participants)

In this phase of the study, twenty potential participants in the Secretariat of the Senate were contacted. Only one participant declined. Therefore, nineteen individuals that agreed to participate were sent a questionnaire by mails and were asked to return the completed forms by way of a self-addressed envelope. The questionnaire was designed to collect profile data and also asked the participants for their perceptions on KM characteristics, implementation, outcomes, and factors for success. The survey questionnaire can be seen in Annex A.

It took two months to receive all of the questionnaires, but one was missing. The following table shows the number of usable samples from the two Bureaus in the Secretariat of the Senate.

Table 5.2 Number of Usable Samples in the Bureaus in the Upper House

Bureau	Number of questionnaires distributed	Number of questionnaires returned	Percent
Foreign Affairs	10	9	90%
Languages	10	10	100%

Regarding the results, nineteen sets of the usable questionnaires were sent back to me. The nine sets of distributed questionnaire were completely filled in by the Bureau of Foreign Affairs and sent back to me. For the Bureau of Languages, ten sets were sent back to me on the same day. Only one questionnaire was missing. Characteristics of the Respondents.

5.2.1.5 Secretariat of the House of Representatives (26 of 30 Questionnaires)

The following tables present the characteristics of the respondents in terms of the following: 1) gender and age, 2) education and university, and c) level of position and years of experience, as shown in Table 5.3, Table 5.4, and Table 5.5, respectively.

Table 5.3 Characteristics of the Respondents from the Lower House: Gender and Age

Bureau	Gender		Age			
	Male	Female	20 - 30	30 - 40	40 -50	50 - 60
Inter-Parliamentary Organizations	3	4	-	7	-	-
International Relations	3	6	-	7	2	-
Foreign Languages	3	7	1	6	3	-
Total	9	17	1	20	5	-

Table 5.4 Characteristics of the Respondents from the Lower House: Education and
University

Bureau	Education			University	
	BA	MA	PhD	Public	Private
Inter-Parliamentary Organizations	-	7	-	7	-
International Relations	-	9	-	9	-
Foreign Languages	-	10	-	10	-
Total	-	26	-	26	-

Table 5.5 Characteristics of the Respondents from the Lower House: Level of
Position and Years of Experience

Bureau	Level of Position				Years of Experience				
	Practitioner (C4-5)	Professional (C6-7)	Senior Professional (C8)	Expert (C9+)	0 - 5	6 - 10	11 - 15	16 - 20	20 - 25
Inter-Parliamentary Organizations	-	5	2	-	-	5	2	-	-
International Relations	4	1	4	-	4	1	2	2	-
Foreign Languages	3	5	1	1	3	5	1	1	-
Total	7	11	7	1	7	11	5	3	-

The outstanding finding from the participants was that they were all
holders (26 participants) of a master's degree from a public university. This led to my
assumption as the Thai parliamentary staff members were knowledge workers. The
interesting number was that most participants were women (17 from 26 participants).

The average age was between 30-40 years, and most was at the professional level and had more than ten years of experience.

　　　　　　5.2.1.6 Secretariat of the Senate (19 of 20 questionnaires)

　　　　　　　The following tables present the characteristics of the respondents in terms of the following: 1) gender and age, 2) education and university, and 3) level of position and years of experience, as shown in Table 5.6, Table 5.7, and Table 5.8, respectively.

Table 5.6 Characteristics of the Respondents from the Upper House: Gender and Age

Bureau	Gender		Age			
	Male	**Female**	**20 - 30**	**30 – 40**	**40 -50**	**50 - 60**
Foreign Affairs	3	6	1	6	2	-
Languages	6	4	-	7	1	2
Total	9	10	1	13	3	1

Table 5.7 Characteristics of the Respondents from the Upper House: Education and University

Bureau	Education			University	
	BA	**MA**	**PhD**	**Public**	**Private**
Foreign Affairs	1	7	1	9	-
Languages	12	9	-	10	-
Total	2	16	1	19	-

Table 5.8 Characteristics of the Respondents from the Upper House: Level of
Position and Years of Experience

Bureau	Level of Position				Years of Experience				
	Practitioner (C4-5)	Professional (C6-7)	Senior Professional (C8)	Expert (C9+)	0 - 5	6 - 10	11 - 15	16 - 20	20 - 25
Foreign Affairs	9	-	-	-	2	6	1	-	-
Languages	7	1	2	-	1	6	1	1	1
Total	16	1	2	-	3	12	2	1	1

The outstanding finding from the participants was that most were holders of a master's degree (16 from 19 participants), and one participant was a Ph.D. staff member. Most of them graduated from a public university. This led to my assumption that the Thai parliamentary staff members were knowledge workers. The interesting number was that half of the participants were women (11 from 19 participants). The average age was between 30-40 years, and most of them were at the practitioner level and had more than ten years of experience.

5.2.1.7 Summary of Data

The following tables present the data gained from the respondents and their recommendations as follows:

1) Secretariat of the House of Representatives

Table 5.9 Data Summary for KM Implementation from the Lower House

Bureau	Overview of KM in Organization	Characteristics	Implementation Process	Outcomes	Factors for Success
Inter-Parliamentary Organizations	- All of them agreed that knowledge was both tacit and explicit.	- The Secretariat is committed to KM.	- Secretariat forces the Bureau to commit to the KM process.	- They believe that the Secretariat has concrete outcomes for KM. implementation.	- Teamwork - Culture - Technology - Rewards - Belief - Network

Table 5.9 (Continued)

Bureau	Overview of KM in Organization	Characteristics	Implementation Process	Outcomes	Factors for Success
	- Knowledge is the power to drive the organization toward the future.	- Building sharing of knowledge can create KM success.	- Staff shares their knowledge during / after KM implementation, i.e. CoP, training, etc.	- The Bureau has a standard security system for data.	
	- Knowledge is more important than financial resources.	- KM is a strategy to connect to the learning organization (LO).		- The staff has the skill to search for relevant knowledge.	
	- The staff from the Bureau joined in the KM process.	- They believe that KM is based on IT and networks.		- The Bureau has few representatives to attend any meetings and communicate with the KM team.	
				- After the KM implementation process, the staff has more professional services.	
International Relations	- Some of them believed in tacit and explicit knowledge. -They believed that technology can increase the competency of KM.	- Staff sees the importance of KM and always shares knowledge with each other. - The staff freely learns and shares.	- They know about five activities of the KM process: discovering, generating, evaluating, sharing and leveraging knowledge.	- They agree that one of the outcomes is the staff's sharing of ideas and providing information, and attending meetings.	-Leadership -Technology -Staff's involvement -Allocated funds -Rewards -Network

Table 5.9 (Continued)

Bureau	Overview of KM in Organization	Characteristics	Implementation Process	Outcomes	Factors for Success
	- KM storage helps them to determine where to find information.	- KM can connect to the "leaning organization" in the office.			
Foreign Languages	- Knowledge as a resource is much more important than financial resources.	- They believe that KM is a process, including the explanation of the responsibility for team work.	- The Secretariat enforces KM implementation.	- KM is a process of strategy that connects to work in the Secretariat for a Learning Organization.	- Leadership - IT equipment - Technology - Staff's willingness - Staff's involvement
	- Knowledge as a powerful tool in the secretariat needs to be developed / shared with others, so other staff members can utilize it.	- The staff has the opportunity to learn and share.	- The Secretariat encourages commitment to KM. - The staff members are working well together for a good KM implementation process.	- The Bureau has standard IT to support the KM process. - The staff has the capability to coordinate with the KM implementation	- Incentive - Communication
	- KM storage can help the staff to determine the information needed.	- They always share knowledge with each other, including such elements as motivation, morale, financial support, and providing other facilities.	- The staff members share their knowledge during KM implementation.	process. - The Bureau has a representative to communicate with the KM team.	
	- The knowledge storage system consists of learning needs, objectives of working, user expertise, and	- The Secretariat's climate enhances the KM process.		- The staff became more professional after the KM process. - The staff had more knowledge	

Table 5.9 (Continued)

Bureau	Overview of KM in Organization	Characteristics	Implementation Process	Outcomes	Factors for Success
	use of information and information storage.	- Building sharing of knowledge creates success for the Secretariat.		about foreign affairs after the KM implementation process.	
	- KM strategy consists of sharing responsibility, collecting data, transferring knowledge, learning system from external organization, building activities to promote learning, think and learn creativity, rewards for innovators, training staff about KM, building knowledge related to the needs and value of the organization, and building a KM mechanism.				

It should be noted here that most of the staff do not prefer writing of what they are thinking. More than half of questionnaires were blank when I got them back from the participants. Just a few comments were given by a few of the participants. Interestingly, one or two participants stated that they preferred seeing the questionnaires written in the Thai language. This surprised for me because the agreement on the phone at the earlier stage was to send them the English version of my survey-questionnaires. However, some useful comments from the participants have been categorized in the following table:

Table 5.10 Data Summary of Recommendations for KM Implementation from the Lower House

Bureau	Recommendations
Inter-Parliamentary Organizations	The staff should have applied tacit knowledge to its jobs rather than explicit knowledge.
	The leader should be a person that is interested in KM according to his / her passion, not by position.
	IT support, i.e. Internet, is not a stable system. It is unavailable most of the time.
	There is no key person that is the facilitator of the KM process.
	The staff's attitude towards Km is useless because the members think that it cannot support their work. Therefore, the Secretariat needs a better environment for learning and sharing regarding the KM process.
	The staff members that get involved with the KM process are the same old faces, so new faces are needed.
International Relations	Not enough budget is allocated for the Bureau's KM process.
	The staff that is responsible for KM at the moment might not be right for taking care of this matter.
	The staff does not have enough skills to search for the information needed for its works.
	They have a negative attitude toward KM, so they are not even trying to develop themselves to get involved with this matter.
	Not enough budget is allocated for the Bureau's KM process.

Table 5.10 (Continued)

Bureau	Recommendations
Foreign Languages	They have a negative attitude toward KM, so they are not even trying to develop themselves to get involved with this matter.
	They think that the Secretariat does not understand the "real point" of KM.
	They need more seminars in order or it to be a place where they can inter-exchange their knowledge.
	Some dare to make a comment on leadership. That is, the leader should adapt to the KM process by supporting staff members entering the KM system.
	The staff should have an understanding of KM in the same way.
	The staff has a negative attitude towards KM as additional work.
	Incentives are not clear for convincing parliamentary staff members to get involved with KM.
	Specifically speaking, they need more budget to get involved with the KM implementation process.
	They think that the Secretariat does not understand the "real point" of KM.
	They need more seminars in order to be a place where they can inter-exchange their knowledge.
	Some make a comment on leadership. That is, the leader should adapt to the KM process by supporting staff members entering the KM system.
	The staff should understand KM in the same way.
	The staff has a negative attitude towards KM as additional work.
	Incentives are not clear for convincing the parliamentary staff members to get involved with KM.
	Specifically speaking, they need more budget to get involved with the KM implementation process.

In summary, the first round of the survey questionnaires can be concluded with three major findings as follows:

1) Finding 1: Demographic Data

The twenty-six sets of questionnaires were sent back to me a month after the participants received the survey-questionnaires by mail. In this respect, this was an acceptable number because the twenty-six (of thirty) represented more than half According to Pichit Pitakthepsombat (2005), this number is acceptable. Interestingly, all of the participants were "knowledge workers" and were eligible for being informants in this study. Their characteristics were very promising: 1) all of the participants had obtained a master's degree from a public university; 2) most of them were female (17 from 26), and the average age was 30-40 years (20 from 26); 3) they graduated from a public university, and 4) most participants were practioner level, who give the answer to the questionnaires, and most of them had 6-10 years of experience.

2) Finding 2: KM Implementation

(1) KM Characteristics

The Secretariat forces every staff member to get involved with KM in the workplace. Parliamentary staff members get involved with KM in the Secretariat in one way or another, as they are all know that knowledge has both tacit knowledge and explicit knowledge. Moreover, some staff members recommend that tacit knowledge should be transferred to their current jobs. The KM in the Secretariat should be done in order to gain a holistic (or integrated overview of) implementation process, including the perceptions of the staff in each Bureau. Technology, i.e. Internet and intranet, plays the major role in the KM implementation process. Significantly, the themes that emerged from the data in the data storage (in website) lacked verification. The main focus on KM characteristics was to share knowledge with others in the Secretariat.

(2) KM Implementation Process

The Secretariat forces the staff to have a commitment to KM and to get involved in the KM implementation process; for instance, to participate in a week of "Learning Organization"- an event set by the Secretariat to be a place for sharing

and learning knowledge. After the implementation process, the entire staff becomes much more professional in its work and performs its work much better as a team.

(3) Outcomes

The staff can have knowledge to search for any relevant information it needs and to learn to share knowledge. The staff has clearer knowledge in terms of international affairs, which they are all responsible for. They have at least one staff member join the KM team in the Secretariat's implementation process regarding KM. The explicit knowledge is communicated to the Secretariat.

(4) Success Factors

The first group of the success factors is leadership, technology, network and the staff's involvement (sharing). The rest factors are incentives, communication, and IT equipment.

3) Finding 3: Recommendations

The staff should apply tacit knowledge to their jobs rather than explicit *knowledge.* They should have understanding of KM in the same way. They think that the Secretariat itself does not understand the "real point" of KM. They need a larger budget to get involved with the KM implementation process. Importantly, they think that the leader should concentrate on KM by intention, not by position.

(1) Secretariat of the Senate

The following tables include the data gained from the respondents and their recommendations as follows:

Table 5.11 Data Summary of KM Implementation by the Senate

Bureau	Overview of KM in the Organization	Characteristics	Implementation Process	Outcomes	Factors for Success
Foreign Affairs	- The Secretariat enforces the KM implementation process in the office.	- KM is a process that includes the explanation of responsibility for teamwork.	- The KM process as a strategy begins with planning and evaluation through top leaders that act as	- The staff has the skills to search for relevant knowledge.	-Leadership -Belief -Organizational structure -Behavior - Communi- cation

Table 5.11 (Continued)

Bureau	Overview of KM in the Organization	Characteristics	Implementation Process	Outcomes	Factors for Success
	-The Secretariat encourages staff to have commitment to KM.	- The staff can organize, build and transfer knowledge.	supporters rather than as decision-makers.	- After the KM process, staff has the capability to coordinate with others.	-Technology -Rewards
	-Knowledge is seen as power to drive the organization toward the future.	- The staff members always share knowledge with each other, including motivation, morale, financial support, and providing other facilities.	-Computers and IT networks are connected to the Internet for working in the KM implementation process.	-The staff is able to control and integrate the decisions of sub-units regarding the KIM implementation process.	
	-Technology, culture, process and system are a foundation based on knowledge.		-The staff members shared knowledge and experience during the KM implementation process.	-The staff can manage problems/obstacles when they occur.	
	- Knowledge should be shared with others so that they can utilize that knowledge.	-The staff has opportunities to freely learn and share knowledge.		-The Bureau has some Representatives after KM implementation process.	
	- The strategy of KM consists of sharing responsibility, collecting data, transferring knowledge, learning the system of the external	- KM is a process of strategy that connects to the work in the Secretariat for a "Learning Organization." - Building sharing of knowledge can create success		- The staff had more knowledge and capacity after the KM implementation process. - The staff is well-trained to use IT equipment for KM implementation.	

Table 5.11 (Continued)

Bureau	Overview of KM in the Organization	Characteristics	Implementation Process	Outcomes	Factors for Success
	organization, building activity to promote learning, thinking and learning creatively, rewards for innovators, training staff about KM, building knowledge related to the needs and values of the organization and building a mechanism for KM.	for the Secretariat's KM			
Languages	-They believe that knowledge is both tacit and explicit. - KM storage can help the staff find the information it needs. -Technology increases the chance of effective and efficient management.	- Building KM in the Secretariat should include learning dynamics, organizational change, and knowledge and technology.	-The KM process has five stages – determination of wisdom capital, building what we would like to know, managing knowledge as a system, and sharing knowledge and applications.		-Networking for learning - Leadership -Belief -Value -Behavior -Technology -Rewards

Table 5.12 Data Summary of Recommendation Regarding KM Implementation by
the Senate

Bureau	Recommendations
Foreign Affairs	-No Recommendations (from 9 participants)
Languages	-They think that there is not enough support, capacity, or resources (i.e. budget, IT equipment).
	-They need more training and a larger budget.
	-They need more allowance for living-costs to participate in the KM process.
	-The staff has poor capacity regarding KM, so it needs more training in international level.
	-Some staff members do not have a positive attitude toward KM.
	-Some have a bad attitude, so the Secretariat should encourage them to have a more positive one.
	-Lack of leadership
	-The leader lacks of knowledge and experience about KM.
	- The leader should encourage the staff to get involved with KM.
	- The leader should be trained first as an example, so that the staff can follow.
	-The staff needs more motivation to get involved with the KM implementation process.
	-The staff has poor experience regarding the KM process.
	-Some staff members are confused about the KM implementation process.
	-Some think that KM activities have not been done for KPI3, but for developing knowledge.

In summary, the results of the first round of the survey questionnaires can be concluded with three major findings.

1) Finding 1: Demographic Data

The 19 sets of the questionnaire were sent back to me a month after the participants received them. This was an acceptable number because 19 (of 20) was more than half. According to Pichit Pitakthepsombat (2005), this is an acceptable number. Interestingly, all of the participants were "knowledge workers" and were eligible for being informants for the study. Their characteristics were very promising: 1) all of the participants had obtained a master's degree from a public university; 2)

half of the participants were female (10 of 19), and the age of two-thirds of them was 30-40 years (13 of 19); 3) most of the participants were MA holders; two participants had a bachelor's degree and one participant had a Ph.D. holder. All of the participants had graduated from a public university; and 4) the practitioner level is the most participants who give the answer to the questionnaires, and most of them had 6-10 years of experience.

      2) Finding 2: KM Implementation

         (1) KM Characteristics

The staff understood that knowledge was both tacit and explicit, but most of them did not agree that there were four types of tacit knowledge and explicit knowledge - tacit to tacit, explicit to explicit, tacit to explicit, and explicit to tacit. Knowledge was seen as the power to drive the organization toward the future. The strategy of KM consisted of sharing responsibility, collecting data, transferring knowledge, the learning system from the external organization, building activity to promote learning, thinking and learning creatively, rewards for innovators, training staff member about KM, building knowledge related to the needs and values of the organization, and building a mechanism for KM.

         (2) KM Implementation Process

The KM process as a strategy begins with planning and evaluation through top leaders that act as supporters rather than as decision-makers. They understand that the KM process has five stages: determining of wisdom capital, building what we would like to know, managing knowledge as a system, sharing and applying knowledge. The staff shared knowledge and experience during the KM implementation process.

         (3) Outcomes

The staff has the skills to search for relevant knowledge. After the KM process, the staff had the capability to coordinate with others and had more knowledge and capacity. They are well-trained to use IT equipment for KM implementation and could manage problems/obstacles when they occurred.

         (4) The CSFs

The CSFs were: networks, leadership, beliefs, organizational structure, behavior, communication, technology, and rewards.

3) Finding 3: Recommendations

The leader lacks leadership and should be trained in the KM process as the first priority so that the he or she can be a good example for the staff to follow.

The staff has a bad attitude toward the KM implementation process, so the Secretariat should encourage it to have a positive attitude.

Staff members are still confused about the KM concept in the Secretariat, so it should be a clearer issue for all.
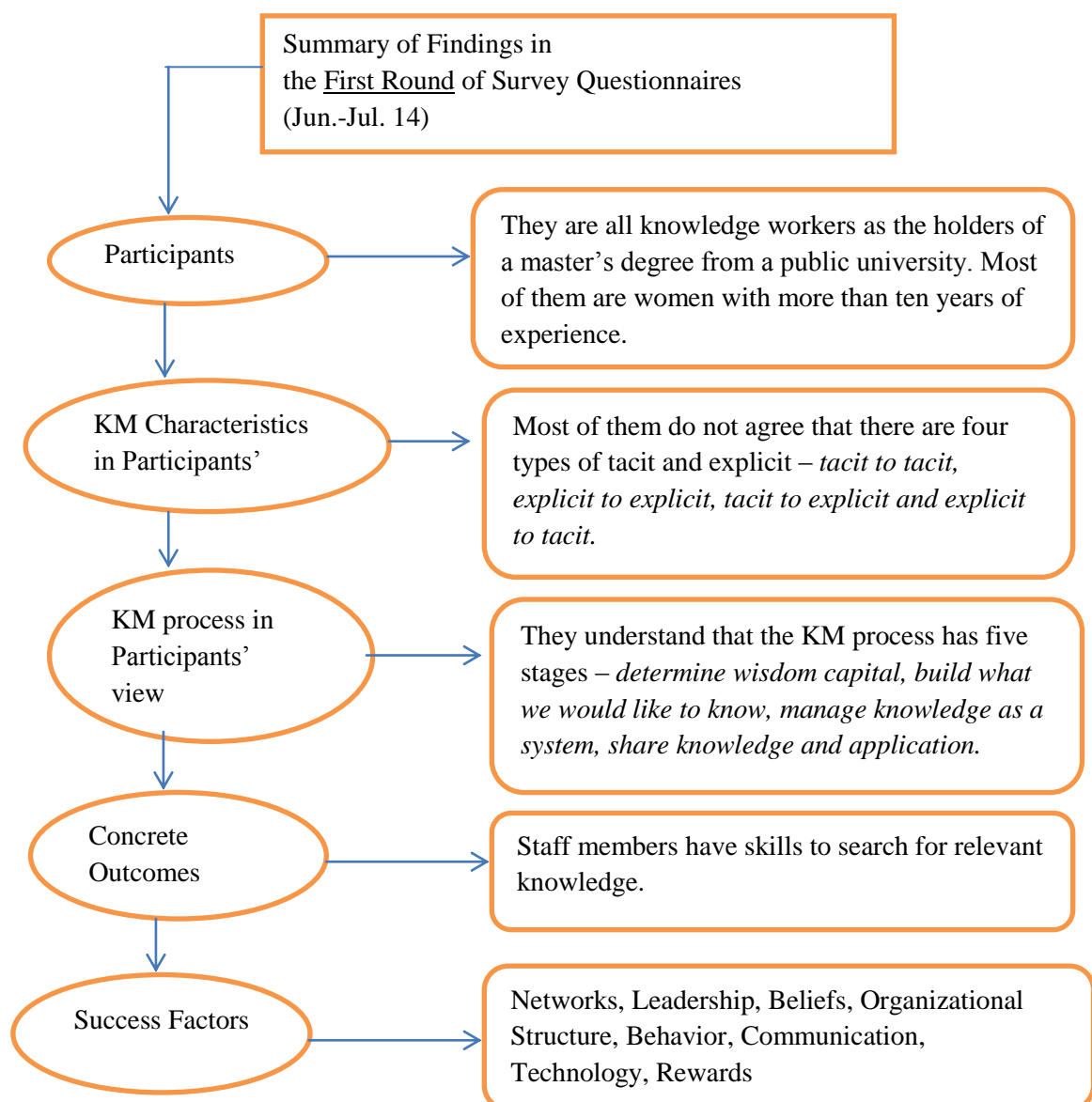
Figure 5.3 Summary of Findings in the First Round of Survey Questionnaires (June - July 2014)

Second Round for Survey-Questionnaires (August - September 2015)

Like the first round, the results of the second round of the survey-questionnaires can be summarized into three parts: 1) participants' demographics, 2) characteristics of respondents, and 3) summary of the data as follows:

1) Participants' Demographics

Secretariat of the House of Representatives (21 of 30 participants)

The second round of the survey-questionnaire was conducted in August - October, 2014. The questionnaires were sent to ten participants for each Bureau in the Lower House, and the Senate. That means that there were thirty and twenty participants in the Lower House and Upper House respectively. The purpose of this second survey was to check its validity and to see if the positive tone of the participants' answers were the same or had change from the results found in the first round.

Like the first round, the second round of the survey-questionnaire itself still contained the same four parts, which aimed to survey KM implementation in terms of its characteristics, process, outcomes, and success factors. The questionnaires were sent to all participants by mail for the same reason I indicated in the first round. However, there was a bit of a change in the second round questionnaires. As learned from the first round, I allowed the participants to express their opinions regarding the recommendations in Part III by writing the answer in the Thai language. The questionnaire for the second round survey is attached in Annex B.

What I found in the second round from the survey questionnaire is presented in the same pattern I made in the first round by separating the Secretariat of the House of Representatives in the following sub-section A and the Senate in sub-section B as follows:

In this second survey, 21 potential participants in the Secretariat of the House of Representatives were contacted. Some of them were new faces and some were the same participants that participated in the first round. All of them willingly agreed to participate in this study. Therefore, the 30 sets of survey-questionnaire were sent to the parliamentary staff members that willingly agreed to fill in the questionnaire by mails and they were asked to return the completed forms by way of a self-addressed envelope. This process took two months, from August to September 2014.

The questionnaire was designed to collect profile data and also asked the participants to express their perceptions on KM characteristics, implementation, outcomes, and CSFs. The survey questionnaire can be found in Annex B.

It took two months to get the distributed questionnaires from each Bureau. The following table shows the number of usable samples from the three Bureaus in the Secretariat of the House of Representatives.

Table 5.13 Number of Usable Samples from the Bureaus in the Lower House

Bureau	Number of questionnaires distributed	Number of questionnaires returned	Percent
Inter-Parliamentary Organization	10	6	60
International Relations	10	6	60
Foreign Languages	10	9	90

Regarding the results, 21 sets of usable questionnaires were sent back to me. Nine sets of questionnaires were completely filled in by the Bureau of Foreign Languages and sent back to me. For the other two Bureaus, that is, the Bureau of Inter-parliamentary organization and the Bureau of International Relations, more than half were sent back to me as six sets and six sets, respectively. As presented above, table 31 shows the number of usable samples from the three Bureaus in the Lower House.

Secretariat of the Senate (14 of 20 Participants)

Participants' Demographics

In the second round of the survey-questionnaire, once again, twenty potential participants in the Secretariat of the Senate were contacted. The questionnaires were sent to them and I asked them to return the completed questionnaires by way of a self-addressed envelope, as they did in the first round survey. The questionnaire can be seen in Annex B.

The questionnaire was designed to collect profile data and it also asked the participants for their perceptions on KM characteristics, implementation, outcomes, and factors for success. The survey questionnaire can be seen in Annex A.

It took two months (August-September 2014) to receive the fourteen questionnaires. The following table shows the number of usable samples from the two Bureaus in the Secretariat of the Senate.

Table 5.14 Number of Usable Samples from the Bureaus in the Upper House

Bureau	Number of questionnaires distributed	Number of questionnaires returned	Percent
Foreign Affairs	10	6	60%
Languages	10	8	80%

Nineteen sets of usable questionnaire were sent back to me. The six sets of the distributed questionnaire were completely filled-in by the Bureau of Foreign Affairs and were sent back to me. For the Bureau of Languages, eight sets were sent back to me. Six questionnaires were missing.

2) Characteristics of the Respondents

Secretariat of the House of Representatives (21 of 30 questionnaires)

The following tables present the characteristics of the respondents as follows: 1) gender and age, 2) education and university, and 3) level of position and years of experience.

Table 5.15 Characteristics of the Respondents in the Second-round Survey from the
Lower House: Gender and Age

Bureau	Gender		Age			
	Male	Female	20 - 30	30 - 40	40 -50	50 - 60
Inter-Parliamentary Organizations	2	4	-	6	-	-
International Relations	3	3	1	3	2	-
Foreign Languages	2	7	1	6	2	-
Total	7	14	2	15	4	-

Table 5.16 Characteristics of the Respondents in the Second-round Survey from the
Lower House: Education and University

Bureau	Education			University	
	BA	MA	PhD	Public	Private
Inter-Parliamentary Organizations	-	6	-	6	-
International Relations	-	6	-	6	-
Foreign Languages	-	9	-	9	-
Total	-	21	-	21	-

Table 5.17 Characteristics of the Respondents in the Second-round Survey from the
Lower House: Level of Position and Years of Experience

Bureau	Level of Position				Years of Experience				
	Practi-tioner (C4-5)	Profess-ional (C6-7)	Senior Professional (C8)	Expert (C9+)	0 - 5	6 - 10	11 - 15	16 - 20	20 - 25
Inter-Parliamentary Organizations	1	2	3	-	1	2	3	-	-
International Relations	2	4	-	-	2	3	1	-	-
Foreign Languages	2	6	1	-	3	5	1	-	-
Total	5	12	4	-	6	12	4	-	-

The outstanding finding regarding the participants was that they were
all holders (21 participants) of a master's degree from a public university. This led to
my assumption that the Thai parliamentary staff members were knowledge workers.
The interesting fact was that most of the participants were women (12 out of 17
participants). Most of them were professional level and had ten years of experience.

Secretariat of the Senate (14 of 20 participants)

The following tables present the characteristics of the respondents as
follows: 1) gender and age, 2) education and university, and 3) level of position and
years of experience.

Table 5.18 Characteristics of the Respondents from the Upper House: Gender and
Age

Bureau	Gender		Age			
	Male	Female	20 - 30	30 - 40	40 -50	50 - 60
Foreign Affairs	3	3	1	5	-	-
Languages	2	6	1	6	1	-
Total	5	**9**	2	**11**	1	-

Table 5.19 Characteristics of the Respondents from the Upper House: Education and
University

Bureau	Education			University	
	BA	**MA**	**PhD**	**Public**	**Private**
Foreign Affairs	-	6	-	6	-
Languages	-	8	-	8	-
Total	-	14	-	14	-

Table 5.20 Characteristics of the Respondents from the Upper House: Level of
Position and Years of Experience

Bureau	Level of Position				Years of Experience				
	Practit-ioner (C4-5)	**Profess-ional (C6-7)**	**Senior Professional (C8)**	**Expert (C9+)**	**0 - 5**	**6 - 10**	**11 - 15**	**16 - 20**	**20 - 25**
Foreign Affairs	2	4	-	-	1	3	2	-	-
Languages	5	2	1	-	-	6	1	1	-
Total	7	6	1	-	1	9	3	1	-

The outstanding finding from the participants was that they were all the
holders (14 participants) of a master's degree from a public university. This led to my
assumption that the Thai parliamentary staff members were knowledge workers. An
interesting number was that half of the participants were women (9 of 14
participants). Most of them were at the professional level and had more than ten years
of experience.

3) Summary of Data

Secretariat of the House of Representatives (21 of 30 questionnaires)

Table 5.21 Data Summary in the Second Round Survey-Questionnaire from the Lower House

Bureau	KM in Organization	KM Characteristics	Implementation Process	Outcomes	Success Factors
Inter-Parliamentary Organizations	-The Secretariat is committed to KM.	-The staff has an opportunity to learn and share its knowledge.	-The Secretariat enforces KM implementation.	-The staff can manage problems and obstacles when they occur.	-Fund -Networking -Positive attitude
	-They think that the staff has a positive attitude toward KM.	-The staff can organize, build, and transfer knowledge.	-The Secretariat installed computers to connect to the Internet for working with the KM process.	-The Bureau has a representative to share with the KM team.	
	-They think that knowledge is an asset. -They insist that knowledge is both tacit and explicit. -They think that the Secretariat can use technology to change infrastructure, coordinate differently at all levels, create a new work environment, and change the structure of management.	-The staff sees the importance of KM.	-The staff learns to share its knowledge during the KM implementation process.	-The staff became more professional after the KM implementation process.	
International Relations	-The Secretariat is committed to KM.	-The staff can organize, build and share knowledge.	-The Secretariat enforces the KM implementation process.	-Secretariat has outcomes of KM process clearly.	-Allocation of funds
	-Knowledge is an asset.	-The staff has an opportunity to learn and share knowledge.	-The staff shares its knowledge during and after the KM implementation process.	-The staff was able to solve problems after the KM process.	-IT equipment allocation

Table 5.21 (Continued)

Bureau	KM in Organization	KM Characteristics	Implementation Process	Outcomes	Success Factors
	-Knowledge is both tacit and explicit.	-The staff always shares its knowledge to teach others.		-The staff had more knowledge after the KM process.	-Positive signals from the top executives
					-Positive attitude
Foreign Languages	-Knowledge is an asset.	-The staff shares knowledge with others.	-The KM implementation process has five stages – determine wisdom capital,	-The Bureau has a representative to communicate with the KM team.	-Positive attitude
	-Knowledge is both tacit and explicit.	-The staff has an opportunity to learn and share.	search to know, manage knowledge, share knowledge and	-The staff can manage its problems.	-Networking
		-The staff sees the importance of KM.	applications.		

As mentioned earlier in the key findings for the first-round survey that most participants preferred writing about their recommendations in the Thai language, the key findings found in the second-round survey then gained more interesting and insightful views from them, as I allowed them to write what they thought about the KM implementation in Thai. Next was the data summary of the recommendations found in the second-round survey, as shown in Table 5.22.

Table 5.22 Data Summary for the Recommendations in the Second-round Survey from the Lower House

Bureau	Recommendations/Challenges
Inter-parliamentary Organization	-These things should be more allocated: attitude, value, environment, budget, genuine understanding.
	-Sharing of knowledge should be a core responsibility, not just sharing.
	-The Secretariat should provide forums for the staff to share its knowledge and to use such knowledge to serve the Secretariat.
	-The leader should be an example, as some staff members did not think that

Table 5.22 (Continued)

Bureau	Recommendations/Challenges
	the KM implementation process was that important.
	-The Secretariat should pay attention to human resources to increase awareness of the KM process.
International Relations	-The topics to be shared in KM process are more important than anything.
	-Lack of interest to share their knowledge
	-No incentive
Foreign Languages	-The Secretariat should support the staff to share its knowledge more and more.
	-In the KM process, the Secretariat should provide a person that knows about the KM process instead of a person that comes and just sits and talks.
	-Some staff members have a bad attitude towards the KM in the Secretariat.
	- The Secretariat should have a leader that willingly and openly listens to all opinions of the staffs. Importantly, the leaders that lead the KM in the office should not have a dictatorship-type personality.
	-The Secretariat should pay attention to human resources to increase awareness of the KM process.

5.2.1.8 Major Findings

According to the above-mentioned key findings, three major findings emerged from the study.

1) Finding 1: Demographic Data

The twenty-one sets of questionnaires were sent back to me three months after the participants received the second-round-survey-questionnaires by mail. In this respect, this was an acceptable number because twenty-one (from thirty) was more than half of them. Pichit Pitakthepsombat (2005), as stated above, considers that as an acceptable number for conducting research.

All of the participants were "knowledge workers" and were eligible for being informants in this study. In this second round survey, some of them were newcomers; whilst some were the same individuals that participated in the first round survey-questionnaires. As with the first time, the respondents' characteristics in the second time were still very promising, as can be seen below:

Most of them were female (14 from 21), and the average age was 30-40 years (15 of 21).

They were all MA holders and graduated from a public university.

Most of the participants (10 out of 21) that provided an answer to the questionnaires were at the professional level, and most of them had 6-10 years of experience (12 of 21).

2) Finding 2: KM Implementation

(1) KM Characteristics

The staff has an opportunity to learn and share its knowledge. The staff sees the importance of KM. The staff has an opportunity to learn and share. The staff always shares its knowledge to teach others.

(2) Implementation Process

The Secretariat installed computers to connect to the Internet for working with the KM process. The KM implementation process has five stages: determine wisdom capital, search to know, manage knowledge, and share knowledge and applications.

(3) Outcomes

The Secretariat has outcomes of KM process clearly. The staff can manage problems and obstacles when they occur. The Bureau has a representative to communicate with the KM team.

(4) Success Factors

They were networks, leadership, and positive attitude.

3) Finding 3: Recommendations

(1) The following things should be more allocated: attitude, value, environment, budget, genuine understanding.

(2) The sharing of knowledge should be a core responsibility, not just sharing.

(3) The Secretariat should provide forums for the staff to share its knowledge and use this knowledge to serve the Secretariat.

(4) The leader should be an example, as some staff members do not think that the KM implementation process is that important.

The Secretariat should support the staff in sharing its knowledge more and more.

(5) In the KM process, the Secretariat should provide a person that knows about KM, instead of a person that comes and just sits and talks.

(6) Some staff members have a bad attitude towards KM in the Secretariat.

(7) The topics to be shared in the KM process are more important than anything.

(8) A lack of interest in sharing their knowledge

(9) No incentive

Secretariat of the Senate (14 of 20 questionnaires)

The following tables present the data gained from the respondents and their recommendations as follows:

Table 5.23 Data Summary of KM Implementation from the Second-round Survey in the Senate

Bureau	Overview of the KM in the organization	Characteristics	Implementation Process	Outcomes	Factors for Success
Foreign Affairs	- Knowledge is the power to drive the organization toward the future. - Technology is a foundation based on knowledge. - Knowledge should be shared with others.	- KM is a process that includes an explanation of the responsibility for teamwork. - The staff can organize, build and transfer knowledge. - The staff always shares knowledge	- The KM process as a strategy begins at planning and evaluation through top leaders that act as supporters rather than as decision-makers. -Computers and IT networks are connected to the Internet for	- The staff has the skills to search for relevant knowledge. - After the KM process, the staff had the capability to coordinate with others. - The staff is able to control and integrate the decisions of sub-units regarding the KIM	-Leadership - Organizational structure -Technology -Rewards -Networks

Table 5.23 (Continued)

Bureau	Overview of the KM in the organization	Characteristics	Implementation Process	Outcomes	Factors for Success
	- The strategy of KM consists of sharing responsibility, collecting data, transferring knowledge, training staff about KM, building knowledge related to the needs and values of the organization and building a mechanism for KM.	with others, including motivation, morale, financial support, and provides other facilities. -The staff has opportunities to freely learn and share knowledge. - Increasing sharing of knowledge can create KM success for the Secretariat. - Building KM in the Secretariat should have learning dynamics, organizational change, and knowledge and technology.	working in the KM implementation process. -The staff shares knowledge and experience during the KM implementation process.	implementation process. - The staff can manage problems/obstacles when they occur. -The Bureau had some representatives after the KM implementation process. - The staff had more knowledge and capacity after the KM implementation process. - The staff is well-trained to use IT equipment for KM implementation.	

Table 5.23 (Continued)

Bureau	Overview of the KM in the organization	Characteristics	Implementation Process	Outcomes	Factors for Success
Languages	-They believe that knowledge is both tacit and explicit. -They do not understand the four types of knowledge. - KM storage can help the staff find the information it needs. -Technology increases the chance for effective and efficient management.	- KM is a process that includes the explanation of the responsibility for teamwork. - The staff always shares knowledge with others, including motivation, morale, financial support, and providing other facilities. -The staff has opportunities to freely learn and share knowledge.	-The KM process has five stages – determine wisdom capital, build what we would like to know, manage knowledge as a system, and share knowledge and applications.	- After the KM process, the staff had the capability to coordinate with others. - The staff can manage problems/obstacles when they occur. -The Bureau had some representatives after the KM implementation process. - The staff had more knowledge and capacity after the KM implementation process.	-Networking of learning - Leadership -Technology -Rewards

Table 5.24 Data Summary of the Recommendations from the Second-round Survey
in the Senate

Bureau	Recommendations / Challenges
Foreign Affairs	-No Recommendations (from 6 participants)
Languages	-They need more training for the staff to get involved in the KM process.
	-They need an allowance for living-costs to participate in the KM process.
	-Some staff members do not have a positive attitude toward KM, and the Secretariat should pay attention to this point.
	-The leader lacks knowledge and experience about KM.
	-The staff needs more motivation to get involved with the KM implementation process.
	-The staff does not know much about the KM process.
	-Some staff members are confused about the KM implementation process. They think that human resources can help a lot in terms of the KM implementation process.

5.2.1.9 Major Findings

According to the abovementioned key findings, three major findings emerged from the study as follows:

1) Finding 1: Demographic Data

The fourteen sets of questionnaires are sent back to me three months (August – October 2014) after the participants received the survey-questionnaires by mails. In this respect, this was an acceptable number because 14 (out of 20) were more than half. According to Pichit Pitakthepsombat, this is an acceptable result in terms of numbers, as stated above (Pichit Pitakthepsombat, 2005).

All of the participants were "knowledge workers" and were eligible for being informants in this research study. The respondents' characteristics were very promising:

Most were female (9 of 14), and the age of two-thirds was 30-40 (11 of 14).

Interestingly, all of the participants were MA holders and had graduated from a public university.

Most of the participants that responded to the questionnaires were at the practitioner level (7 of 14), and most of them had 6-10 years of experience (9 out of 14).

2) Finding 2: KM Implementation

(1) KM Characteristics

Some staff member did not agree that there were four types of tacit knowledge and explicit knowledge - tacit to tacit, explicit to explicit, tacit to explicit and explicit to tacit.

KM is a process that includes the explanation of the responsibility for teamwork.

The Secretariat has the strategy of KM in terms of the following: sharing responsibility, collecting data, transferring knowledge, learning system, training staff about KM, and building knowledge related to the needs and values of the organization and building a mechanism for KM.

(2) KM Implementation Process

The KM process as a strategy starts with planning and evaluation through top leaders that act as supporters rather than as decision-makers.

They understand that the KM process has five stages: determining wisdom capital, building what we would like to know, managing knowledge as a system, sharing knowledge, and applying knowledge.

The staff shared knowledge and experience during KM implementation process.

(3) Outcomes

The staff has the skills to search for relevant knowledge. After the KM process, the staff had the capability to coordinate with others and had more knowledge and capacity after the KM implementation process. Further, the staff was able to manage problems/obstacles when they occurred.

(4) Success Factors

Networks, Leadership, Technology, (Positive) Attitude

3) Finding 3: Recommendations

The leader should be trained in the KM process. The Secretariat (by leaders) should encourage the staff to participate in the KM process. Lastly,

technology (and organizational culture) was an important tool for the KM process, but the essence was a more important thing.

Figure 5.5 shows the key major findings from the second round of the survey questionnaires, conducted during phase I, from August to September 2014.
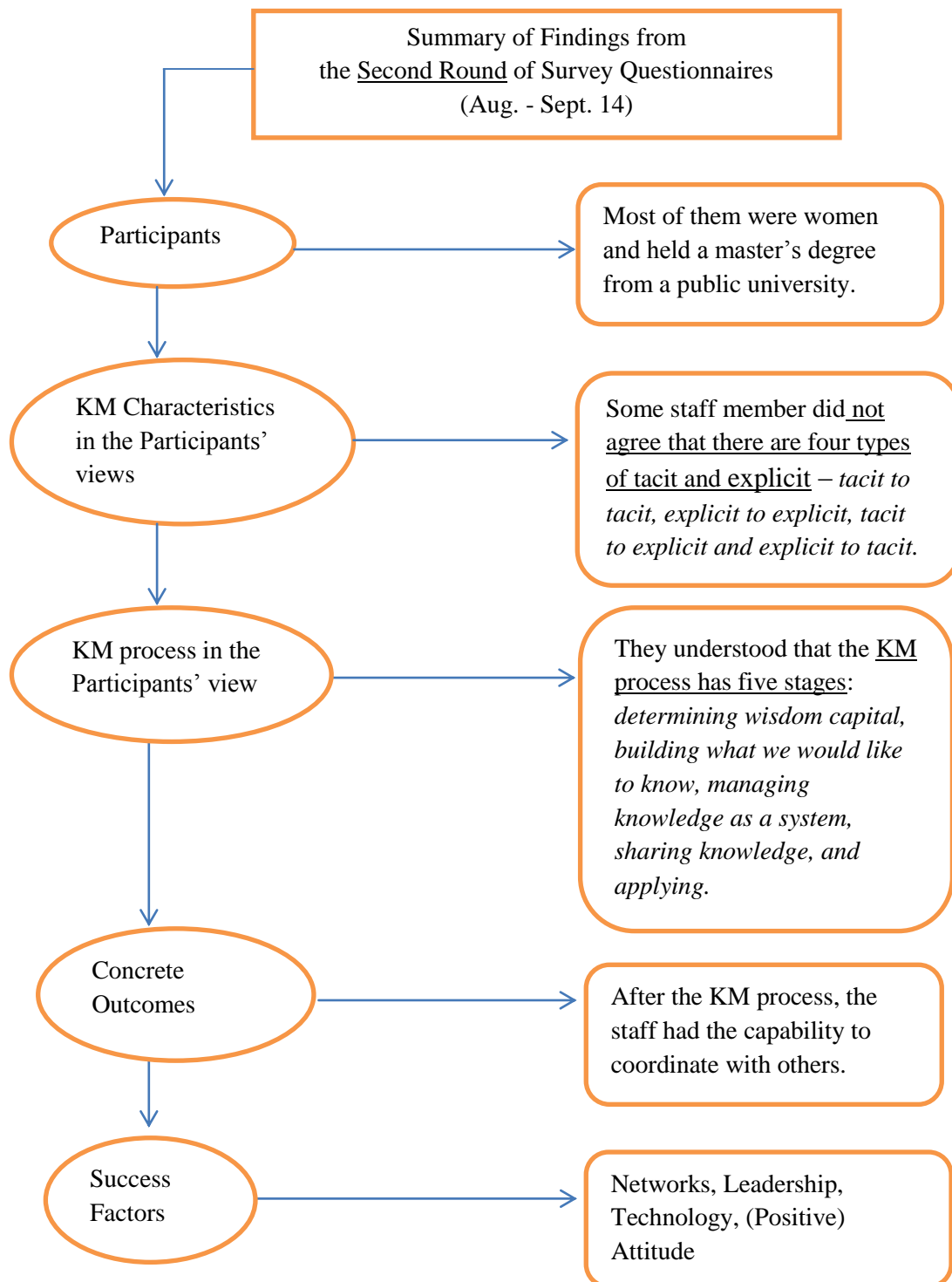
Figure 5.4 Summary of the Findings from the Second Round of the Survey
Questionnaires (August – September 2014)

The first phase of the research study is survey question now has been done during June – September 2014, including the pilot questionnaires in May 2014. Figure 5.5 shows the results of the findings for both rounds of survey questionnaires.
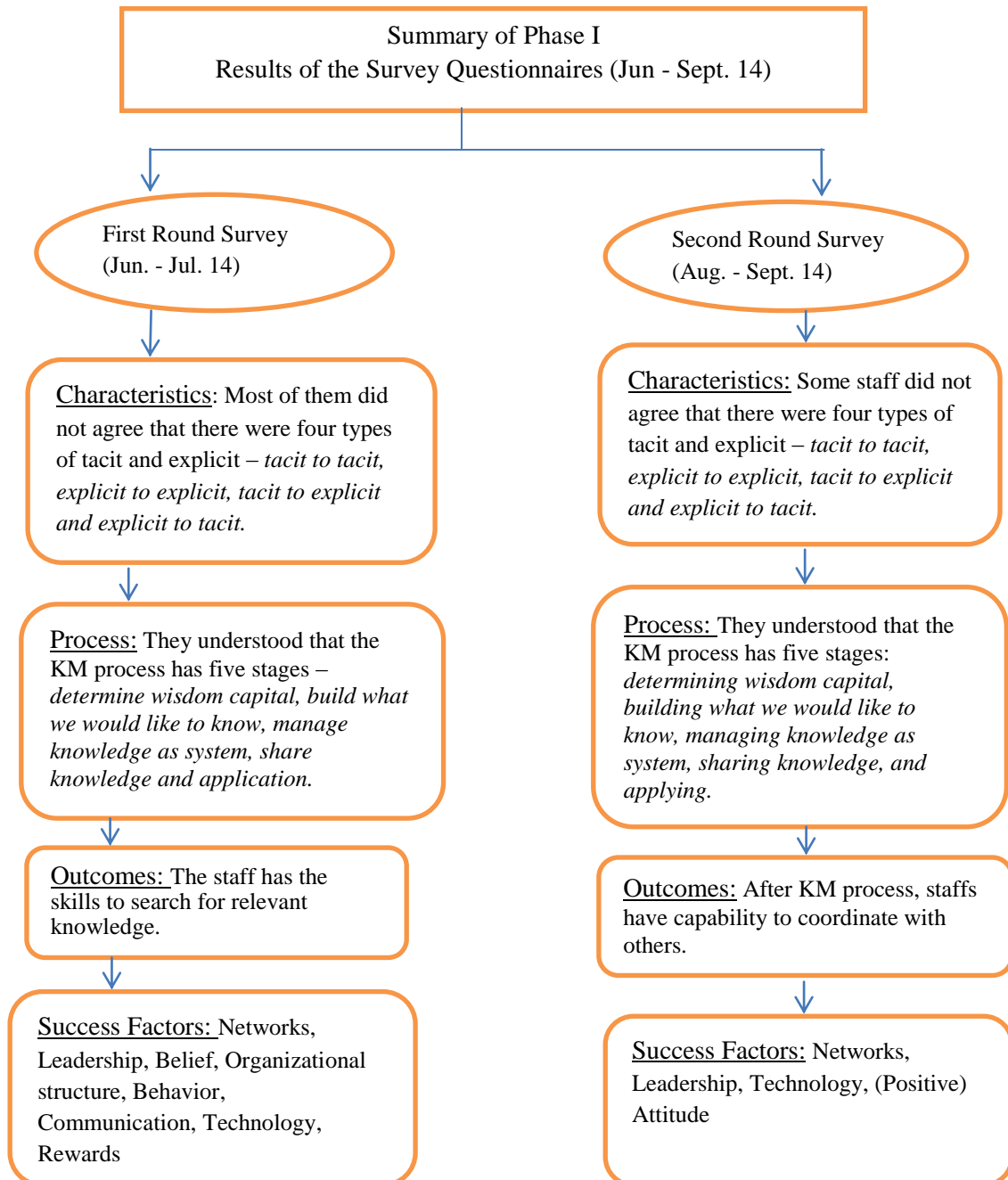
Figure 5.5 Summary of the Findings from the Survey Questionnaires (June – September 2014)

5.2.2 In-depth Interview (Phase II) (October - December 2014)

During this phase of the interview method, the pilot interview was conducted in October to a few staff members in both Houses. Then, in-depth interviews were carried out during October – December 2014. Ten parliamentary staff members from each Secretariat were contacted to make an appointment for a particular time to conduct the interview.

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   ┌─────────────────────┐         ┌─────────────────────┐
   │ Pilot Questionnaires│         │ Pilot Interview (Oct. 14)│
   │      (May 14)       │         │                     │
   └─────────────────────┘         └─────────────────────┘

   ┌─────────────────────┐         ┌─────────────────────┐
   │ Phase I questionnaires│       │    Phase II         │
   │  (Jun. – Sept. 14)  │         │ Semi-structured Interviews│
   └─────────────────────┘         │   (Oct. – Dec. 14)  │
                                    └─────────────────────┘

   ┌─────────────────┐         ┌─────────────────┐
   │   Lower House   │         │   Upper House   │
   │  10 Informants  │         │ Eight Informants│
   │ (Oct. - Dec. 14)│         │ (Oct. – Dec. 14)│
   └─────────────────┘         └─────────────────┘

              ┌─────────────────┐
              │ General Conclusion│
              │  from Phase Two  │
              └─────────────────┘
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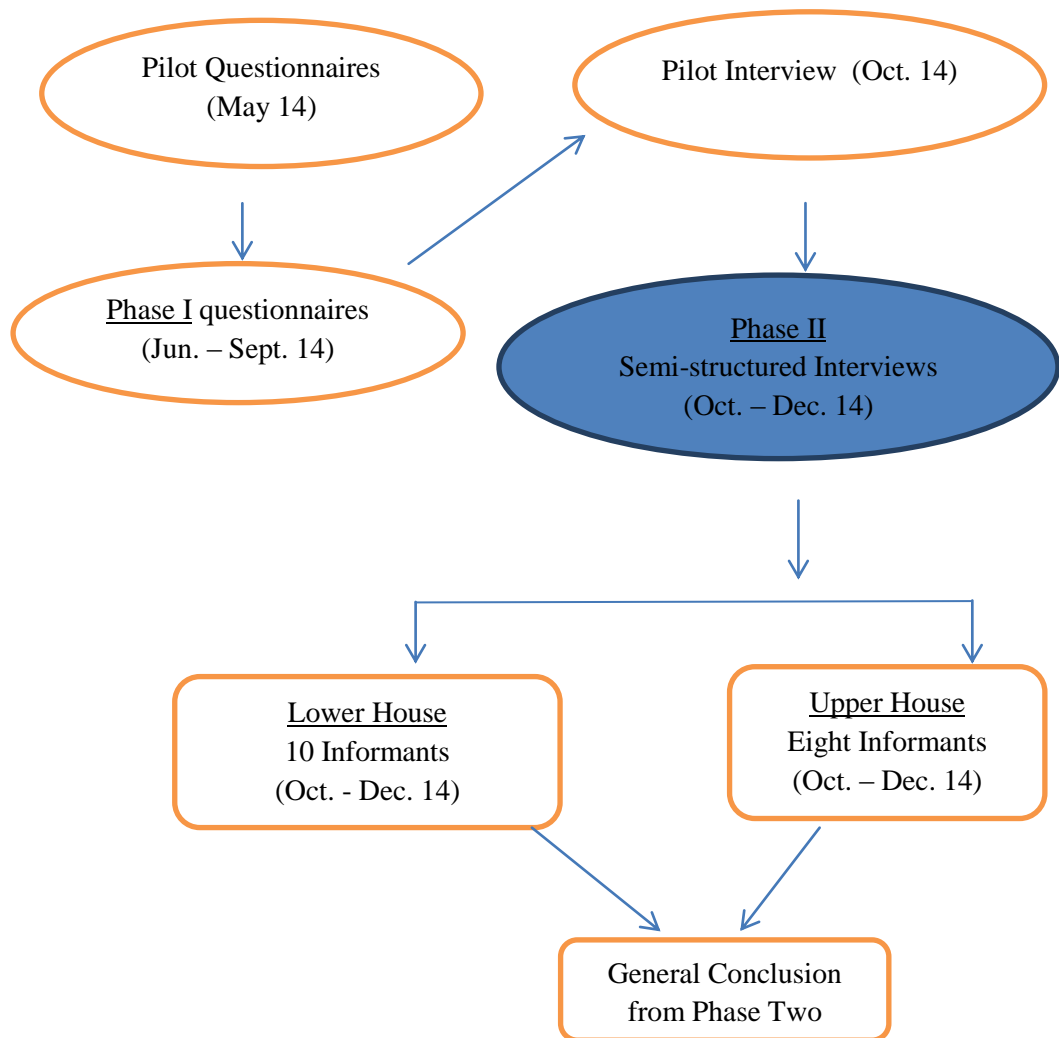
Figure 5.6 In-Depth-Interviews Method Conducted During the Second Phase of the Research Study (October – December 2014)

According to figure 5.6 above, the processes of interviews was done from October to December 2014 in three stages: 1) pilot interviews, 2) interviews at the Secretariat of the House of Representatives, and 3) interviews at the Secretariat of the Senate.

Pilot Interviews (October 2014)

There are a number of situations in which the interview is the most logical research technique. "If the objective of the research study is largely exploratory, involving, say, the examination of feelings or attitudes, then interviews may be the best approach" (Gray, 2009, p. 370). Based on this, there was no exception for this study to use the interview technique as the method.

According to Gray (2009), there are several different types of interviews, which may be divided into five categories: structured interviews, semi-structured interviews, non-directive interviews, focused interviews, and informal conversational interviews. In general, the semi-structured interview is non-standardized and is often used in qualitative analysis. In my case, I used the semi-structured interview because the use of this type of interview allowed me (as the researcher) to probe for more detailed responses where the respondent was asked to clarify what he or she had said. I had a list of issues and questions to be covered, but I did not deal with all of them in each interview. The order of questions was also changed depending on what direction the interview took. However, additional questions were asked, including some questions that were not anticipated at the start of the interview, as a new issue arose, i.e. leadership. All of the responses in the interviews were documented by note-taking (or also by tape-recording the interview in some cases).

To connect with this, Brewerton and Millward (2001) stated that the semi-structured interview incorporates elements of both quantifiable, fixed choice responding and the facility to explore and probe, in more depth, certain areas of interest. Thus, this type of interview carries with it the advantages of both approaches (unstructured and structured interviews); they are, generally easy to analyze, quantify and compare, but allow interviewees to explain their responses and to provide more in-depth information where necessary, as well as the disadvantages; that is, the temptation to spend too long on peripheral subjects, the danger of losing control of the interviewee, and the reduction in reliability when using non-standardized approaches to interviewing each respondent.

Based on this, I did the interview for both Houses. Two staff members were selected form the Lower House, and one staff member was selected from the Upper House. The results of the pilot interview are shown in Figure 5.7.

Lower House (2 staffs)

Upper House (1 staff)

Two female interviewees answered each question well. However, they sometimes took too much time to think of the answer; I considered that they were trying to please me with such positive answers.

This reminded me of how to act as a researcher, where I followed what Gray (2009) recommended, for example keeping an informal atmosphere and balancing between open and closed questions, and never allowing embarrassing silences to occur.

The unstructured interview was conducted by phone-call with a female staff member. The questions were asked one by one, and she could answer them all without trying to please me as the researcher.

In short, the prepared list of tentative questions was acceptable; however, the questions about something "abstract" (i.e. KM characteristics) needed some more clear explanation as I observed that she took a bit longer to think about the answer.

Adapted Interview Questions (as shown in Annex C)

Figure 5.7 In-Depth Interviews at the Secretariat of the House of Representatives
(October – December 2014)

Kvale (1983) defined the qualitative research interview as an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena. The qualitative research interviews will generally have: 1) a low degree of structure imposed by the interviewer, 2) a preponderance of open questions, and 3) a focus on specific situations and action sequences in the world of the interviewee rather than abstractions and general opinions. A key feature of the interview is the nature of the

relationship between the interviewer and the interviewee. In a quantitative study, the interviewer (researcher) will focus on getting accurate information from the interviewee, untainted by relationship factors. In this respect, the interviewer tries to minimize the impact of inter-personal processes on the course of the interview. On the other hand, the qualitative researcher believes that there can be no such thing as a "relationship-free" interview. Indeed, the "relationship" is part of the research process. Based on this, the interviewee was treated as a "participant" in the research, who actively shapes the course of the interview (Cassell & Symon, 2004).

This comparative study has a specific situation; that is, studying KM in the organization. Accordingly, I began to contact the participants from each Secretariat for interviews.

1) The Secretariat of the House of Representatives

I began to contact ten staff members from the Lower House that have been working in the field of foreign affairs. In this respect, all of them accepted to participate in the interview process. They were four staff members from the Bureau of Inter-parliamentary Organization (IPO), three staff members from the Bureau of International Relations (IR), and three staff members from the Bureau of Foreign Languages (FL). The date and appointment were prepared for each individual case during October – December 2014. For the interviewees' convenience, the venue for the interviewing process was at the Secretariat of the House of Representatives, as all of them were working there. Table 44 below shows the demographic information concerning the interviewees.

Table 5.25 Demographic Information for the Ten Interviewees

Interviewee	Bureau	Gender	Age	Years of Experience
A	IPO	M	35	10
B	IPO	F	39	12
C	IPO	F	37	8
D	IPO	F	38	10
E	IR	M	39	12

Table 5.25 (Continued)

Interviewee	Bureau	Gender	Age	Years of Experience
F	IR	F	44	19
G	IR	F	47	25
H	FL	M	34	7
I	FL	F	35	7
J	FL	F	47	20

Note: IPO is Inter-Parliamentary Organizations, IR is International Relations, and FL is Foreign Languages.

All of the interviewees claimed that they have had, more or less, their own experiences with the KM implementation process at the Secretariat. Therefore, I asked them for a list of questions regarding the activities in the KM process of the organization, i.e. their role in the KM process, the activities they joined, the outputs and outcomes they have made, etc. In this respect, I categorized them into three types of KM experiences as seen in the following table.

Table 5.26 Level of Experience of the Ten Interviewees in the Lower House

Level of KM Experiences	Experiences	Interviewee
Limited Experience	Generally participate in "Learning Organization" day, as the main activity of KM at the Secretariat	B D F I
Moderate Experience	Joining the LO Day and a working group or committee for KM activities	A C E H J
Significant Experience	Outstanding strategist that pushed the Bureaus (in the field of foreign affairs) won the award of the outstanding KM of the Secretariat at the LO day for three years	G

In order to understand the participants in the interview process well, I provide here brief information about how they interacted in the KM process of the Secretariat.

Interviewee A: The interview was made by appointment, on November 27, 2014, from 10. 30 – 11.10 (40 minutes) at a meeting room at the Secretariat of the House of Representatives, Bangkok. Interviewee A has been working in the Bureau of Inter-parliamentary Organizations for more than ten years. He graduated from a public university. He always accesses the website of the Parliament (www.parliamentgo.th) in order to update what is going on in inter-parliamentary affairs. He was one of the representatives and joined the team of KM on "LO Day." He was energetic and talkative as he promptly replied to each question. His perception of the KM characteristics, process, outcomes, and CSFs was as follows:

KM Characteristics

His view of the KM characteristics in the Secretariat was unclear as he that it was vague and too abstract. He started with the word tacit knowledge, which was "something" he wants the Secretariat to focus on. He thought that "KM is a kind of top-down management; that is, it is firstly done by a group of appointed staff members and the practices are transmitted to others in the Secretariat." He also mentioned a title called Chief Knowledge Officer (CKO), who is a trend setter (of KM) for all of us. Each Bureau is willingly to follow, then. Now, KM has become one of the key performance indicators (KPIs) of the Secretariat. Interviewee A emphasized "tacit knowledge," which he thought should be transferred through KM activity, i.e. Community of Practice (CoP). This activity will bring about tacit knowledge, he believed.

KM Process

He stated that when he joined the KM team of the Secretariat, he knew and could follow-up on the KM process; but when his representative period was over, he knew nothing. He could not even name one of the KM processes implemented at the Secretariat. "I think I understand the KM process as much as I joined the KM team. For example, I know how to contact and work on the tasks. But, after I completed that task, I have never been informed about

anything by anyone. So, I cannot say I indeed know about the KM process. … As you would like to know, I think sharing is the most important stage of all. To do anything, the staff must share, especially for KM."

Outcomes

He thinks that the outcome was "the Learning Organization Day (LO Day)," an event where the Bureaus could exchange knowledge.

The CSFs

He thinks that the five most important factors for KM success are as follows:

1) Parliamentary staff members' sharing - He thinks that the most important factor is the human being – a parliamentary staff member. The CKO is just a trend setter, but the parliamentary staff members will implement the policy. Hence, the parliamentary staff members that do participate in KM are the most important factor.

2) Leaders - The second factor for KM success is the CKO, especially the Secretary-General (top-ranking person). He sees that these groups of top ranking people are important because they are the ones that set KM as the policy. Then, it was transferred to the practitioners. I asked him how he could trust his leader as a role model regarding KM. He then replied "… how I can ensure that the top ranking understand KM and they can be our role-model in this Secretariat will be a classic problem because you will never get an answer to this question. I do not think any staff member will tell you how really they think. What I can say is I do not know how much they know or understand KM, but I have to follow them, anyway."

3) Network - Interviewee A sees the network is one of the important factors for KM success because he thinks that societies he needs more in-depth information for other Bureaus; hence, "friends" become an important factor, especially friends that are your colleagues that can provide you with more in-depth information you really need.

4) ICT and Staff's Attitude - He thinks that parliamentary staff members use their own personal computers at the workplace to search for the

information they need. It is just a tool because the most important thing is the staff's attitude. If they do not want to use or use ICT for other irrelevant purposes, then ICT which is intended to support KM, becomes useless. He also mentioned that he strongly believes that some staff members never use ICT in the Secretariat to search for information regarding KM. For example, they will never access the intranet at the website of the Secretariat, which provides some specific knowledge arranged by the group of Bureau of Committee, which is useful information for the entire staff.

5) Community of Practice (CoP) - He sees CoP as a tool to share knowledge among parliamentary staff members. For example, he never knew about how parliamentary diplomacy was conducted, so he went to join the CoP session, which is an event set by a group of people that know about and work closely with this practice, to introduce the right practice, especially "dos" and "don'ts" regarding courtesy calls. Interview A thinks that it is useful practice for the KM activity.

Interviewee B: The interview was made by appointment on December 2, 2014, 10.10 – 10.55 (45 minutes), at a meeting room in the Foreign Affairs Bureau, the Secretariat of the House of Representatives, Bangkok. Interviewee B is an energetic staff member, who had some experience with the KM process, especially regarding knowledge transferring on LO Day. She has been working for the Bureau of Inter-parliamentary Organization for eight years. She was the Bureau's representative for transferring knowledge to other staff members in the Secretariat from time to time. She does believe in KM, in terms of knowledge sharing (KS) among individuals in the Secretariat. She usually searches for information she needs from the database (intranet) from the parliament website and handbooks. Interviewee B's perception towards KM characteristics, process, outcomes and critical factors is as follows.

KM Characteristics
Her view towards KM characteristics was ambiguous. She said "I do not think that we have our own KM characteristics." She could not describe what the KM characteristics were; however, she said that "it should be about how the Secretariat transforms "tacit knowledge" to "explicit knowledge.""

KM Process

She said that "I have never known about the process of KM before – what is it about?" This led to one question I asked her: "How did you join the KM activities set by the Secretariat?" The answer was "I was assigned by my director (immediate boss) to join the KM team of the Bureau to take part in the KM team of the Secretariat, but I do not know what the KM process I had been to."

Outcomes

She said that "the KM outcome is what we did on LO Day, because all staff members joined their knowledge and learned to know their tasks from each other."

The CSFs

She thinks that the five factors for KM success are as follows.

1) Leadership - Interviewee B believes that all is set by the leader, especially the top-ranking staff member, the Secretary General. She believes that most staff members do not understand what KM is and they are just a group of good followers who willingly do everything set by the executives. She claims that she is not one of them—that flock. However, she willingly follows the persons she mostly respects, like "Miss Congeniality" (whom I also made an interview with later), but she does not care for other leaders in this Secretariat.

2) The staff's involvement - She believes that what the Secretariat should have done was to try to get each staff member to get involved with KM. She said that "if you are not one of them (Working group of KM in the Secretariat), you will know nothing and become 'the other.' So, I believe that the staff's involvement is an important factor in making KM in the Secretariat a success." She also raised a classic case. Once she used to be in a working group of KM, but later on she quit that role and became "nobody" regarding KM involvement.

3) Communication - Interview B believes that not just KM, but "communication" is something most wanted in this Secretariat, regarding all aspects. She said that "I think we talk less and often ignore other people's acknowledgement." I asked her for the reason why she has such a perception towards the communication in this Secretariat, and she replied: "As an "outsider", you will know nothing. You have to follow what the leader thinks for us and want all of us to follow. Sometimes, I think they just let us know what they want you to know. I need more to participate. For example, in KM activities, I want to take part in them (the Secretariat); I mean I want "foreign affairs" to be set as one of the milestones for the entire staff here."

4) Network - Interviewee B believes that a network is very important for the KM success in this Secretariat, in particular. As a foreign affairs staff member, she admitted that she now has less information about what other Bureaus in this Secretariat have done for the Secretariat. Sometimes, she does not know even what the neighbors (two other Bureaus in foreign affairs) have done. Interviewee B thinks that a "network" is so important for KM success.

5) ICT – This is a useful tool to support the staff's learning regarding KM. Interviewee B sometimes used the Internet and Intranet to get information I need. It is easy to get in and I think the ICT in the Secretariat is a well-supportive tool for KM learning for all parliamentary staff members. However, I am not so sure how they can persuade the staff to use such a tool to join KM. "I see my colleagues use the Internet for their own purposes of entertainment; this is the Secretariat's problem to change their attitudes" she added.

Interviewee C: The interview was made by appointment on December 8, 2014, 10.00 – 10.25 (25 minutes), and December 24, 2014, 10.00-10.35 (35 minutes), in the meeting room of the Bureau, the Secretariat of the House of Representatives, Bangkok. She graduated from the United Kingdom with a master's degree in international relations. She entered the parliament in 2004, working in Bureau of Inter-Parliamentary Organizations. She joins the KM team to get involved with KM activities from time to time. She is a very talkative person and promptly gave more

details when the right questions were asked. She personally believes in KM as it is a tool to develop knowledge at the Parliament for all staff members to utilize the accumulated knowledge.

KM Characteristics

Interviewee C expressed her views towards KM characteristics in two dimensions: "the LO Day" and "knowledge in foreign affairs." The first is an event set by the Secretariat to share knowledge from each Bureau, while the latter is about the knowledge which is shared among the three Bureaus in foreign affairs. Meanwhile, she talked about explicit and tacit knowledge, which she believes are related to the KM characteristics of the KM Secretariat.

KM Process

She mentioned that there were three stages of the KM process - getting experience, using experience, and analyzing and extending that experience (telling others). She thinks that the Secretariat should explain each stage in the process to all implementers so that they can understand what they are doing. She agrees that "knowledge sharing" is an important stage in the KM process, but the "storage" stage and "transfer" stage are the most important.

Outcomes

She believes that the outcome is what we get from telling a story made by the senior staff. The seminars are the place where the staff can exchange knowledge. Furthermore, the *LO Day* is another outstanding outcome.

The CSFs

Interviewee C believes that they are as follows.

1) A staff member that can transfer knowledge to other staff members - She said that "I mean a parliamentary staff member, who can share his or her knowledge or can be a facilitator to transfer knowledge to other staff members in this Secretariat." She thinks that if knowledge itself cannot be transferred to others with this facilitator, knowledge then is useless. She added that "…

without this staff person who acted as a facilitator, how can knowledge be transferred to others? How can others learn from the Secretariat?" Hence, interviewee C thinks that "the facilitator" is the most important factor for K success.

2) Other staff members see important issues in what the person tells them - She means "a targeted group" that willingly listens to what the facilitator will share with them all. She said that "when you speak, you need an audience. So, it will be successful KM transfer when there is a group of listeners to hear and understand what knowledge or experience the facilitator transfers to them." In short, she means "sender" and "receiver".

3) KM storage - Interviewee C gives an important to KM storage. She said "actually, I don't understand the KM process but I think KM storage is an important thing, because if the Secretariat does not know how to keep or maintain knowledge for the staff's use and learn, how can the next generation learn and apply the stored knowledge to their works?" She also said that "[i]n my case, I learn from the old documents of our group. I read them all from the reports and try to adapt them to improve my work." I then asked her about ICT storage knowledge. She said that it was useful and important to have ICT to store knowledge. So, ICT is the next important factor for interviewee C.

4) Technology - Interviewee C thinks that technology will come to support KM learning in the Secretariat in terms of keeping information up to date, which will make knowledge un-boring. However, ICT needs a sophisticated staff that will update and eliminate unwanted or old data or information from the IT systems at the Secretariat, i.e. intranet.

5) KPI - She described an important aspect of KPI in terms of specific knowledge. She thinks that this will help each Bureau in the Secretariat create its own specific knowledge. Based on the practical specific knowledge, parliamentary staff members will pay more attention to learning what they do not know and should have known as a parliamentary staff member. Above all, she said that "that specific knowledge must be usable and applicable to all works in the Parliament."

Interviewee D: The interview was made by appointment, on November 20, 2014, 10. 35 – 11.15 (45 minutes), at a meeting room in the Bureau, the Secretariat of the House of Representatives, Bangkok. He has more than ten years of experience at the Parliament in the Bureau of Inter-parliamentary organization. He holds a bachelor's degree in foreign language from a renowned public university in the country. He joined the KM team as he himself believes in the KM process of the Secretariat. He has extroverted characteristics as he is a very talkative person, who promptly replied to all of the questions. Sometimes, he took a bit longer to answer questions, for example, the questions regarding the executive officers. Interviewee D's attitude towards KM, in terms of characteristics, process, outcomes, and critical success factors, is discussed below.

KM Characteristics

Interviewee D's view towards the KM in the Secretariat is positive, as he believes in "what the leader thinks is the best for all of us." So, he said that the characteristic of KM is "top - down management". However, he would not be surprised if most of the staff did not know what the KM characteristics of the Secretariat were, according to top-down management.

KM Process

As the Secretariat never informs the parliamentary staff members about the KM process, he does not know what the KM process in the Secretariat is. Nevertheless, from his own experience, as long as he shared a part of the KM team for years, he learned a lot from the group of staff members that were responsible for the KM of the Secretariat. So, I asked him a question: "However, do you understand the KM process of the Secretariat? And do you understand the stage of the process at which you joined?" The answer was "I don't know." I then asked him, "What is the most important stage of the KM process in the Secretariat?" He said "the Executive." (I stopped asking him about this issue then, as he did not understand the process at each stage, and the answer of "the executive" easily misled him to the following questions.) So, I turned the point to "a person" (as he mentioned "the executive"). I asked

him, "Who is the most important person in your own opinion for the implementation of the KM process?" He said the "facilitator." He continued to say that "CoP is the best way to share knowledge among us".

Outcomes

Interviewee D thinks that the outcomes are not clear. The *LO Day* was the outstanding outcome of the Secretariat (actually, he does not know the difference between "output" and "outcome,", as he confessed). After explained, he replied as follows: "I don't think the Secretariat has any outstanding outputs or outcomes. What I think is the LO Day is an event where everyone can share knowledge in the Secretariat. I cannot think of other things".

The CSFs

Interviewee D thinks that the most important factor is the "human being." For him, everything depends on people in the Secretariat. The five factors in his mind for KM critical success were the following.

1) CEOs - For interviewee D, the leader is everything. He said that "I strongly believe that our Secretary-General, Deputy Secretary-General, including all the executives in the office, provide us will all good things. So, KM is one of the good things they give us." Therefore, interviewee D believes that the CEO is the most important factor.

2) Facilitator - He believes that the "facilitator" is also an important factor. As he said, he believes in the human being, and the role of the facilitator to transfer knowledge to other staff members will be an important factor as well. He said that "if knowledge cannot be transferred, it becomes useless. So, I think a staff member that can share knowledge to other staff members in the office is important and needed."

3) Interviewee D thinks that all parliamentary staff members are an important factor for KM success because he thinks that if there is no staff member willing to learn from the facilitator, it will be meaningless for the KM activities. Furthermore, he said that "the Secretariat must ensure that all of the staff must get benefits from KM activities."

4) Network - Interviewee D thinks that everyone should have "a contact person" (as network) in other Bureaus so that when we need urgent data or important information, we can easily get it from our contact persons. For example, he added: "In my case, I can ask for the data I really needed from one of my close friends who work in the Bureau of Committee; it really works when you have a "network". I mean a network with other organizations as well; we should have made it to complete our work".

5) Communication (i.e. CoP) - Interviewee D thinks that sharing is the best way to learn from each other. He thinks that CoP is a KM activity where all of the staff can transfer knowledge to others. For example, he said "I don't understand what the Bureau of proceedings does for the MPs; so when we have CoP, I can learn from them. Moreover, I can ask in detail about how the MPs considered and passed the bill."

Interviewee E: The interview was conducted by phone. The time and venue for the interview were made in advance by appointment, and the appropriate date was set on November 20, 2014, 10.00 onwards, at a meeting room in the Bureau, the Secretariat of the House of Representatives, Bangkok. However, interviewee E could not appear at the meeting room when the time came, because he had urgent work. Therefore, I make up my mind to ask for an interview by phone after his work was done in the evening. Accordingly, this case was made by phone interview on November 20, 2014. The approximate time for the interview was about 35 minutes, from 17.35 to 18.00. He is a director of a group, and is now a KM team leader. He has had experience in foreign affairs (protocol) for more than ten years. On the LO Day, he was one of the main actors that introduced the foreign affairs work to all guests, and make a visit study to the foreign affairs booth. Thus, his insight regarding why the foreign affairs team of for KM won the KM awards year by year. His attitude toward KM was unclear. Whilst he himself did not believe in KM, he happily joined each KM activity set by the Secretariat, especially the LO Day. Interviewee E is the main actor that runs the activities on LO day. Paradoxically, when asked about the KM characteristics of the Secretariat in his mindset, he could not exactly and concretely say what the KM characteristics of the Secretariat were. Below is interviewee E's

perspectives towards the KM characteristics, process, outcomes, and critical factors for success.

KM Characteristics

Interviewee E expressed his view that he did not believe in KM. However, he can perform the assigned tasks for his boss well. Outstandingly, he is a moderator that persuades the staff members that come from other Bureaus to learn more about "foreign affairs" on the LO day, which more or less led to the award of best practice, according to his performance. So, he believes that KM here is "seeing is believing".

KM Process

Like other interviewees, he does not know how many processes the Secretariat has and where we are now. He mentioned that "[t]his is a very important process, but we have never known where we are now." Interestingly, he expressed his view that "knowledge sharing" should be the heart of KM.

KM Outcomes

Like others, the first outcome he could think of was the LO day - the event where he enjoyed exchanging his knowledge with other colleagues with other colleagues. Above all, he is so proud about the "Best Practice" awards that the Bureaus of foreign affairs have received for years.

The CSFs

1) Leader/CKO - Interviewee E thinks that leadership is the most important factor because he believes that the CKO in the Secretariat is everything for KM. It should have been noted here that he is the only person that mentioned the CKO in tis Secretariat. He concluded that "if the dog does not wag its tail, who will?" Interviewee E states that the CKO needs support from all staff members, so the parliamentary staff members are one of the important factors for KM success.

2) KM Storage - From his own experience, he often searches and looks for data he needs from the database or KM storage at the parliamentary website: www.parliament.go.th. He personally believes that "Everything is there; you have to know how to get it!"

3) Sharing - As mentioned, interviewee E thinks that knowledge sharing is the most important process for KM success in the organization. He loves to see the staff come and join LO day. This is an event where everyone gets benefits from learning from each other. Thus, sharing should be one of the best factors.

4) Network - Interviewee E believes that social the network among parliamentary staff members is a tool to reach KM success at the Thai Parliament. He stated that "I think the staff can use social medias (i.e. Facebook, Line, Instagram) to help with the learning among the staff members that work in different Bureaus." However, this is very interesting case because he does not have even one such social medium. "I don't play Facebook but I use Line to communicate with people. Sometimes, I get the needed information from such communication."

Interviewee F: The interview was made by appointment, on December 15, 2014, 10. 35 – 10.55 (20 minutes), at a meeting room in the Bureau, the Secretariat of the House of Representatives, Bangkok. She has more than 15 years of experience in foreign affairs, and currently is a director of a group. She is an introverted person since she delivered a very brief sum of the data in her answers. She personally does not believe in the KM activities set by the Secretariat. However, she joined every session of such activities since her close friend was one of the main activists that perform KM at the Secretariat. The following data are interviewee F's perspective of KM.

KM Characteristics

Interviewee F said that "I have no idea about KM characteristics; it is too abstract to think." So, I asked her, "How do you learn from others in this secretariat?" She replied: "I learn from my colleagues and the IT system. You

mean when we search for information, right?" I kept asking her about tacit and explicit knowledge. "I don't know much about tacit knowledge, but I think the explicit knowledge is already uploaded on the website." So, "Do you think that the "KM characteristics" in this Secretariat depend on information technology?" She said "maybe." I then asked about the role of leaders in KM. She said: "I don't think we can learn from them, but they can assign a group of knowledge people to handle KM for the Secretariat."

KM Process

She said that she did not know about the KM process. This was the first time she heard this kind of word. So, I asked her, "Do you think 'knowledge sharing' is an important stage in the KM process?" She then replied, "Maybe; I think the application is a more important thing because if the staff can share but it doesn't know how to use it, it is still useless." So, "what did you share with your colleagues?" "Um, I never shared but I learned from them." "Why?," I asked a big question. She replied: "sharing is not as important as usage; I mean knowledge use (application, she meant) is much more important. So, I am happy to learn—not share."

KM Outcomes

She thinks that a group of data uploaded on the website is such useful information, and this is the outcomes of KM activity. "I always access the website and see updated information. For example, I often look at 'insight' information from intranet at the website of the Secretariat." I asked her: "How's about the LO Day?" "Yes, it is also an outcome." "Did you join them?" "I went there once, as it is KPI - I mean you have to join as a regulation." She also said that if the Secretariat does not command the staff to join, she would never go there (the LO Day), because she thinks she can learn from the website and friends.

The CSFs

    1) Culture - Interviewee F sees culture as the best of all; she thinks that "this Secretariat should have an organizational culture of learning." More

importantly, she thinks that LO day is on the right track for all the staff to learn from each other, but it is not enough at all. She dreams to see each staff member have a critical mind and to learn everything from the settings around him/her.

2) Network - She sees the social network as an important factor because working here in the Secretariat requires more friends. For example, if you need some information from other Bureaus, it is much easier to make a phone call to your friend who is working at that Bureau and get the needed information: "If you have friends in other Bureaus, it is much easier to ask for help." She also accepted that a database is useful for finding information as well but it is not enough for some cases because it mostly is not up to date.

3) Training - Interviewee F sees that "training is a tool to train the staff to know more from others. Sending staff members to any training program can help them learn more and more. When they are back, it is expected that they will gain more skills to know how to access the needed knowledge, especially from other sources."

4) Teamwork - "Working here cannot be alone; you need more and more friends," said Interviewee F. She sees that working as a team is good for parliamentary staff members, in terms of KM implementation in particular, because working as a team will teach the staff to learn to know each other and accept different ideas from others.

5) Incentives - Interviewee F thinks that, sometimes, the Secretariat should have given some extra money or promotion as an incentive measure to persuade the parliamentary staff members to join the KM implementation at the Secretariat.

Interviewee G: The interview was made by appointment, on December 24, 2014, 10. 25 – 10.45 (15 minutes), at a meeting room of the Bureau, the Secretariat of the House of Representatives, Bangkok. She is a key strategist, who has made tactics for the three-year award winning. Now, she is a director and continues to work for KM activities. The following data are interviewee G's perspectives of KM.

KM Characteristics

Interviewee G sees KM the characteristics as "a top-down management.". She said that "KM is one of the strategies of the Secretariat to develop parliamentary staff members to be able to deliver their best services to MPs, so it is then set by the CEO and CKO in the Secretariat for the right direction." I then asked her: "Do you think they (CEO or CKO) understand tacit and explicit knowledge well and can apply it to the KM success in the Secretariat?" She paused for a while, and then replied: "Yes, I think they know. If not they cannot design and organize the KM Committee in the office to do this and that." I kept asking: "what is about ICT? Is there any role for KM here in this Secretariat?" "Yes, there is". She added that "As you might be aware, we have KM storage in each Bureau and all of it is ready to be shared and used by the staff—if the individuals are interested to learn".

KM Process

Interviewee G said that "I think 'sharing' is the most important process. From my own experience in KM and on LO Day, the staff can learn to know each other through KM activities on LO Day. For example, they participate in games and simulations that we provide for them. You know we got the winner award for the best KM exhibition." I then asked her why the Bureaus of International Affairs was selected as the winner for many years. "I think that we provide useful information for all parliamentary staff members. I mean most of them don't know what we are working for. Last year, we made a simulation for a visitor. I mean a staff member that came to learn from our side. He was treated as a delegation that participated in a parliamentary conference. We provided a table for him to sit and sign a declaration, like an MP did in the meeting. As such, the staff will get better understanding the tasks".

KM Outcomes

The outcome in interviewee G's mindset was the LO Day and the cooperation and unity of the staff: "I think this event is the best activity for all. Each year,

we come to learn and share with each other. Moreover, I see that the staff participated in games and they kept smiling and learning to share with others. It is an outcome because of KM, I think. … For me, this is beyond the 'Best Practice' rewards I have received from the LO Day".

The CSFs

1) Sharing/Communications - Interviewee G thinks that the "communication" between one staff and another is the most important thing: "I think that we lack good communication; I mean sharing. The LO Day helps to fill the gap. People come and join together. I think if we want KM success, we have to encourage our staff to communicate with each other. For example, the staff in our Bureaus must go out to learn from colleagues that have been working in other Bureaus. This will help build a network, too, in some ways."

2) Network - Interviewee G thinks that building a network among the colleagues in the international affairs Bureaus is what the staff should have done. Moreover, she said the following: "I think our staff should go out to learn from every Bureau in detail; for example, learn from the Bureau of Proceedings and Committees."

3) Staff's involvement - This is an "inner" feeling of interviewee G. She thinks that the success of KM can happen when our staff willingly participates by itself only—not by being forced by their boss. However, interviewee G suggested that "the first thing the Secretariat should do is to try to make all staff members get involved with the KM in the Secretariat."

4) Leadership - Interviewee G thinks that KM success will never be happen if the leaders do not take any action: "I think that the CKOs in the Secretariat will make the plan and establish the policy, regarding this matter. This year, as far as I know, there is set already for the KM committee of the Secretariat; and there are no staff members from international affairs that take a role in the set committee. Anyway, we as parliamentary staff members must follow their vision."

5) ICT - Interviewee G thinks that ICT is a supportive instrument, which will fulfill the gap between the staff and the way of accessing

knowledge: "I think it is a useful instrument if the staff knows how to use them (ICT, internet, intranet, KM data, and KM storage in the office)." She also added that "I think one-third of the parliamentary staff members don't access the Internet; they don't even have Facebook or Line, so the Secretariat must think about how to persuade this group of people to use such facilities that the Secretariat provides for them".

Interviewee H: The interview was made by appointment on December 17, 2014, 10.00 at a meeting room of the Bureau, the Secretariat of the House of Representatives, Bangkok. However, interviewee H could not show up when the time came because he was sick; so a phone interview was the choice and was made with his permission. It took about 25 minutes, from 18.25 to 18.50 hours, on the same date. Interviewee H is an energetic parliamentary officer, who has ten years of experience. He always joins KM activities, no matter what his boss says. From his experience, he used to be one of the KM team for years to set a number of LO Day activities. The following data are interviewee H's perspectives regarding KM.

KM Characteristics

Interviewee H said that he does not understand KM characteristics. I then openly let him think about it. He carefully said: "In my opinion, I think that KM is about it freely learns. I mean whoever wants to learn, he/she can learn. I mean the Secretariat gets ready to support them." I asked him: "What do you think about the application of tacit knowledge and explicit knowledge in the office?" He then replied: "I think we have a lot of explicit knowledge, but we cannot know other staff members' thought - I mean tacit knowledge." "How is the KM application?," I asked. Interviewee H thinks that "Most staff members can access the Internet and intranet, where they can find a lot of useful information; for example, the Bureau of Academics often updates new information on the Bureau's website. If the staff can learn and is willing to learn, the members can apply what they want."

KM Process

Interviewee H accepts that he does not know about the KM process, but he thinks it is not an important thing. I asked him for the reason. He said: "I give importance to outputs; I mean I don't care much about the KM processes." When I asked him about "knowledge sharing or KS", he suddenly replied: "I don't know." So, I hit the point: "You think 'sharing' is an important stage in the KM process, don't you?" He just nodded.

KM Outcomes

Earlier, he just mentioned the LO Day. So, I asked him to think about something else as KM outcomes. He said the "intranet" He described that in his Bureau, there will be a summary of useful information, i.e. a glossary of parliamentary vocabulary uploaded to intranet for other staff members' learning. I tried to conclude that he meant "KM storage", "I don't know, maybe!"

The CSFs

1) Leadership - Interviewee H thinks that leadership is the most important factor for KM success. He said that "[a]ll is set by our leader, especially the Secretary-General and Deputy Secretary-General who are responsible for international affairs." When I asked him about what he has learned from his bosses, he said the following: "I don't know. I never learn from them, but I often learn from my colleagues."

2) Organizational structure - "I think we have a very big organizational structure in which to learn; you know we have 20 Bureaus in this secretariat; how can you learn from them if you don't have a good system of knowledge management?" Interviewee H expressed his feeling. So, I then asked him: "Do you think that the Secretariat has a good enough system to support the staff's learning?" He then replied, "Yes, we have." If so, "don't you think that it does not matter about the structure if the Secretariat has a good system to support KM activities, especially regarding the staff's learning?" He said nothing.

3) Culture - Interviewee H thinks that the Secretariat should encourage the staff to have a learning culture. He said that "I think most parliamentary staff members will learn only when they are assigned by their director or team leader to do this and that; after that, they will not learn anymore. So, I think they should keep learning and this should be our good culture in this Secretariat."

4) Staff's involvement - KM will never be a successful activity without the staff's support. Hence, the Secretariat should ask for the staff's participation from each Bureau. He said the following: "But you know the problem is most staff members don't want to join and the leaders select only a group of people to do this (KM). I see the same old faces again and again." I then asked, "is it good to have 'the same old faces' to handle the KM in this Secretariat?" He kept silent for a while before saying "Ah! You might be right, but I need a chance for everyone to get involved with KM."

5) Staff's willingness to share - Interview H also sees the staff's willingness as a factor for KM success. He thinks that the positive attitude from all of the staff towards KM is needed: "The staff will not join if it has a negative attitude towards KM and the learning process." So, the willingness on the part of the staff is also a critical factor for interviewee H.

Interviewee I: The interview was made by appointment on November 11, 2014, 10. 10 – 10.55 (45 minutes) at a meeting room in the Bureau at the Secretariat of the House of Representatives, Bangkok. She has eight years of experience at the Parliament, working for the Bureau of Foreign Languages. She holds a master's degree in Communicative English from one of the best institutions in the country. Importantly, she believes in KM and joins the KM activities each year, especially on LO Day. She thinks that KM is the best tool to develop the parliamentary staff members and the Secretariat. The following data are interviewee I's perspectives of KM.

KM Characteristics

I don't understand the meaning of 'KM characteristics;' what does it mean?," was the first conversation between the interviewee I and me. So, I explained to her in detail. Her answer was: "I don't think we have characteristics; the staff learns what it wants to learn or is assigned by the boss." "Do you think the KM characteristics are related to tacit or explicit knowledge in this Secretariat?," I then asked her. "Maybe", she replied. So, I kept asking, "Do you agree that knowledge in this organization is complex, and too complex to learn in some ways?" She said: "I agree that knowledge is too complex, sometimes. But it is not too complex to learn if the office can find a way to manage it." "If so, what do you think about the way the leaders in the Secretariat manage knowledge for the staff?," I asked her. She said, "I trust them; I mean they will select the best things for us." So, "What about the 'KM characteristic' here in your mindset?," I asked the last question. "I have no idea, she insisted.

KM Process

I don't understand the KM process." So I asked her "what is the best experience she learned from the office?" She replied that "the activities I had joined on LO Day." So, "what was it?" She explained that she learns a lot about what other Bureaus do for the Secretariat, and it is good to tell others what the foreign affairs staff does, which they don't know our tasks as well." So, this is a sharing process. "Do you think it is an important one?" "Absolutely, it is," she concluded.

KM Outcomes

She thinks that the one and only KM outcome in this Secretariat is the LO Day, which is an event she believes that every staff member can join and exchange ideas and experiences. "I think the staff members can share their experiences in that event. From example, I learned a lot about the Bureau of Committees and Proceedings, in terms of their service delivery to the MPs. At best, I know where I can get information from now on. I mean I can contact

the Bureau of Committees for the wanted information." When I asked her about other outcomes, she said "No! I don't think we have any."

The CSFs

1) The staff's willingness to share - According to interviewee I's experience, she thinks that the KM activity in the Secretariat will be successful whenever the parliamentary staff members willingly learn from each other: "I think most staff members were forced by their boss or KPIs to join the KM activities. If the Secretariat cannot make them feel that they should have learned and developed themselves from within, it is useless for all to set any KM activities."

2) Leadership -The interviewee I think that leaders should be a role model for us: "I think that we should follow our leaders in terms of KM; I mean we can learn from them." I then asked her, "what do you intend to learn from your leaders? Are you sure that they are on the right tract to follow?" She kept silent for a while and replied: as "I don't know. I just think that, in this Secretariat, without leaders' support, nothing can be a success."

3) Teamwork - Interviewee I means that the staff should learn to work together, especially in different Groups and Bureaus: "I think we often do it alone by ourselves. Sometimes, I think we should ask for cooperation from others and let others learn from us, too."

4) Community of Practice (CoP) - This is the best way to learn from others. In the mindset of interviewee I, she thinks that the "CoP" is a tool to share and transfer what we know to others: "In my experience, I often learn from the CoP; for example, I participated in a seminar set by the Bureau of International Relations where I got new knowledge about "parliamentary diplomacy," she concluded.

5) ICT - For the last factor, interviewee I said, "I think ICT is just for supporting the staff's learning. However, it is impossible to have not ICT in KM activities." I then asked her, "What kinds of ICT do you use to support your learning?" "The Internet and intranet I the office; I use them everyday a bit sometimes for fun—not for specific learning."

Interviewee J: The interview was made by appointment on November 10, 2014, 10. 00 – 10.55 (55 minutes), at a meeting room in the Bureau, the Secretariat of the House of Representatives, Bangkok. She is a director, who has more than ten subordinates in her hands. Her age is more than 40 years, so her experience in foreign affairs at the parliament has been more than 20 years. She once was a KM chairperson in foreign affairs Bureaus. She believes in KM, but also feels that there are so many things she needs for the KM activities at the Parliament. The following data are interviewee J's perspectives regarding KM.

KM Characteristics

Interviewee J said that "our KM characteristic should be focused on laws." In her view, she thinks that the KM characteristics of the Secretariat are about legislation, the parliamentary system, and foreign affairs—especially in translation. Leaders should take the role of a "role model" to transfer knowledge. In some ways, KM characteristics can be related to tacit and explicit knowledge, 50% for each. However, the problem is that the staff cannot use tacit knowledge concretely.

KM Process

Interviewee J believes that there is a KM process in the Secretariat, but she does not know how many stages are in this process. She thinks that the Secretariat should have told all parliamentary staff members, especially the ones that are responsible for KM, to know about each stage of the KM process and what stage they are at. Furthermore, she thinks that the KM process should be set by a top-ranking person, i.e. the Secretary-General and the Deputies. Although she does not know how many stages of the KM process at the Secretariat, Interviewee J thinks that "knowledge sharing" is the most important stage of all. When asked about how many stages the Secretariat should have, she replied as follows: "I think it should be not more than three stages, which must have 'sharing' as one of them." Additionally, she added one stage to them, that is, KM appraisal or evaluation, which she has never seen in the Secretariat.

KM Outcomes

Interviewee J thinks that the Secretariat does not have outstanding outcomes: "What can be mentioned as an outstanding outcome should be LO Day," she said. The other things can be the KM reports published by the Secretariat, and the knowledge corner in both in intranet and Internet. Moreover, she added, "I think the knowledge in the office is already set as a system, but what the Secretariat should have thought about it is knowledge application."

The CSFs

Interviewee J thinks that five critical factors are the following.

1) Leaders - Interviewee J thinks that "the staff should believe in leaders, who put KM as a policy. If the CEOs of the Secretariat do not see KM as an important issue, the office will be not progressive." She said that "I personally believe in our CEOs; they plan all good things for us, including KM."

2) Sharing Climate - Interviewee J thinks that what the Secretariat needs is a atmosphere to learn; the Secretariat needs to encourage staff learning to know each other: "I think we lack a learning climate; I don't see parliamentary staff members devoting themselves to learning. They just do as their boss commands. So, I think, the office must create a sharing climate in the office so that the staff will be eager to learn and share its information and knowledge," she added.

3) Knowledge - She sees that "knowledge" is an important factor in the sense that it is valuable knowledge to share. For interviewee J, it does not mean that "anything" can be shared and learned; it must be a good "knowledge" in itself and should be worth sharing.

4) Technology - Interviewee J sees technology as a supportive tool for the KM activities in the Secretariat: "I see staff using the Internet and intranet to get some information they need. It is just a tool. If they don't want to learn, the Secretariat cannot do anything, I think".

5) Structure - Interviewee J thinks that the organizational structure may be one of the factors for KM success: "Personally, I don't think it is an important issue, but we have to accept that our organization is too big; for

example, I never know what other people do. As such, how can I learn from them? In some ways, I think it is about policy and management; it does not matter how big we are—it is about how we can manage our knowledge in the office. I mean I want to learn from our neighbor (the Secretariat of the Senate), too."

Table 5.27 Summary of the Data Collection from the Secretariat of the House of Representatives

Interviewee	Characteristics	Process	Outcomes	Factors
A	-Vague and unclear -CKOs is trend setter	Have no idea	LO Day	Staff, Leadership, Network, ICT, CoP
B	-Ambiguous	First time to hear the word "KM process"	LO Day	Top leaders, Staff, Network, Communication, ICT
C	-Two characteristics: a) LO Day and b) international affairs	Five stages: getting, using, analyzing, extending, and giving knowledge to others.	LO Day	Staffs (Sender/ Receiver), KM Storage, Technology, KPIs
D	-Positive -Trust in the CKOs (will bring about the best for the staff)	No idea	LO Day	Leader (CEOs), Facilitators, Staffs, Network, CoP
E	-Seeing is believing	Just believe in "KS"	LO Day	Leader, Staff, KM Storage, Sharing, Network

Table 5.27 (Continued)

Interviewee	Characteristics	Process	Outcomes	Factors
F	- Maybe depend on IT	-No idea -Knowing KS merely	LO Day	Culture, Network, Training, Teamwork, Incentives
G	-The CKOs -Top-down management	- Sharing process	-LO Day -Gain more knowledge	Communication, Network, Staff's involvement, Leadership, ICT
H	-Freely learning	No idea	-LO Day -Intranet	Leadership, Organizational structure, Culture, Staff's involvement, Staff's willingness
I	-Have none	No idea	LO Day	Staff's willingness, Leadership, Teamwork, CoP, ICT
J	-If anything, should be focused on laws	KM processes exist, but no idea how many stages there will be	- KM reports - Knowledge corner in intranet and Internet - LO Day	Leadership, Sharing Climate, Knowledge, Technology, Structure

2) The Secretariat of the Senate (October – December 2014)

I began to contact ten staff members from the Upper House that had been working in the field of foreign affairs Bureaus. In this respect, two staff

members refused to participate in the interview process. For those that accepted the invitation, they were four staff members from the Bureau of Foreign Affairs and four staff members from the Bureau of Languages. The date and appointment was set for each individual case during October – December 2014. In terms of the interviewees' preferences, all of them allowed me to call each of them on the phone to ask a list of questions through the telephone interview. Table 46 shows the demographic information on the interviewees.

Table 5.28 Demographic Information for the Interviewees in the Upper House

Interviewee	Bureau	Gender	Age	Years of Experience
K	FA	F	38	14
L	FA	F	32	9
M	FA	M	52	25
N	FA	M	39	9
O	FA	F	32	5
P	L	M	31	7
Q	L	F	30	5
R	L	F	30	5
S	L	F	32	7
T	L	M	28	4

Note: FA is Foreign Affairs and L is Language

     As we talked, all of the interviewees were seen to have some experiences with the KM implementation process at the Secretariat of the Senate. In this respect, I categorized them into two types of KM experiences, as shown in the following table.

Table 5.29 Level of Experience of the Interviewees in the Upper House

Level of KM Experience	Experience	Interviewee
Limited Experience	Generally participate in activities of KM at the Secretariat	O P Q R
Moderate Experience	Joining activities and being a part of working group or committee for KM activities	K L N S T
Significant Experience	-	M

In order to understand the participants in the interview process well, I provide brief information below about how they interact in the KM process of the Secretariat of the Senate.

Interviewee K: The interview was made by appointment, on November 28, 2014, 11. 30 – 11.50 (20 minutes) and the interview w as made by telephone as interviewee A requested. Interviewee K has been working in the Bureau of Foreign Affairs for 14 years. She graduated from a public university. She was one of the representatives and had joined the KM team on "KM Day"—an event for parliamentary staff members at the Secretariat of the Senate to share their experiences. She is an energetic and informative person. Her perception of the KM characteristics, process, outcomes, and critical success factors was as follows.

KM Characteristics

Interviewee K thinks that "It is all about the CKOs function. I mean the KM and KM characteristics depend on what the executives at the Secretariat want them to be. Personally, I think that most staff members do not know much about KM, especially KM characteristics. You will seldom get the answers you are looking for here."

KM Processes

Interviewee K stated that she does not know much about the KM processes at the Secretariat, but she thinks that the sharing process is the most important

thing to do for KM. However, after trying to persuade her to think about the KM processes at the Senate secretariat, she could come up with the idea as follows: "From my understanding, the KM processes should be as follows—capturing information, generating ideas, storing information, distributing information, and applying information/implementation and assessment."

KM Outcomes

Interviewee K views "KM Day" as an outcome of KM implementation at the Senate Secretariat: "I often join the KM activities here; you know, there is an activity called 'KM Day;' I think it is like 'LO Day' at the Lower House. At that event, the staff will join and share what they have known with others." I think that our 'KM corner' at the website of the Senate should be considered as an outcome as well. I personally learn a lot from that, and often get the information I am looking for from there.

The CSFs

Interviewee K thinks the following.

1) Culture is the most important factor for the KM success at the Secretariat. She thinks that "what the Secretariat should do now is change the staff's attitude towards KM so that it will increase the number of staff members to participate in the KM activities. The rest of them can be supportive factors." Regarding culture, she thinks that the Secretariat should pay more attention to how to make people come out and share what they know with others.

2) For network, interviewee K thinks the following: "I think the network is an important thing for learning. In my case, I could learn a lot from others when I joined KM day. In return, I share with them for what I know (she means protocol work—as her responsibility)."

3) In terms of training, she thinks that everyone should be trained to have better skill for tasks. More importantly, she stated the following: "However, sometimes, I think that there are too many programs for training because many still work the same as before."

4) Regarding teamwork, interviewee K thinks that teamwork is like a network in the sense that they need cooperation from others: "I think working here (the Bureau of Foreign Affairs) cannot stand alone. For many cases, we need to ask for information form the Secretariat of the House of Representatives, i.e. IPU, ASGP" stated interviewee K.

5) Lastly, interviewee K thinks that sometimes the Secretariat should provide some incentive measures to motivate people to join KM, i.e. promotions.

Interviewee L: The interview was made by phone on November 30, 2014, 10.30 – 10.50 (20 minutes). Interviewee L has been working at the Bureau of Foreign Affairs for nine years. She graduated from a public university. She was one of the representatives and joined the KM team on "KM Day". She is an energetic and informative person. Her perception of the KM characteristics, process, outcomes, and critical factors was as follows.

KM Characteristics

Interviewee L stated that she believes that knowledge there is complex. However, she strongly believes that the executives will put it on the right track: "I agree with the researcher that the knowledge in the Secretariat is complex. This might be because of the different backgrounds of the staff. Anyway, KM belongs to everyone, not just to the CKOs. … I think that the Secretariat should set 'a system' that can collect information systematically and make it much easier to access."

KM Process

Interviewee L stated that "[she thinks] there are four stages of the KM processes in the Senate Secretariat—accessing knowledge by individuals, transferring knowledge, storage of knowledge, and developing that knowledge for tasks." She thinks that "sharing" is the best method for KM implementation. "However, I agree with A that 'sharing' is the most important stage for the KM process. Personally, I often share my experiences regarding

protocol at particular events with the CoP". She often participates in the KM activities at the Secretariat in terms of KM.

KM Outcomes

Interviewee L stated that one of the outstanding outcomes at the Senate Secretariat is the KM Day, like the LO Day at the Secretariat of the House of Representatives. In that event, there is a chance for the staff to their knowledge with others, and to get some in return.

The CSFs

Interviewee L thinks that "sharing among the staff members is the most important factor for KM success because she believes that sharing is the best process for the transfer of knowledge." The rest are network, culture, measurement, and ICT.

1) Regarding network, "I think the network helps the staff to work together smoothly. It can be either a 'human network' or an 'IT network.' More importantly, it is how to use them."

2) Regarding culture, "I think the Secretariat already has an organizational culture, but it is not useful for KM. In my view, we (the Secretariat and staff) should do everything to make a sharing culture happen in this organization. … As you may be aware, we do not have one."

3) Regarding measurement, "I at first did not think about it, but after I discussed with you, I think it might help a lot in terms of KM success. I think it is like what we have now—KPIs. This measurement helps us to do KM in the right track. ("Are you sure?" asked the researcher.) It might be the right track because, at least, it is set by the CKOs or our leaders."

4) Regarding ICT, L stated that "[she] personally often accesses the database (of the Secretariat website) to look for the data I need."

Interviewee M: The interview was made by phone on November 23, 2014, 10.05 – 10.35 (30 minutes). Interviewee M has been working in the Bureau of Foreign Affairs for 25 years. He graduated from a public university and had participated in the

KM activities at the Secretariat of the Senate for years. His perception of the KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

Interviewee M thinks that the KM characteristics of the Secretariat are based on processed-based KM: "I think we should pay attention to the processes we have transformed our knowledge at the Secretariat. Sharing is the best way for learning; it will lead to efficient performance, especially in the same field." Interestingly, he mentioned sharing both positive and negative sides of experiences to all that will bring about better KM.

KM Processes

Interviewee M thinks that the Secretariat should set each process of KM implementation and communicate them to all parliamentary staff members so that the staff can choose to participate in interesting activities: "I think sometimes the staff joins the KM activities because of the KPIs. If the Secretariat does not command such activities for the staff, I think fewer people will join." Above all, he thinks that "sharing of knowledge" is the best practice for KM success.

KM Outcomes

Interviewee M thinks that the KM Day is the best outcome, but he would like to see more. "I hope that the Secretariat should make systematically KM, in terms of developing it as theory and practice for further implementation."

The CSFs

1) He sees the KM process, especially sharing, as the most important factor, and thinks that the KM characteristics also depend on process-based KM. But he sees "leadership" as the best factor to bring about everything for KM success.

2) For the CKOs, they will set a KM trend for the staff to follow. In this respect, the staff's involvement and willingness (sharing) are something

that the Secretariat cannot miss. Also, ICT and training are also the tools for KM success.

3) For structure, "I do not think that structure will have that much of an impact on the KM success. I think that KM success depends on our categorization of what we have knowledge! It is not the about size of the organizational structure. It is not an important thing if we have a big or small scale of the organization. As long as we can manage our data, knowledge can be transferred to the groups that really need it".

4) For culture, "I have been working here for more than 20 years. I do not see any concrete culture at the Secretariat. I do not think that the culture helps that much for KM success, but the easy atmosphere or friendly manner does".

5) For ICT, "… it can link to all data in the Secretariat. However, from my experience, I think the problem is that most staff members know that KM data are there, but they do not access it to develop themselves (for what they should have known) as it should be," stated M.

6) For training, "It is a tool for KM success by everyone will be trained as the Secretariat needs them to be. … I used to join some training programs, i.e. translation, protocol, and English usage".

Interviewee N: The interview was made by phone on November 20, 2014, 9.05 – 9.30 (25 minutes). Interviewee N has been working in the Bureau of Foreign Affairs for nine years. He graduated from a public university and had participated in the KM activities at the Secretariat of Senate for years. His perception of the KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

I think that the KM characteristics are to freely learn; I mean each staff member can learn as he or she wants. … I do not think it depends on the KM processes because I do not think everyone understands the processes in the same way. Moreover, I think we have different understanding of the knowledge we are working for." Interviewee N focuses on the staff freely

learning but does not believe in the KM processes. Further, interviewee N thinks that the characteristic of such learning should be an "easy-easy" atmosphere because the staff will dare to say something (in the way you will never hear in a formal way).

KM Processes

I am not so sure about the KM processes at the Secretariat, but I think knowledge sharing is a very important thing." Interviewee N thinks that the staff's sharing of its experiences will bring about better KM. However, he thinks that each staff member has different ideas, skills, and experiences. Therefore, it is difficult to share it for someone. For example, somebody might good at transferring knowledge from "back-to-front" but "front-to-back" is good for some. Even worse, interviewee N thinks that some may do not have any KM processes in their perception. He thinks that the Secretariat should define what the KM processes are and inform all of the staff. This will help the staff know its framework for the KM processes (which activities they could join). Interviewee N concludes that "[i]n doing the KM processes at the Secretariat, it is an important thing to make the staff, especially at the practical level, understand them everything so that each of them can link his or her competencies to share with the KM processes.

KM Outcomes

The KM Day is an outcome." Interviewee N believes that "the staff can share its experiences through this event, especially the processes of learning. At best, learning the processes of working, especially from others, is needed for KMM success.

The CSFs

1) Interviewee N believes that KM success comes from the staff's willingness. If the staff does not want to join, the Secretariat will not get anything from the members. So, interviewee N thinks that leadership can play a major role in leading them, and teach them to work as a team.

2) For the CKO, "I think that they should encourage the staff to participate in CoP (and other KM activities). … In my view, the CKOs are a group of executives who know the trend of how the Secretariat should train the parliamentary staff members to be professionals and to be able to deliver smart services to the MPs (Senators)".

3) For ICT, "… it will help a lot to fulfill KM implementation. I think ICT is one of the KM successes in terms of KMS. I hope that the CKOs here will know this word. I mean if the top management knows what 'KMS' is, then they can link 'ICT' and 'KMS' to reach efficient KM at the Secretariat".

Interviewee O: The interview was made by phone on November 23, 2014, 15.05 – 10.45 (40 minutes). Interviewee O has been working in the Bureau of Foreign Affairs for five years. She graduated from a public university. Her perception of the KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

Interviewee O states that the KM characteristic at the Secretariat of the Senate is process-based KM: "I think our KM characteristic is focused on its processed, but it is for KPIs only." Interviewee O thinks that the KM processes at the Secretariat of the Senate do not cover all aspects. Thus, interviewee O thinks that the Secretariat should know first about the knowledge it will manage. More importantly, the Secretariat must persuade all staff members to get involved with KM so that they can formally share their knowledge and make the outcome more concrete, i.e. report.

KM Processes

Interviewee O states that "[f]our stages of the KM processes should be implement brainstorming, grouping ideas, distributing information, and evaluating information. … The Senate Secretariat should have informed all staffs to understand the KM processes and know how to participate in each process. Moreover, it should be communicated 'who is who?' and 'how to contact and get information". She also stated that "From my experience, I used

to share my experience in terms of being a translator for the senators to a number of foreign affairs staff members at the Senate Secretariat, and I have found that it is useful to share so that I can take the shared knowledge to improve my future performance especially to solve the problems faced.

KM Outcomes

I think the staff can perform well and then become the organization's image. In this respect, KM can teach us to learn and share so that we all can make the best of our work to support the MPs. Besides, the KM day set by the Secretariat is an outcome I think is good to have for the staffs. Also, she stated that "the CoP are the events where I used to share my knowledge to all. I think, in summary, the outcomes are the organization's image, the Km day, and the CoP.

The CSFs

1) Interviewee O believes that KM is set by human beings, so she hopes that the leaders in the office will lead us in the right direction in terms of KM implementation. For the rest, she states that it can be a network, motivation, teamwork, culture, HRM, ICT, and the staff's willingness (sharing) to join the KM programs.

2) Referring network, "I think network is a stage for the parliamentary staff members to work together and share their experiences for work success. … For example, a group of staff members from different Bureaus comes to work for ASEAN".

3) Regarding motivation, "I think the Secretariat should provide the staff with some incentives, i.e. extra payment or a chance to get a promotion. … However, it is not a very important factor in my view (when compared with attitude)".

4) For teamwork, "It is important to have good teamwork to achieve the set goal. In my case, I just want a few colleagues, not a big group of people, because I think that having good teamwork means everybody in the set team understands what they are going to do".

5) For culture, "I think that if the parliamentary staff members understand the importance of organizational culture, it will be useful for the KM at the Secretariat. … Regarding this point, I think the Secretariat should change the staff's attitude towards KM. … The Secretariat should do everything to make each person in this office take a part in KM activities, i.e. KM Day".

6) For HRM, "I do not know much about HRM, but I think they can recruit the right people to work here at the right place (Bureau)".

7) For ICT, "I learn a lot from the 'KM corner' at the Secretariat website (www.senate.go.th/km_senate2/). For example, I look for types of 'official correspondence and parliamentary official positions;' it is there in the said website".

8) For the staff's willingness (sharing), "Like the KM process, I told you earlier, I have not changed my mind that knowledge sharing is the most important thing for KM success.

Interviewee P: The interview was made by phone on November 23, 2014, 12.15 – 12.45 (30 minutes). Interviewee P has been working in the Bureau of Foreign Affairs for seven years. He graduated from a public university. His perception of the KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

Interviewee P thinks that the KM characteristic is not about the process, but it is all about the fact that the Secretariat does not manage information in the Secretariat that well, especially the way in which knowledge can be connected.

KM Processes

I think that knowledge sharing is the most important process; I do not understand much about KM processes, but I think 'sharing' is a process that the Secretariat should pay more attention to." Interviewee P thinks that "sharing" will bring about both sides - good and bad. When we bring all

"good" together, we will get the best practice for achieving efficient performance. In the meantime, he thinks that the Secretariat should define what each process will be so that the staff can follow each process. It is worth noting here that "easy atmosphere" is not concerned with "knowledge sharing" at all.

KM Outcomes

Interviewee P states that "I think that the Secretariat does not have a systematic categorization of knowledge. … Having a 'Handbook' is just a little part of being an outcome. I personally think that 'rotation' among the staff members in the Bureau might help to manage knowledge in terms of effectiveness. When the staff has knowledge beyond its responsibility, the Secretariat can be a 'professional organization' as a whole.

The CSFs

1) Interviewee P thinks that leadership is the most important factor because KM is something managed by human beings, the CKOs in the organization.

2) For teamwork, "I think that the staff can work well with the same group; I mean sometimes".

3) For network, "As I mentioned, I think social networking is important thing because it will help the Secretariat manage well for the existed knowledge at the Secretariat. The staff should work well together, although the members are working in different Bureaus".

4) For culture, interviewee P stated the following: "I think that the Secretariat should have a sharing culture among the staff members. For example, a staff worker should have an opportunity to learn from others, especially in different Bureaus".

5) For training, "It is a way that the staff members can join together for a particular purpose, for example, a training session for translation".

6) Interestingly, interviewee P also stated the following: "I think the Secretariat should use ICT to make the best for KM. It can be in terms of

training. I think that ICT is a kind of technological support, but the Secretariat has to make sure that it is really accessed by the staff. I mean it is there but no one uses it. It is then useless to have ICT for KM".

Interviewee Q: The interview was made by phone, on November 22, 2014, 10.05 – 10.25 (20 minutes). Interviewee Q has been working in the Bureau of Foreign Affairs for five years. She graduated from a public university. Her perception of the KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

Everything can be KM characteristics, but it depends on how to categorize them. From my observation, most parliamentary staff members have very specific knowledge based on their jobs, which I call "tacit knowledge", but they do not know how to transfer it to others, which I call "explicit knowledge". I agree with my friends that knowledge is complex to use, so it is a must to make it much easier to use by all the staff.

KM Processes

I think knowledge sharing is the most important process. It is the heart of all because the main purpose of KM is to get the staff's knowledge and experience, not from a text. So, KM can be both right and wrong, not about the pure reasons". Moreover, interviewee O believes that KM can be a "best practice" approach in two terms. First, it can be the best practice for the staff - everyone will know each stage in the whole process so that they can learn and fix the problem immediately, which will sooner lead them to be professionals. Second, the executive must encourage the staff to get involved with KM at all levels, and never scold them whenever inaccurate performance occurs. Interviewee O thinks that the Secretariat should not set or let the staff know about the processes in advance because, under the ruled processes, the staff will express its views with limitation. They will feel uncomfortable with the set processes and share less; even worse, what they might say will never show what they want to say.

KM Outcomes

I think the KM Day is our output, which the Secretariat must transform to an outcome." Interviewee O thinks that what we have now is only outputs, i.e. the KM activity, CoP, database. It is challenging for the CKO to transform output to be outcome.

The CSFs

1) Teamwork is the most important factor in interviewee o's view. This is because she believes that this is a process where the entire staff member comes to work together and it gives importance to them all. For the rest of the important factors, they should be leadership, ICT, network, and CoP.

2) For leadership, "I think it is a challenging task for the CKO to achieve KM success. I think they need cooperation from every section, especially the implementers (the CKOs are not the implementers in O's view - they are trend setters)".

3) For ICT, "In my view, there cannot be KM success without ICT, but I do not know why it is not the most important. I mean, without ICT, we can still make it (KM success). I think the Secretariat should use ICT more cleverly as a tool to convey knowledge to all the staff".

4) For the network / CoP, "I think the network is very important thing for working here. I mean it is related to IT. We can set a network of the Thai Parliament, in terms of the staff from both Secretariats to join. For example, it might be a data network. So, everyone can look for the needed data from the database, not by asking another Bureau. I am speaking in terms of the Thai Parliament, not as the Secretariat.

Interviewee R: The interview was made by phone, on November 21, 2014, 9.05 – 9.35 (30 minutes). Interviewee R has been working in the Bureau of Foreign Affairs for five years. She graduated from a public university. Her perception of the KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

Interviewee R thinks that "KM characteristics are beyond process-based KM at the Secretariat of the Senate. I think what the leaders or the CKOs should do now is try to categorize knowledge in the same field clearly and then disseminate to other groups for using it." Interviewee R believes that each staff member eagerly learns from others, so all of the knowledge from each Bureau should be integrated for being a database for all of the staff.

KM Processes

Interviewee R thinks that "sharing" is the best for all. It is good to see everyone in the office sharing knowledge and experiences with others. However, interviewee R thinks the following: "I think that knowledge application is more important than sharing because if they share but they do not know how to use it, it becomes useless." Interviewee R also stated that she disagrees that the Secretariat should communicate the KM processes to the staff because she believes that most of them do not have a knowledge background about KM in this office, so it might make them misunderstand.

KM Outcomes

The KM Day and the CoP are our concrete outcomes at the Secretariat of the Senate". However, interviewee R thinks that "[t]hose outcomes do not show that we have succeeded now in KM; I think that the office should have put KM at each stage in daily work. … it should not wait until the KM Day or the CoP.

The CSFs

    1) "Frankly speaking, I do not trust in the leaders for doing KM here, but I still think that the first factor in making KM a success in the office is the leader the Secretary General (and the CKOs)".

    2) Interviewee R also expressed her views about other factors for KM success: KM processes, networks, HRM, and culture are also important factors. … For example, the CKOs can set a process for HRM to set a KM culture and build networks for all the staff to work.

3) For the processes, interviewee R thinks that knowledge application is a more important thing than knowledge sharing, because if the staff can share but does not know how to apply it to work, it becomes useless: "I don't think that sharing is enough; I would like the Secretariat to focus more on application. It is much better to look at usage than the process of sharing. Anyway, I still agree that sharing is an in important stage, too, for KM success".

4) For network, if possible, I would like the Secretariat to establish a strong network with each agency, i.e. the Secretariat of the House of Representatives, the Ministry of Foreign Affairs, the Ministry of Commerce, the Ministry of Labor, etc.: "I think that we (Senate) often have to ask for information from the Lower House (Secretariat of the House of Representatives), especially when we will attend inter-parliamentary conferences, i.e. IPU or ASGP. … I think we sometimes should share our information for the best results, but it is shown that our Bureau has to ask (or check) for information (of the meeting) from the staff at another Secretariat (of the House of Representatives). Thus, I think it is useful to have a network for such matters".

5) For HRM, "I have never thought about this factor before until you or somebody talked about it. I don't think it is important because it is an indirect factor for KM. For my understanding, I think the CKOs are important actors, and then they assign us to do or give us the right policy to implement. In such a case, I think HRM is just a part of them. For example, the CKOs may ask the Bureau of Human Resources to recruit a number of talented staff members for a particular job. You know, in that case, we will have 'new blood' to work for the Secretariat and maybe for the efficient KM for the Secretariat as well".

6) For culture, lastly, interviewee R thinks that culture is an important factor but preferred to mention it at the end: "I think the Secretariat should formally set an organizational culture for the staff, especially a sharing culture. For example, this year, it can be the year of sharing, so everyone eagerly shares what he or she knows or has known with others. I do not want to let this

issue be taken for granted. I mean people come and go; it is better than nothing. Just do it!".

Interviewee S: The interview was made by phone on November 19, 2014, 10.25 – 10.45 (20 minutes). Interviewee S has been working in the Bureau of Foreign Affairs for seven years. She graduated from a public university. Her perception of KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

Interviewee S thinks that "KM characteristics should be the transferring of knowledge from one to another one, especially in a friendly atmosphere. Knowing tacit and explicit knowledge is also an important thing and should be considered as a KM characteristic too. I think that 'knowledge' in this Secretariat is complex. For example, there is knowledge complexity in the same group in each Bureau, which proves that the organization cannot categorize or utilize the benefits from such knowledge.

KM Processes

Interviewee S stated the following: "I think that that KM processes should have four stages, but in my view, it should include the following: common interesting topics, shared experiences with a friendly atmosphere, collecting data and then sharing together, and disseminating and transferring the data regarding KM implementation to others." Interviewee S disagrees that "… the CKOs or leaders should inform the staff of each process of KM in the Secretariat. I personally think that it should not be communicated to them because it will make them feel uncomfortable to participate in such KM activities. In short, I think it should be conveyed after all of the processes have been done. … I think that the organization should pay more attention to persuading the staff to share its knowledge with others as much as it can so that we can become a learning organization. In this respect, I see 'knowledge sharing' as very important stage of the KM process because all of the staff has an opportunity to present what it knows. … I often share my experiences,

regarding the ASEAN theme in particular, to my colleagues, but there are limitations in terms of different attention.

KM Outcomes

Interviewee S thinks that "[a]n opportunity to present what you have known is the best outcome." Moreover, Interviewee S thinks that "it is great to have a database of knowledge to learn and share for all the staff. At best, we can learn from each other through such experiences saved in the database. … I always join the KM day and a number of CoP, which help more work effectively. … In such events, I learn a lot from my friends whose faces I have never seen before; you know we have almost 1,000 staff members at the Upper House. I think it is impossible to know them all, but we can learn from each other through the KM day and the CoP.

The CSFs

1) Interviewee S thinks that leadership should the first factor for creating KM success. As leaders, interviewee s thinks that she should perform well regarding KM in the office.

2) Interviewee S also thinks that leaders should create a culture of learning for the staff: "I think the first thing the leader should do is change the staff's attitude towards KM".

3) The rest can be anything, such as ICT, Network or HRM. Anyway, everything depends on the leader, in interviewees' perception. Among these supportive factors, interviewee S thinks that the network and ICT can play major roles in supporting KM in the sense that the network can gather people together to learn something (according to the organization's needs) and ICT is a tool to make things much easier.

4) For HRM, interviewee S thinks that "… it depends on the Secretary-General or Deputy Secretary-General who is responsible for KM development at the Secretariat of the Senate".

Interviewee T: The interview was made by phone on November 19, 2014, 15.15 – 15.45 (30 minutes). Interviewee T has been working in Bureau of Foreign Affairs for four years. She graduated from a public university. His perception towards KM characteristics, process, outcomes, and critical factors was as follows:

KM Characteristics

Interviewee T thinks that "[o]nly collecting data that are in the same field together and never putting any effort into connecting these data or knowledge to others. That is characteristics of KM in my view. I view that this unclear connection brings about some problems in terms of KM implementation at the Secretariat." Then, he expressed his views regarding tacit knowledge and explicit knowledge in the following: "I also believe that knowing tacit and explicit knowledge is a useful stand for all the staff. Probably, they might gain new perspectives that are clearer and better, from knowing such knowledge. … Anyway, I disagree with all who say that our knowledge is complex. For me, I think that it is just put in an unwell-organized structure. However, I agree with knowledge application, which I think when the staff members come to share and exchange their experience, it will be good for them all in terms of more efficient working.

KM Processes

Interviewee T stated the following: "In my view, I think it should begin with selecting the issue of knowledge to focus on, and then exchange views among the staff members for the selected issue and brainstorm to exchange experiences in terms of individual working. In this respect, I think we will get a pile of collected knowledge, and the final stage is disseminating that knowledge to all." Interviewee T agrees that the Secretariat should have informed them of the KM processes so that we would know how to share or participate at each stage: "In my case, I used to share my knowledge at, I think, the stage of knowledge creation with my intermediate boss and colleagues. Importantly, I think that 'knowledge sharing' is the most important stage in the KM process because the knowledge should be shared with all who

do not work in the same field with us. We will never know that in the future they might come to help us for any particular work; it might happen some day. Above all, I think that knowing and understanding the KM processes will help the staff work more efficiently and fulfill its skills to solve any problems it faces.

KM Outcomes

Interviewee T thinks that "[h]aving better understanding of work and responsibility is the outcome of KM". He expressed his view about KM as follows: "I personally believe that KM will help us work more efficiently and rapidly. Although I have never been at any the KM day at the Senate Secretariat, I still never miss my chance to join the CoP to gain more knowledge and enhance my skills. For example, I used to share my experience in terms of protocol - how to perform when honorable guests make a visit to the Parliament.

The CSFs

Leaders know it all". Interviewee T believes so. He believes that the Secretary General should be the person that knows best: "I think if our Secretary General does not know much or does not have time, she could assign the CKOs to do KM instead.

Apart from the leaders, especially the executives in the organization, I think the leaders should encourage the staff to join the CoP or the KM Day to learn from others and share their experiences.

"Also, communication (sharing), teamwork, and networks cannot be overlooked, if we need KM success," stated T.

For sharing, he means one of the KM processes, as he mentioned that he joins each CoP (or other KM activities) at the Secretariat: "It is an enjoyable thing for me to join such activities. I met new faces that I have never seen before. I also enjoy learning (and sharing) with them".

For teamwork, T thinks that "it is an opportunity for the staff to work together through many means, i.e. CoP, training session. The most important

thing is how to persuade people to join the KM activities. I think then we can teach them how to work together".

Lastly, regarding the network, "I think that when you know more people, you can make your own world - I mean you know how to contact others and get (information) what you are looking for. Like me, I , meet a lot of people when I join KM Day each year.

Table 5.30 Summary of the Respondents' Views from the Secretariat of the Senate towards the four KM Elements in the Study

Name/ Issues	Characteristics	Process	Outcomes	Factors
K	-Depend on the CKOs function	-Capturing information, generating ideas, storing information, distributing information, applying information/implementation and assessment	-KM Day -KM Corner	Culture, Network, Training, Teamwork, Incentives
L	-Complexity -Depend on the CKO	-Sharing process	-KM Day	Communication, Network, staff's involvement, Measurement, ICT
M	-Process-based KM	-Sharing process	-KM Day -Theory & Practices	-Leadership, Organizational structure, Culture, staff's Involvement, Staff's willingness (sharing), ICT, Training
N	-Freely learning	-Sharing process	-KM Day	-Staff's willingness, Leadership, Teamwork, CoP, ICT

Table 5.30 (Continued)

Name/ Issues	Characteristics	Process	Outcomes	Factors
O	Process-based KM	-Four stages—brainstorming, grouping ideas, distributing information, and evaluating information	-KM Day -CoP	Teamwork, Leadership, ICT, HRM, CoP, Network
P	-Management of Information (not about the processes)	-Knowledge sharing	-Handbook -Rotation	Leadership, Teamwork, Network / CoP, Culture, Communication among the staff, and ICT
Q	-Everything	-KS	-CoP as output -Database as output	Teamwork, Leadership, ICT, Network and CoP
R	-Knowledge categorization (beyond process)	- Knowledge application is more important than sharing.	-KM Day -CoP	Leader (Secretary-General), KM processes, network, communication, HRM and culture
S	-Transferring knowledge from one another, especially in a friendly atmosphere	-The common interesting topics, shared experiences in a friendly atmosphere, collect data and then share together, and disseminate and transfer data regarding KM implementation to others	-An opportunity to present what you know -Great database -KM Day -CoP	Leadership, culture, ICT, Network or HRM

Table 5.30 (Continued)

Name/ Issues	Characteristics	Process	Outcomes	Factors
T	-Knowing tacit and explicit knowledge	-Selecting the issue of knowledge to focus on, then exchange views among the staff for the selected issue and brainstorm to exchange experiences in terms of individual working	-Having a chance to join KM -CoP	-Leadership, CoP, Communication, Network, Teamwork

In summary, in this interview processes, ten participants from each Secretariat participated in the interview by appointment. Mostly, they saw that the KM characteristics depended on the process-based KM at the Secretariat. Most did not understand the KM processes, but some thought that KS was the best process for KM. Regarding the outcomes, the participants thought that LO Day (in the Secretariat of the House of Representatives) and the KM day (in the Secretariat of the Senate) were concrete outcomes. Most of them thought that leadership was the most important factor in KM success.

5.2.3 Critical incident (Phrase III) (October - December 2014)

According to Kain (2004, p.85), "a critical incident approach provides a systematic means for gathering the significances others attach to events, analyzing the emerging patterns, and laying out tentative conclusions for reader's consideration". Additionally, this approach involves asking people to discuss incidents that are deemed by the researcher to be extremely important to the research (Miles & Huberman, 1994). It is an instrument that produces an emotional response in a person (Gray et al., 2000). Hence, based on the benefits of this approach, I used a critical incident instrument as an evaluation tool (after gaining information from the in-depth interviews in phase two) in this research study. Along the way, I ask the participants who gave me information during the interviews to comment on KM implementation

in the Thai Parliament—freely and frankly with their thoughts. The analysis of critical incidents was useful as it corroborated what I found in the previous phases of the research study. The critical incident form can be found in Annex C.
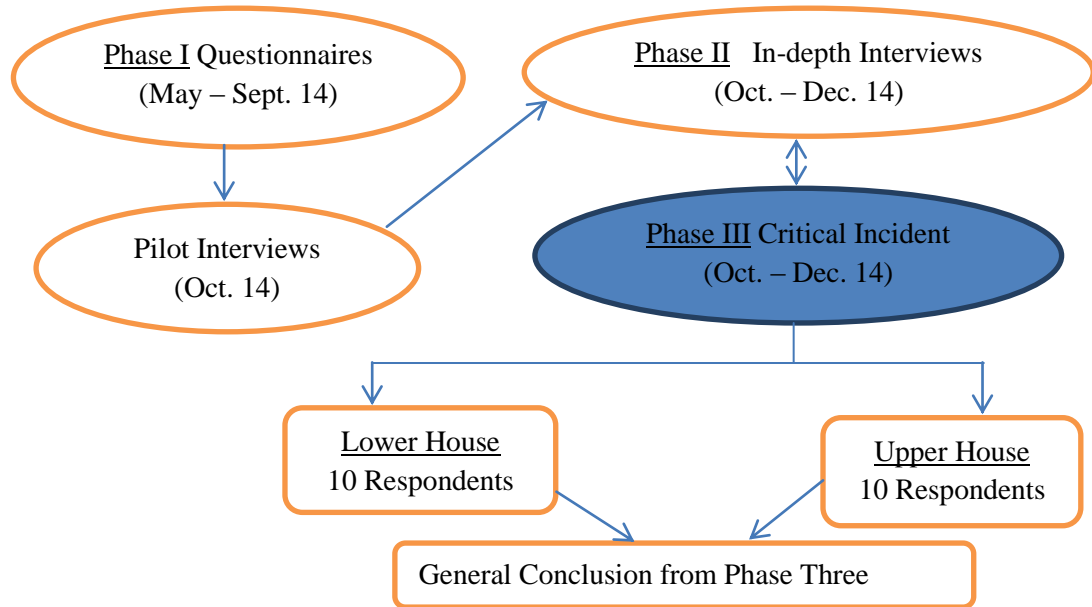
Figure 5.8 Critical Incident Instrument Used in the Third Phase of the Research Study (October – December 2014)

1) Secretariat of the House of Representatives

The critical incident form was given to all interviewees at once, after the in-depth interviews had been conducted. The results were shown as follows.

Table 5.31 Return of the Critical Incident form from the Secretariat of the House of
Representatives

Interviewee	The distributed critical incident form	Return of the Critical Incident Form
A	√	Four participants returned the forms to the
B	√	researcher. In this respect, the participants
C	√	were allowed to freely express what they
D	√	were seriously thinking about, such an issue,
E	√	i.e. characteristics, process, outcomes, and
F	√	the CSFs (leadership, the CKOs, incentives,
G	√	training, CoP), and would like to tell the
H	√	researcher without identifying themselves.
I	√	
J	√	

2) Secretariat of the Senate

Like the Secretariat of the House of Representatives, the critical
incident form was given to all interviewees at once, after the in-depth interviews had
been conducted. The results are shown as follows'

Table 5.32 Return of Critical Incident Form from the Secretariat of the Senate

Interviewee	The distributed critical incident form	Return of Critical Incident Form
K	√	Three participants returned the forms to the
L	√	researcher. In this respect, the participants
M	√	were allowed to freely express what they were
N	√	seriously thinking about, such an issue, i.e.

Table 5.32 (Continued)

Interviewee	The distributed critical incident form	Return of Critical Incident Form
O	√	characteristics, process, outcomes, and the
P	√	CSFs (leadership, the CKOs, incentives,
Q	√	training, CoP), and would like to tell the
R	√	researcher without identifying themselves.
S	√	
T	√	

As given to the participants, 8 of 20 critical incident forms, 5 from the Lower House and 3 from the Upper House, were given to the researcher. Most of them mentioned four factors: leadership / CKO, KM strategy, motivation, and training.

For example, one participant expressed a view towards leadership as follows: "I have never trust our leaders. … I think they should be the good example regarding to KM implementation. Even worse, I think, in my case, my boss does not know what is going on. If so, how can I trust them? Please, tell me." For another example of KM strategy, a participant suggested that "[t]he CKO should know best about the strategy, so they can lead us. Do you think that every staff in this Secretariat understand them all – the strategy? No! I do not think so." Regarding motivation and training, a few participants suggested that it (motivation/training) should be given to the parliamentary staff members so that they would understand KM better and would like to participate. It is worth noting here that the rest of the critical success factors were not mentioned in the critical incident form, such as culture, networking / CoP, organizational structure, ICT/KMS, human resources management, measurement, and process.

5.2.4 Focus Group Interviews (Phrase Four) (January – February 2015)

The focus group interview was set in the fourth phase and the last phase of this study. It was conducted during January – February 2015 and began with I did contact the 10 participants from each Secretariat, with whom I had conducted an interview with, in order to ask them to participate in the last phase of the study. Six key participants from each Secretariat accepted the invitation. Then, I conducted a focus group interview for the Lower House in January 2015 and the Upper House in February 2015.

The idea of a focus group originated in market research in the 1950s when people were brought together so that their attitudes to new products could be tested. Nowadays, it is still used for this purpose, but the popularity has spread to wider aspects of research study (Gray, 2009). A focus group is a research technique that collects data through group interaction on a topic determined by the researcher (Hessei-Biber & Leavy, 2004). The given definition made by Morgan has three essential components: a) it is a research method devoted to data collection, b) it locates the interaction in a group discussion as the source of data, and c) it acknowledges the researcher's active role in creating the group discussion for data collection purposes. Further, the focus group enjoys considerable popularity within organizational research and development (Barbour, 2007). Importantly, the focus group interview provides qualitative data. According to Krueger and Casey (2000), the goal of focus group is to collect data that are of interest to the researcher – typically to find the range of opinions of people across several groups. In this respect, it presents a more natural environment than that of an individual interview because the participants are influenced (and influencing, sometimes) by others, which is just the way we are living in real life.
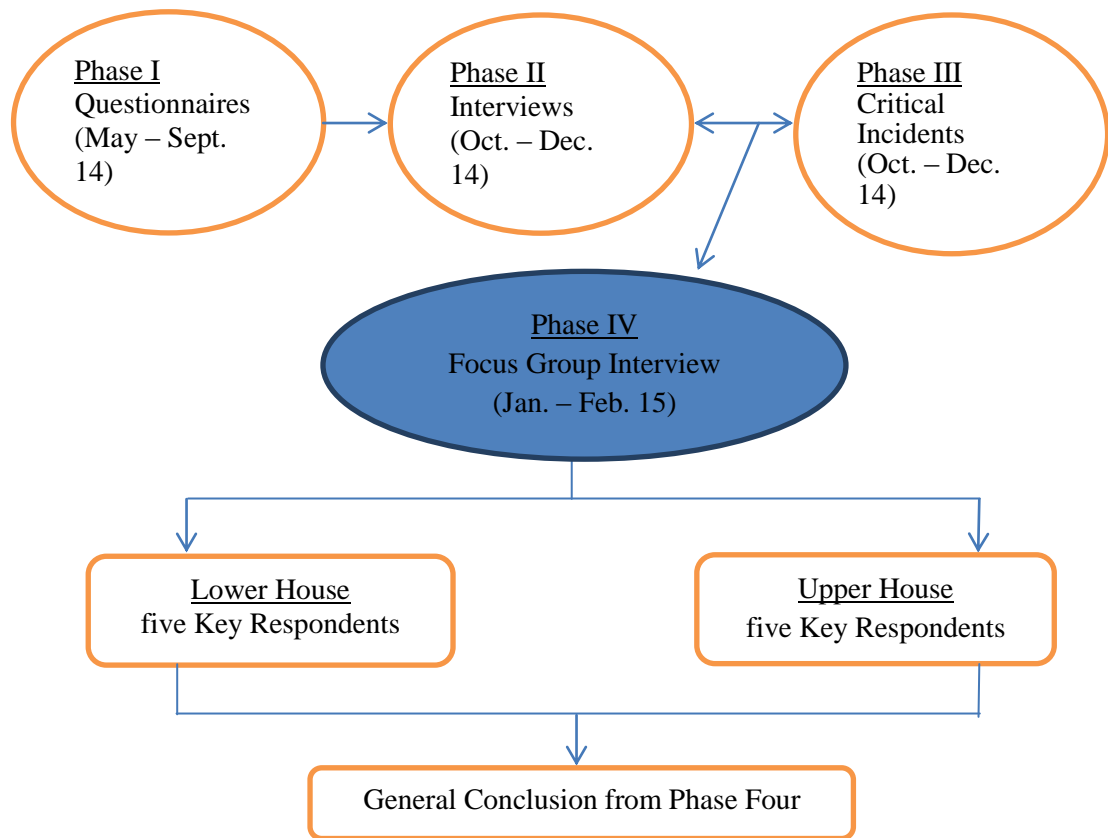
Figure 5.9 Focus Group Interviews Method Conducted in the Fourth Phase, and the Last Phase, of the Research Study (January – February 2015)

According to Krueger and Casey (2000), the characteristics of the focus group have five features: 1) people who 2) possess certain characteristics and 3) provide qualitative data, 4) in a focused discussion 5) to help understand the topic of interest. I choose the focus group interview as a method in this study for three reasons: 1) it is a popular method for investigating the attitudes of a group of people. This study is about four to ten parliamentary staff members, and 2) although it required a considerable amount of cooperation and enthusiasm from the respondents, it was still a low-cost way of collecting data; and 3) it was challenging for me as the researcher (and facilitator) to stay calm and remain as neutral as possible when the focus group was taking place. I also prepared for each unexpected comment from the respondents, and even welcomed information from the respondents that might not have been helpful.

After considering the information gained from the previous phases (questionnaire, interview, and critical incident), I sent invitation letters to a number of respondents that participated in any phase of this research study to join the last phase of the focus group interview. Ten participants from each Secretariat were invited to join the interview, but only 5 accepted the invitation with great cooperation and enthusiasm.

A mini focus group differs only slightly from the standard focus group (eight to ten participants). Typically, a mini focus group includes five or six participants (Edmunds, 1999). According to Edmunds (1999), a mini focus group offers some benefits, such as: 1) emphasizing the topic; 2) allowing for greater observational opportunities, and 3) having lower costs and co-op fees. In connection with this idea, Greenbaum (1998) stated that the focus group interview can be categorized into a full group (around eight to ten persons) and a mini group (around four to six persons) depending on the topic. For example, in marketing, the traditionally-recommended size of the focus group is about ten to twelve people. When dealing with complex topics or with knowledgeable participants, the recommended size is too large. In this respect, Krueger and Casey (2000) concluded that the ideal size of a focus group for most non-commercial topics is 6 to 8 participants.

This research conducted a mini group with 4-6 parliamentary staff members from each Secretariat that participated in the previous phases (i.e. questionnaires, in-depth interviews and critical incident instrument) to be informants in the last phase—the focus group interview. Like the previous phases, the results of the study in this phase were categorized into two sub-sections: the Secretariat of the House of Representatives and Secretariat of the Senate, as follows:

1) Secretariat of the House of Representatives

As mentioned, those participants that accepted to participate in this mini focus group interview were five parliamentary staff members from the Secretariat of the House of Representatives—three foreign affairs staff members from the Bureau of Inter-parliamentary Organizations, one from the Bureau of International Relations, and one from Bureau of Foreign Languages. For the Secretariat of the Senate, the five participants were three staff members from the Bureau of Foreign Affairs and two from the Bureau of Foreign Languages. The mini focus group interview was

conducted on Friday, January 23, 2015 at a meeting room at the Bureau of Inter-Parliamentary Organizations, the Secretariat of the House of Representatives.

       The reasons why I selected the participants for the interview are shown in Table 5.34 Mostly, I selected them because of their willingly acceptance to participate in the focus group discussion. Further, their knowledge and experience concerning KM were an important factor. Lastly, their availability on the set date of the interview was a crucial factor in choosing them as informants.

Table 5.33 The Participants from the Secretariat of the House of Representatives
                 Selected to Participate in the Focus Group Interview

Interviewee	Participants' Characteristics	Response to invitation to join focus group (Yes or No)	Reasons
A	Informative, extrovert, dare to speak against others – in principles	Yes	As interviewee A was very informative, I really needed interviewee A at this stage of focus group discussion. In the interview process (Phase two), interviewee A could distinguish the difference between "tacit" knowledge and "explicit" knowledge, and interviewee A emphasized that the former was what the Secretariat needs now. That showed that interviewee A should be one of the participants in the focus group discussion.
B	Academic, Resourceful	Yes	Interviewee B willingly accepted the researcher's invitation to participate in the focus group discussion. Moreover, during the

Table 5.33 (Continued)

Interviewee	Participants' Characteristics	Response to invitation to join focus group (Yes or No)	Reasons
			interview, interviewee B was the only one that seriously about the role of leaders (the CKO) at the Secretariat, and expressed a negative view on the issue. That showed that interviewee B should be in the discussion to elaborate more on this important issue.
C	Practical, Passionate	**Yes**	Showed passion to eagerly discuss for further details
D	Informative, dare to speak	**Yes**	Accepted the invitation
E	Negative	No	Refused to participate in the discussion
F	Positive	No	Interviewee F would love to participate in the discussion, but cannot manage the time to join.
G	Persistent	No	Not available on Friday, January 23, 2015
H	Positive, informative	**Yes**	Willingly participated in the discussion and the researcher considered that interviewee H was very informative and would respond with relevant experiences.
I	Positive	No	Did not want to participate in the discussion
J	Informative	No	Did not want to participate in the discussion

The results of the focus group discussion were categorized into four phases as follows.

Characteristics

The researcher asks the participants about their views of the characteristics of KM at the Secretariat, which can be summarized as follows.

Researcher:

"From the given information in the previous phases, it can be said that many staff members do not have any ideas of what the characteristics of KM at the Parliament look like and a large number of informants think that KM is all about the executives' responsibility. What do you think about it?".

A: "In my view, I think it is top-down management of the CKOs. The staff should learn more about tacit and explicit knowledge. However, it is unclear when we talk about the KM characteristics of the Secretariat of the House of Representative".

B: "I have no idea about KM characteristics here, but I think we should have focused on tacit and explicit knowledge. The Secretariat should put more effort into transforming tacit knowledge into explicit knowledge".

C: "In my view, the LO Day is the best characteristic as it is outstanding event of KM; and as I am a foreign affairs, I think knowledge of foreign affairs can be a KM characteristic as well".

D: "For me, I agree with A, that leaders and top-down management are our KM characteristics".

H: "I do not understand much about characteristics, but I think in my view it is a condition that the staff can learn freely for what they want to know at the Secretariat. Also, I think we have a lot of explicit knowledge now, so next the Secretariat must transfer the explicit knowledge to tacit knowledge".

Processes:

Researcher:

"Most staff members do not understand the KM processes; what is your view of that saying? Do you understand the KM processes at the Secretariat? What are your experiences regarding that?".

A: "I know nothing about KM processes, but I can join any KM processes, according to the assignment. … Well, after hearing my friends' discussion, I think "knowledge sharing" is the most important thing in the KM processes. If they do not share what they have known, it will be useless".

B: "I have no idea. … I have never heard about KM processes before. However, as discussed, I agree with most friends here that "knowledge sharing" is the most important thing for KM success. … From my experience, I join the KM team and follow what the team leader assigns me to do, but I have never known which process I was doing. So, sharing might be the best thing to do. We should have been told where we are at each stage so that we can follow".

C: "As discussed, I think the KM processes should be done in three steps—getting experiences, using experiences, and analyzing and extending those experiences (telling them to others). … However, today I think I agree with my colleagues that "knowledge sharing" is the most important factor".

D: "I know nothing about KM processes, like A and B. … In my case, as I have faith in our leaders, I think every process depends on what the leaders think. I mean if they have designed KM processes for us, I can and willingly follow what the leaders prepare for us. For sharing, I agree with C as it is an important thing but I personally think that knowledge application should be the most important factor because knowing and sharing will not be useful performances without application".

H: "I do not care about processes; I give importance to outcomes. Okay, I agree with C for sharing and D for application. So what? Finally, it leads to the outcomes. Like the Chinese Leader (Deng Xiaoping[4]) said 'I don't care for the color of the cat; I care for if it can catch the rats.' So, I think the process is not as important as outcome".

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[4]He was the leader of China from 1978 until his retirement in 1992. After Mao reforms. While Deng never held office as the head of state, head of the government or General Secretary (that is, the leader of the Communist Party), he Zedong's death, Deng led his country through far-reaching market-economy nonetheless was considered the "paramount leader" of the People's Republic of China from December 1978 to 1992.

Outcomes:

Researcher:

In your own opinion, what are the outstanding outcomes of KM implementation at the Secretariat now? Most agree that the LO Day is one of them, what do you think?

A: "The LO Day is a concrete outcome. I cannot think about anything else. If any, it might be intranet where I seldom get into it. "

B: "Like A, I agree that LO Day is our KM outcome. I also learn a lot from this event. For example, I learn from the booths of the Bureau of the Committee and the Bureau of the proceeding, which I think is useful to share and exchange knowledge between our field of international affairs and their field of parliamentary committees".

C: "I think, like other people, LO Day is our concrete outcome. The staff can exchange their experiences on that day. For example, other staff members that do not understand what foreign affairs officer do, they will then understand".

D: "I enjoy my experiences on LO Day so much. I have learned from other Bureaus. For example, I know how my colleagues work for MPs, how they have to prepare for them. In turn, they learn from us as well, as they have never known what we (foreign affairs) do for MPs".

H: "I think like other people, that the LO Day is our outcome, but I think of other things as well, i.e. intranet and Internet. You asked me in the fact-to-face interview about 'KM storage;' I think it is exactly right because the staff can find the needed information from the database (KM Storage). Every Bureau will provide information to intranet, so we can learn. This is an outcome, in my view".

The CSFs:

Researcher:

"From the given information, a number of critical success factors for KM are: leadership/CKO, KM strategy, culture, networking/CoP, organizational structure, motivation, ICT/KMS, training, HRM, measurement, and process.

What are the most important factors in your mind?" (I asked them to present the top-five factors, if possible.)

A: "In my view, I think the five best factors are staff, leadership, network, ICT, and CoP. If noticed, you will see I give importance to human beings (i.e. staff and leaders) because I personally believe that everything is set by human beings, especially from the top executives. The rest of them can be anything, i.e. CoP, network or ICT. They must be set by Secretary General or the CKO and organized by parliamentary staff members".

B: "I agree with A, but I think the top leader (Secretary-General, in particular) is the most important factor for KM success. Then, it can be staff, network, and ICT. I would like to emphasize communication as well because I think the line of communication here sometimes is so confused. For example, somebody (I do not want to mention her name here) cannot convey all of the messages to the group, and she is supposed to do that well as Secretary to the sub-committee, but she is unable to perform her role well. Consequently, the group cannot do the task well or meet the objectives as the top executives expected. Sometimes, I think we miscommunicate because we just are told to do this and that. I think effective communication should be done in written form for the best. … Do you get my point?".

C: "In my view, I think the staff as sender and receiver. Then, I need KM storage for a hub of knowledge between the said sender and receiver. Regarding this point, technology can help a lot. Lastly, if you work in this organization, you cannot miss or skip the KPIs set by the Secretariat. I do not think anyone will say that they join the KM activities by heart, not because of the KPIs".

D: "I agree with you all, but I think the leader should be the first priority for KM success at this Secretariat. I do not think the staff is quite important as they will do, by nature, everything as assigned. I think the important factors are facilitators, network, and CoP as they are supportive means of KM success. … Yes, they are controlled by the leaders. I mean the Director of the Bureau or any KM team leader".

H: "I think leadership, culture, organizational structure, the staff's involvement and willingness are important factors. The leader is everything, as you know. … In this office, if the Secretary General needs anything, the staff will do everything to serve him. So, who dares say he is not an important factor. But I hope that he will play the key role in KM as needed. Next is culture; I think the Secretariat or leader should change the organizational culture to be a learning organization. Do not talk about the LO day; I think it is not discussed in detail. I mean radical change for culture.… Structure is ok because I do not mind if it is a big or small organization. I think the structure will help with KM success in terms of communication as you will know how to communicate to others, according to the organizational structure. Lastly is the staff's attitude towards KM. I mean KM will never succeed if the staff does not want to participate in KM activities. More importantly, they should come to join by heart, not because of the KPIs as my friend says".

2) Secretariat of the Senate

For the Secretariat of the Senate, the four participants were two staff members from the Bureau of Foreign Affairs and two from the Bureau of Languages. The mini-group interview was conducted on Friday, January 30, 2015 at the main Parliament building. Like the Secretariat of the House of Representatives, I first selected the participants because of their willingly acceptance to participate in the focus group discussion. Their knowledge and experiences concerning KM was the second important factor. Lastly, their availability on the set date of the interview was last crucial factor in choosing them as participants. The reasons for selecting the participants are shown in Table 5.35.

Table 5.34 The Selected Participants from the Secretariat of the Senate to Participate
in the Focus Group Interview

Interviewee	Participants' Characteristics	Response to invitation to join focus group (Yes or No)	Reasons
K	**Informative**	**Yes**	Interviewee K willingly accepted the researcher's participation as interviewee K would like to discuss some aspects in detail.
L	**Informative**	**Yes**	Interviewee L is informative participants. The researcher thinks that interviewee L can elaborate on some aspects (i.e. leadership), and corroborate some issues (i.e. KM strategy, processes).
M	Positive	No	Not available on Friday, January 30, 2015
N	Informative	No	Not available on Friday, January 30, 2015
O	Positive	No	Not available on Friday, January 30, 2015
P	Positive	No	Not available on Friday, January 30, 2015
Q	**Positive**	**Yes**	Energetic thinking to discuss more in some details, i.e. leadership, strategy, incentives.
R	**Positive**	**Yes**	Available on Friday, January 30, 2015
S	Passionate	No	Not available on Friday, January 30, 2015
T	**Extrovert**	**Yes**	Available on Friday, January 30, 2015

Then, I asked questions regarding the characteristics, processes, outcomes, and the CSFs, and the results are as follows.

Characteristics

Researcher:

From the given information in the previous phases, it can be said that many staff members did not have any ideas what the characteristics of KM at the Parliament look like and a large number of informants thought that KM was all about the executives' responsibility. What do you think about it?

K: "I think parliamentary staff members have their own responsibility but they do not pay attention to other staff members' work, especially those that work in other Bureaus. This means that they do not care enough about learning. Personally, I think that the staff should have known each job in the Secretariat so that they know how to get the needed information. … I do not think KM is all about the executive's functions because it is ours".

L: "I agree with the researcher, that the knowledge in the Secretariat is complex. This might be because of the different background of the staff. For some, they might go well with the area of education. For others, political issues might be their cup of tea. … So, KM belongs to all, not just for the CKOs. … I think the Secretariat should set a system that can collect information systematically and make it much easier to access".

O: "Everything can be KM characteristics, but it depends on how to categorize them. From my observation, most parliamentary staff members have very specific knowledge based on their jobs, which I call 'tacit knowledge,' but they do not know how to transfer it to others, which I call 'explicit knowledge'. … I agree with my friends that knowledge is complex to use, so it is a must to make it much easier to use by all the staff".

S: "KM characteristics should be transferring knowledge from one to another, especially in a friendly atmosphere. Knowing tacit and explicit knowledge is also an important thing and should be considered as a KM characteristic too. … I agree with all my friends who say that knowledge in this Secretariat is complex. For example, there is knowledge complexity in the

same group in each Bureau, which proves that the organization cannot categorize or utilize the benefits from such knowledge? Moreover, it is more complicated for knowledge transferring because the Secretariat is unclear about each type of knowledge, according to its complexity".

T: "Only collect data that are in the same field together and never put any effort into connecting these data or knowledge to others. That is a characteristic of KM in my view. I view that this unclear connection brings about some problems in terms of KM implementation at the Secretariat. I also believe that knowing tacit and explicit knowledge is a useful stand for all staff. Probably, they might gain new perspectives that are clearer and better, from knowing such knowledge.… Anyway, I disagree with all who say that our knowledge is complex. For me, I think that it is just put in an unwell-organized structure. However, I agree with the idea of knowledge application, which I think when the staff comes to share and exchange its experiences; it will be good for them all in terms of more efficient working".

Processes

Researcher:

"Most staff members do not understand the KM processes." What is your view of that saying? Do you understand the KM processes at the Secretariat? What are your experiences regarding that?"

K: "I do not understand the KM processes at all, but I think that "knowledge sharing" should be the most important stage of all. … From my understanding, the KM processes should be as follows - capturing information, generating ideas, storing information, distributing information, applying information / implementation and assessment".

L: "I think there are four stages of the KM processes at the Senate Secretariat − accessing knowledge by individuals, transferring knowledge, storage of knowledge, and developing that knowledge for the tasks. … However, I agree with A that 'sharing' is the most important stage for the KM process. Personally, I often share my experiences regarding protocol at particular events with the CoP".

O: "Fours stages of KM processes should be implemented - brainstorming, grouping ideas, distributing information, and evaluating information. … The Senate Secretariat should have informed all the staff about the KM processes and know how to participate in each process. Moreover, it should be informed 'who is who?' and 'how to contact and get information'. … From my experience, I used to share my experience in terms of being a translator for senators to a number of foreign affairs staff members at the Senate Secretariat, and I have found that it is useful to share so that I can take the shared knowledge to improve my future performance—especially to solve the problems faced".

S: "I agree with a friend of mine, who says that KM processes should have four stages, but in my view, it should be as: the common interesting topics, shared experiences with a friendly atmosphere, collecting data and then sharing together, and disseminating and transferring data regarding KM implementation to others. However, I disagree with my friend who says that the CKOs or leaders should inform the staff about each process of KM in the Secretariat. I personally think that they should be informed because it will make them feel uncomfortable to participate in such KM activities. In short, I think that all of the processes that have been done should be communicated. … I think that the organization should pay more attention to persuading the staff to share its knowledge with others as much as it can so that we can become a learning organization. In this respect, I see that 'knowledge sharing' is a very important stage of the KM process because all of the staff has an opportunity to present what it knows. … I often share my experiences, regarding the ASEAN theme in particular, with my colleagues, but there is a limitation in terms of different attentions".

T: "In my view, I think it should be started with selecting the issue of knowledge to focus on, then exchanging views among the staff for the selected issue and brainstorm to exchange experiences in terms of individual working. I think we will get a pile of collected knowledge, and the final stage is disseminating that knowledge to all. … I agree with friends who say that the Secretariat should have informed us about the KM processes so that we will

know how to share or participate at each stage. In my case, I used to share my knowledge at, I think, the stage of 'knowledge creation' with my intermediate boss and colleagues. Importantly, I think that 'knowledge sharing' is the most important stage of the KM process because the knowledge should be shared with all that do not work in the same field with us. We will never know that in the future they might come to help us for any particular work; it might happen someday. Above all, I think that knowing and understanding the KM processes will help the staff work more efficiently and fulfill its skills in solving any problems it will face".

Outcomes

Researcher:

In your own opinion, what are the outstanding outcomes of KM implementation at the Secretariat now? Most agree that "KM day" is one of them. What do you think?

K: "I agree that the KM day is our best productive outcome at the Secretariat. I participate in that event every year. It is so much fun and I have learned a lot from our colleagues, especially the Bureaus of the Committee, which I am interested most in.… After joining the KM day, I found that it was much easier to do my work.… Also, I attended a number of CoP set by the Bureaus of International Affairs, which is a very supportive event".

L: "I agree with A that the KM day is our concrete event for knowledge sharing. In this event, each staff member can learn from others for particular work at the Senate. … My experience is that I used to be a moderator on KM day, and I have found that our friends working in other Bureaus do not understand what we have done for international affairs for the members of parliament".

O: "I think that the staff can perform well and then become the organization's image. In this respect, KM can teach us to learn and share so that we all can make the best of our work to support the MPs. Besides, the KM Day set by the Secretariat is the outcome I think that it is good to have such event for staffs.… Also, the CoP is the events where I used to share my

knowledge to all. I think, in summary, the outcomes are the organization's image, KM Day, and the CoP".

S: "An opportunity, regardless of any title, to present what you have known is the best outcome." Moreover, I think it is great to have a database of knowledge to learn and share for all the staff. At best, we can learn from each other through such experiences saved in the database.… I always join the KM day and a number of CoP, which help with the efficiency of work".

T: "Having a better understanding of work and responsibility is the outcome of KM. … I personally believe that KM will help us work more efficiently and rapidly. Although I have never been at any the KM Day at the Senate Secretariat, I still never miss a chance to join the CoP to gain more knowledge and enhance my skills. For example, I used to share my experience in terms of protocol - how to perform when honorable guests made a visit to the Parliament".

The CSFs

Researcher:

"From the given information, a number of critical success factors for KM are: leadership/CKO, culture, training, networking/CoP, ICT/KMS, motivation, process, KM strategy, HRM, measurement, and organizational structure. What are the most important factors in your mind?" (I asked them to present the top-five factors, if any).

K: "In my view, I think the Secretariat should create or the change organizational culture in terms of sharing knowledge with others. I think now we are 'do not ask, do not tell,' which leads us nowhere. The other factors should be networks, training, teamwork, and incentives. The network is also an important factor because we cannot work alone. More often, we have to ask for information, regarding parliamentary conferences, from others, i.e. the Bureau of Inter- Parliamentary Organization, which is in another Secretariat (Lower House).… I think, like network, teamwork is an important factor, too. As long as we cannot work alone we need cooperation with other staff members in this Secretariat of the Senate. For training, I think it is a tool to

develop our staff; we - I mean the Secretariat—can set the theme or topic that will support our staff's learning. Regarding this point, I think sometimes we have to provide some extra-payment as an incentive to participate in the learning, i.e. the KM Day, the CoP. I do not mean money—it can be other things that I now cannot tell you".

L: "I agree with K in terms of changing the organizational culture, but I think communication is what the Secretariat needs now. Communication will bring us success; if we cannot communicate well, how can we understand and learn for each other? Other factors, like K said, I think we need good social networking. Moreover, we need more staff involvement in KM. The Secretariat may set some measures to persuade the staff to join KM Day. Lastly, I think we can use ICT to support KM success. For example, we can use a database, the internet, and the Internet to store and disseminate our knowledge or information".

O: "I do not want to say anything to disagree with K and L, but in my view, I think that leadership is the most important thing of all. I mean both our Secretary General should pay more attention to this point. I hope she can be our role model to show all the staff how to learn and improve itself, working in this organization. … I agree with you all (turning to K and L) that network, communication, and teamwork are important things, too. Why do I say so? Because these three things need supportive aspect to each other, I see the network and teamwork need good communication.… Culture is also an important thing, but it is hard to change because, I think, parliamentary staff members get used to work as they daily work. If possible, I would like to see more staff willingness to join KM implementation in this office (interviewee O means this Bureau, not this Secretariat of the Senate in this focus group discussion). Lastly, ICT can support, but do you know how many staff members try to access that ICT database for learning? I think they get used to asking some people; it is much easier for them to get what they want".

S: "Like O said, I think leaders can be our role model, but I do not think we have ones here. If so, I think I will say the staff's attitude is the most important factor for KM success. Don't you think so? If the staff does not

want to join the KM activity, how can they learn? Okay, they might learn from other sources, i.e. friends, colleagues, the database of KM. However, if they do not have the motivation, will they join? ... Other factors can be ICT, as knowledge storage (database) and social networking (not Facebook or Instagram) are also important as long as we cannot work here (in this Bureau) as a one-stop service. Lastly, I think HRM can take a role in KM success in terms of planning. I mean if the Secretariat can plan what the staff should learn; it can put in the programs for training, for example".

T: "The first factor is the leaders / CKO. Second is communication. Next, it can be teamwork and network. That is what I think, but after discussing, I think I agree with K, that organizational culture is the best. It might be related to the point that culture can bring more people to K. I mean the Secretariat should strongly put an effort into finding a way to make more staff members involved in the KM at the Secretariat".

5.3 Concluding Summary

In this chapter, the data collection was done through four phases - survey questionnaires, in-depth interviews, critical incidents, and focus group discussion. A number of parliamentary staff members, from each Secretariat, were invited to participate in the processes of the data collection. First, 50 participants were invited to take part in filling out the survey questionnaires. Then, 20 participants that filled out the questionnaires were invited to participate in the interview process and critical incidents. Lastly, 10 participants were selected to take part in the focus group discussion. The findings of the study showed that most of the participants stated that the KM characteristics at the Thai Parliament were about the process-based KM, and knowledge sharing was the important process among all the KNM processes. Most participants viewed that LO Day, KM Day, KM storage, better understanding of KM, and intranet were the KM outcomes of the Thai Parliament. Lastly, they saw leadership as the most important factor for KM success. In the next chapter these findings will be discussed.

CHAPTER 6

ANALYSIS, INTERPRETATION, AND SYNTHESIS

6.1 Introducing the Chapter

This chapter concerns the analysis and interpretations regarding the participants' behavioral aspect of KM approach through the four elements: characteristics, processes, outcomes, and critical success factors. The chapter contains six sections. Section 6.1 introduces the chapter. Then, in Section 6.2, the triangulation of the data is presented. In Section 6.3, analysis categories are presented. In Section 6.4, the interpretation of the KM implementation between the two Secretariats is presented. In Section 6.5, the assumptions of the study are examined. In Section 6.6, the KM context at the Thai Parliament of the paradigm development through the institutional model is presented. The synthesis of the study is presented in Section 6.7 and the conclusion is in Section 6.8.

6.2 Triangulation of the Data

In the researcher's view, it is a good idea to use more than one method of inquiry to improve one's chance of getting better and more reliable data. Importantly, such an approach is able to minimize the chance of biased findings. This is so-called "triangulation". However, it is not as simple as it sounds. It is important to differentiate a number of elements that can be triangulated. Method triangulation is a process in which the researcher uses two or more research methods to investigate the same phenomenon. This can be done either sequentially, that is, one method after the other, or at the same time. It is among these stages, and the various methods used, that checks and balances of the data can be made. Data triangulation is a process in which the researcher uses multiple method sources of data, a process similar to that used in some comparative analyses where the same object of study is analyzed using a number of different measures or variables (Grix, 2010).

Accordingly, this study follows the above-mentioned methods by using questionnaire, interviews, critical incidents, and focus-group discussion as multiple sources of data. In the meantime, this is a process that used in comparative analyze for data the researcher obtains from both Secretariats from the Parliament, where the same objects, which means the KM in parliamentary staffs' perspective, is analyzed by using different variables, i.e. the CSFs.

6.3 Analysis Categories: KM at the Thai Parliament

This section explains the analysis of the four KM elements in this study. The analysis is conducted in two parts for the two Secretariats. Each Secretariat attempted to answer the research questions, which covered four KM elements - characteristics, processes, outcomes, and the CSFs.

6.3.1 Secretariat of the House of Representatives

Question 1: How do the KM Characteristics affect the KM implementation at the Secretariat of the House of Representatives?

The results of the findings regarding the KM characteristics at the Secretariat of the House of Representatives are categorized into four phases as follows:

1) Phase I: Questionnaires

At the outset, the study was designed to collect data for the first round in terms of general views regarding KM characteristics, and then this was repeated for the second round for validity. The questionnaires are shown in Appendix A and B. For the first round of the survey questionnaires, 30 sets of questionnaires were distributed to the participants, who have been working in three Bureaus - the Bureau of Inter-Parliamentary Organizations, the Bureau of International Relations, and the Bureau of Languages. As a result, the questionnaires were filled in and returned by 28 of 30 respondents. The participants generally expressed their views regarding the KM characteristics at the Secretariat of the House of Representatives as follows:

(1) Having tacit and explicit knowledge (25 respondents or 89%)

(2) Leadership / the CKO (20 respondents or 71%)

(3) Top-down management (18 respondents or 64%)

(4) Freely learning (15 respondents or 53%)

(5) Process-based KM (12 respondents or 42%)

(6) Developmental KM (6 respondents or 22%)

From the first round, the finding showed that most of the participants' views regarding the KM characteristics came under "very mostly agree (5)" and "mostly agree (4)". The majority, 71% of the participants, thought that the KM characteristics concerned leadership / the CKOs and their top-down management. Half of the participants thought that it was free learning that the parliamentary staff members wanted. Less than 50% agreed that the KM characteristics were about the process and development.

These general views were reexamined for validity and that the participants expressed their views without bias and truly understood what the KM characteristics were at the Secretariat. The second round of survey questionnaires, accordingly, was set to see the respondents' views on this matter. Randomly, the 30 sets of questionnaires were sent to the participants in the three Bureaus once again. The questions generally were the same but a few were adjusted to examine the participants' views (see Appendix B). The questionnaires were returned by 21 of 30 respondents. The results were as follows:

(1) Having tacit and explicit knowledge (16 respondents or 76%)

(2) Leadership / The CKO (15 respondents or 71%)

(3) Freely learning (15 respondents or 71%)

(4) Process-based KM (14 respondents or 66%)

(5) Top-down management (8 respondents or 38%)

(6) Developmental KM (4 respondents or 19%)

The second survey revealed that most of the staff (76%) still agreed that having tacit and explicit knowledge concerned the KM characteristics of the Secretariat. Seventy-one percent of the participants agreed that the KM characteristics were free learning and related to the leaders. Half of them still saw that the KM characteristics were about the process, whilst only 19% thought that they concerned development.

The Table 6.1, as shown below, includes the findings for both rounds of the survey questionnaires, which reflected the participants' views of KM characteristics.

Table 6.1 Summary of the Data Collected from the Survey Questionnaires

KM Characteristics	First Round (28 of 30 respondents)	Second Round (21 of 30 respondents)
Having tacit and explicit knowledge at the Secretariat	25 respondents or 89%	16 respondents or 76%
Leadership / the CKO	20 respondents or 71%	15 respondents or 71%
Top-down management	18 respondents or 64%	8 respondents or 38%
Freely learning	15 respondents or 53%	15 respondents or 71%
Process-based KM	12 respondents or 42%	14 respondents or 66%
Developmental KM	6 respondents or 22%	4 respondents or 19%

These findings were conveyed to develop further questions for the interviews, especially the issues of having tacit and explicit knowledge and process-based KM.

　　2)　Phase II: Interviews

Then, 10 of the respondents in the abovementioned processes were invited to participate in the in-depth interview processes. The interviews were semi-structured because the researcher needed to keep a distance between himself as interviewer and the interviewee and to gain information from the parliamentary staff members as they focused on specific situations and action sequences in their world (rather than abstractions and general opinions). The received views gained from the questionnaires are elaborated as a number of questions (see Appendix C). A few outstanding points, i.e. process-based KM, complexity, tacit and explicit knowledge, and freely learning, were asked in detail. The examples are shown as follows:

Researcher: "As long as you have experienced KM at the Secretariat for years, what do you think about the KM characteristics at this organization? Do you think that the KM characteristics at the Secretariat are process-based KM or developmental KM? Can you differentiate between those two types of KM?"

The answers were clear that most did not understand the KM characteristics, and they could not discuss them in detail because of a lack of genuine

understanding of the aspect. Respondent A, for example, stated that "KM is a kind of top-down management; that is, it is firstly done by a group of the appointed staff members and the practices are transmitted to others in the Secretariat." On the other hand, respondent F stated the following: "I don't think we can learn from them (leaders), but they can assign a group of knowledge people to handle KM for the Secretariat". Explicitly, what both respondents said can be linked to the process-based KM.

Hill, 1999; O'Dell and Grayson, 1999; Powers, 1995 as cited in Binney (2001, p. 36) all agree that "Process knowledge assets are often improved through internal lessons, lesson sessions, formal engineering of process by internal best practice selection, and codification and external benchmarking." This is best concluded in what respondent G stated: "The KM (characteristic at this Secretariat) is one of the strategies of the Secretariat to develop parliamentary staff members to be able to deliver their best services to MPs, so it is then set by the CEOs and CKOs in the Secretariat for the right direction". From the given view by the respondents A, F and E, it can be said that the KM characteristics in their view are based on process-based KM, because there is a relationship between leaders / CKO and the staff, where a process to link them is needed. In order to deliver best services, which is the ultimate goal of the Secretariat, the process of transferring and sharing knowledge must be done. In this respect, the staff can learn through internal lessons, lesson sessions among themselves, or external allies, as Benny (2001) stated.

The following Table 6.3 is a summary of the KM characteristics at the Secretariat of the House of Representatives gained from the in-depth interviews.

Table 6.2 Summary of the KM Characteristics at the Secretariat of the House of
Representatives

KM Characteristics	Characteristics/ Sources	Examples
Process-based KM	- work-practices, procedures or methodology - knowledge as asset - improves through lessons, learned sessions, internal best practice selection (Binney, 2001)	Respondent A states that "KM is a kind of top-down management; that is, it is firstly done by a group of the appointed staff members and the practices are transmitted to others in the Secretariat." Respondent F talks about KM characteristics in terms of assignment by saying that "I don't think we can learn from them (leaders), but they can assign a group of knowledge people to handle KM for the Secretariat." Respondent G states that "KM is one of the strategies of the Secretariat to develop parliamentary staff members to be able to deliver their best services to MPs, so it is then set by the CEOs and CKOs in the Secretariat for the right direction."
Freely learning	Based on interviewee H's view	Respondent H stated the following: "In my opinion, I think that it is free learning. I mean who wants to learn, he/she can learn. I mean the Secretariat gets ready to support them."
Always focus on law	Based on interviewee H's view	Respondent H stated that "KM characteristic should be focused on laws, as we are a legislative national assembly."

Table 6.2 (Continued)

KM Characteristics	Characteristics/ Sources	Examples
Seeing is believing	Based on interviewee E's view	Respondent E believes that KM characteristics can be anything but it needs to be demonstrated to all staff members.
Tacit/Explicit Knowledge	Based on interviewee H's view	Respondent B states that "It should be about how the Secretariat transforms "tacit knowledge" to "explicit knowledge". Respondent H stated the following: "I think we have a lot of explicit knowledge, but we cannot know other staff members' thought I mean tacit knowledge".
	The SECI model of knowledge creation (Nonaka and Takeuchi, 1995)	
Complexity	Based on interviewee I's view	Respondent I stated: "I agree (with my friends) that knowledge is too complex, sometimes. But it is not too complex to learn if the office can find a way to manage them".

3) Phase III: Critical Incidents

After the interviews were completed, each respondent was given a critical incident form to express what he / she wanted to say but the researcher did not ask questions during interview processes. Surprisingly, a few forms were returned to the researcher. More surprisingly, none of the respondents expressed this issue.

4) Phase IV: Focus-Group Discussion

To search for more details concerning the KM characteristics, a number of respondents that had participated in the previous processes were invited. Based on this, five respondents were accepted to participate in the focus group discussion. This number was acceptable for a mini focus group discussion (Greenbaum, 1998). According to Krueger and Casey (2000), some useful recommendations are as

follows: 1) setting time, date and venue, 2) making personal contact, 3) sending a personal follow-up letter to the participant, and 4) making a reminder by phone confirmation. The focus group discussion was set for Friday, 23 January 2015, at a meeting room in the Bureau of Inter-parliamentary Organizations, the Secretariat of the House of Representatives, including making a phone call to each respondent to remind them of the interview. In this respect, sending a personal letter for follow up was not done because the respondents (A, B, C, D and H) strongly accepted the invitation as they were available on that date. On the other hand, the researcher also needed them to be the respondents because all of them were informative staff members that had a number of years in KM and some had a passion to discuss the issues in greater detail.

The researcher began the focus group discussion by providing an introduction and explaining the objectives of the research to the respondents, as suggested by Lewis (2003).

The main question was: "From the given information from the previous phases, it can be said that many staff members do not have any idea of what the characteristics of KM at the Parliament are and a large number of informants think that KM is all about the executives' responsibility - what do you think about this"?

The following table 6.4 shows the respondents' perspectives on the KM characteristics.

Table 6.3 Summary of the Participants' Views from the Secretariat of the House of Representatives Regarding the KM Characteristics

Respondent	Perspectives on the KM Characteristics	Researcher's synthesis view
A	I think it is top-down management of the CKOs. The staff should learn more about tacit and explicit knowledge.	-The KM characteristic at the Secretariat of the House of Representatives is about the
B	I have no idea about KM characteristics here, but I think we should have focused on tacit and explicit knowledge. The	process-based KM, where the CKOs should be role models for the parliamentary staff. It covers

Table 6.3 (Continued)

Respondent	Perspectives on the KM Characteristics	Researcher's synthesis view
C	The LO Day is best characteristic as it is an outstanding event of KM; and as I am a foreign affairs, I think knowledge in foreign affairs can be a KM characteristic as well.	KM elements, in terms of codification and improvement of the processes, work practices, and procedures and methodology.
D	For me, I agree with A that leaders and top down management are our KM characteristics."	-The staff can improve its performance by lessons learned from their colleagues and externality.
H	I do not understand much about characteristics, but I think in my view it is a condition that the staff can learn freely for what they want to know at the Secretariat. Also, I think we have a lot of explicit knowledge now, so next the Secretariat must transfer the explicit knowledge to tacit knowledge.	-In this respect, the researcher's observation is that tacit and explicit knowledge is less learned, especially how to transform tacit knowledge to explicit knowledge.

To summarize the findings, the KM characteristics at the Secretariat of the House of Representatives are an unclear matter for most of the staff because the members do not have genuine understanding of what and how KM is implemented at the Secretariat, especially for those that are not in the line of KM activities. On the bright side, the staff members that work at the Secretariat have their own freedom to learn from intranet, database, friends, colleagues, bosses, and whatnot. Most mentioned the CKOs, and hoped that they will be the role model for the staff. This reflects staff's top-down-management attitude, in which they keep waiting for the assignment. More importantly, a large number of staff members agreed that the Secretariat should concretely transform "tacit" knowledge to "explicit" knowledge. To do this, a process-based KM is needed, especially the way in which the staff learns

to improve its performance from "work practices" and "lessons learned" in daily work.

The findings showed that the staff's perception of the KM characteristics at the Secretariat of the House of Representatives was unclear. The fact is that most of the staff does do not understand what the KM characteristics are, and they think that it is all about top-down management. Some also think that it is all about complexity, which is concerned with tacit and explicit knowledge. Based on this, to answer question number 1, How do the KM Characteristics affect KM implementation at the Secretariat of the House of Representatives?, the KM characteristics at the Secretariat of the House of Representatives do partly affect KM implementation in terms of process-based management, which means top-down management. The important example to support this summary is what the Respondent A said: "I think it is the top-down management of the CKOs. The staff should learn more about tacit and explicit knowledge" Importantly, most of the staff thinks in the same way that based on this process-based KM, as the KM characteristic, the Secretariat should concretely transform "tacit" knowledge to "explicit" knowledge.

Question 2: How does the staff deal with the KM Process at the Secretariat of the House of Representatives?

The results of the findings regarding the KM processes at the Secretariat of the House of Representatives are categorized into four phases as follows:

1) Phase I: Questionnaires

A number of scholars have studied the KM process (Nonaka and Takeuchi, 1995; Davenport et al., 1996; Alavi, 1997; Ruggles, 1998; Tiwana, 2002; Hult, 2003; Joch, 2004; Dalkir, 2005; Grudin, 2006; Debowski, 2006; Karadsheh et al., 2009; O'Dell and Hubert, 2011). Among these scholars (Jasimuddin, 2012) is an outstanding scholar, who has attempted to explain what the KM process is all about. Jasimuddin suggested that the KM process is associated with the following activities: 1) knowledge acquisition, 2) knowledge creation, 3) knowledge storage, 4) knowledge transfer, and 5) knowledge application. In this respect, it is elaborated to a number of questions in the survey questionnaires to ask the participants' views of the KM process at the Secretariat.

Like the KM characteristics, 30 sets of survey questionnaires were sent to the participants in three Bureaus - the Bureau of Inter-Parliamentary Organizations, the Bureau of International Relations, and the Bureau of Languages. For the first round, 28 of 30 participants were returned to the researcher. The statements for surveying the ideas of the participants were as follows:

Statement no. 42: "The Secretariat is committed to the KM process."

Statement no. 49: "Your Bureau has a standard and appropriate IT system for Knowledge transfer".

Statement no. 51: "The officials in your Bureau are working together and sharing knowledge in a good manner of teamwork for the KM process." (See more in Appendix A).

The findings from the survey were that most participants agreed with the degrees of 'very mostly possibility (5)' and 'most possibility (4)'. For example, the answers to question no. 42: "the Secretariat commits to KM process" is all 'very mostly possibility (5)'. This implies that the parliamentary staff members believe that the KM process is implemented in the office. To statement no. 51: "The officials in your Bureau are working together and share sharing knowledge in a good manner of teamwork for the KM process," most agreed with 'very mostly possibility (5)' and 'most possibility (4)', but a few participants expressed their views with 'medium possibility (3)'. To summarize, the researcher saw a positive side of the participants' views of the KM process. Nevertheless, the second round was carried out for validity.

In the second round, the survey questionnaires were returned by 21 of 30_participants. In this respect, a number of statements were presented in the questionnaires (see Appendix B, statements no. 18 - 22). For example the following statements were made:

Statement no. 18: "The Secretariat enforces KM implementation."

Statement no. 19: "The KM processes consist of five stages: determine of wisdom, capital, search to know, manage knowledge, share knowledge, and knowledge application".

Statement no. 22: "The officials in your Bureau shared knowledge and experience after KM implementation."

The findings of the study came under the very positive degree of 'very most possibility (5)' and 'most possibility (4)'. For example, to the question no. 18 as mentioned, 14 participants agreed with 'very most possibility (5)', and seven participants agree with 'most possibility (4)'.

2) Phase II: Interviews

Accordingly, the researcher elaborated these positive findings, from both rounds of survey questionnaires, to further study the next phase of the data collection - the depth interview. At this point, 10 participants were invited to participate in the in-depth interview. A number of questions (see Appendix C) were prepared to ask the participants as follows:

Researcher:

How many processes do you understand that the KM implementation at the Thai Parliament (the Secretariat of the House of Representatives) has implemented at the moment (up until 2013)?

A: "I think I understand the KM process as much as I joined the KM team. For example, I know how to contact person and work on the tasks. But, after I completed that task, I have never been informed about anything from anyone. So, I cannot say I indeed know about the KM process. … As you would like to know, I think sharing is the most important stage of all. To do anything, the staff must share, especially for KM."

B: "I have never known about the process of KM before - what is it about? … I was assigned by my director (immediate boss) to join the KM team of the Bureau to take part and perform in the KM team of the Secretariat, but I do not know what process I had been to".

C: "In my view, there are three stages of the KM process - getting experience, using experience, and analyzing and extending those experiences (telling others about them)".

D: "I don't know, but I think the CoP is the best way to share knowledge among the staff members".

E: "This is a very important process, but we have never known where we are now…. I think that "knowledge sharing" should be the heart of KM. According to my experience, no one can do it alone; it is useful to learn from others".

F: "I do not know about the KM process. This is the first time I have heard this kind of word. … (The researcher then tells them more about KM processes.) I think "knowledge application" is a more important thing because if the staff can share but it doesn't know how to use, it is still useless".

G: "I think "sharing among the staff" is the most important KM process. From my own experience in KM and the LO Day, the staff can get to know each other through the KM activities on the LO Day. For example, they participate in games and simulations that we provide for them. You know we got the winning award for the best KM exhibition. … I think that we provide useful information for all the parliamentary staff. I mean most of them don't know what we are working for. Last year, we made a simulation for a visitor. I mean a staff member that came to learn from our side. He was treated as a delegate that participated in a parliamentary conference. We provided a table for him to sit and sign a declaration, like an MP does in a meeting. As such, the staff will get a better understanding of our tasks".

H: "I give importance to outputs; I mean I don't care much about the KM processes. … I don't know about knowledge sharing".

I: "I don't understand the KM process". … As I joined the activities on the LO Day, I have found that sharing and learning from others is so important, but the application (of knowledge) is also important".

J: "The Secretariat should have told all parliamentary staff members, especially the ones that have responsibility for KM, to know about each stage of the KM process and what stage they are at. … I also think that the KM process should be set by top-ranking persons, i.e. Secretary-General and the Deputies. … I think that "knowledge sharing" is the most important stage of all. … I think it should be not more than three stages, which must have 'sharing' as one of them (She did not mention the other two stages)".

3) Phase III: Critical Incidents

After the interview, the critical incident form was distributed to each interviewee for expressing what the researcher asked during the interview. In this respect, the findings of the study were a surprise because nobody talked about the KM process in the critical incidents.

4) Phase IV: Focus-Group Discussion

Lastly, from the 10 participants, five were invited to discuss in detail the KM process. The researcher selected the participants to discuss in this phase by focusing on their interest and the way they give information during the interview process. Also, they had to be available on the day that most participants agreed to join the focus-group discussion. In this respect, the researcher selected five respondents: A, B, C, D, and H.

The focus group discussion was conducted as follows:

Researcher:

From the collected data, it says that most of the staff does not understand the KM processes. What is your view of that? Do you understand the KM processes at the Secretariat? What are your experiences regarding that?"

A: "I know nothing about KM processes, but I can join any KM processes, according to the assignment. … Well, after hearing my friends talk about this, I think "knowledge sharing" is the most important thing in the KM processes. If they do not share what they know, it will be useless."

B: "I have no idea. … I have never heard about KM processes before. However, as discussed, I agree with most friends here that "knowledge sharing" is the most important thing for KM success. … From my experience, I join the KM team and follow what the team leader assigns me to do, but I have never known which process I was doing. So, sharing might be the best thing to do. We should have been told where we are at each stage so that we can follow."

C: "As discussed, I think KM processes should be done in three steps - getting experience, using experience, and analyzing and extending those

experiences (telling others about them). … However, today I think I agree with my colleagues that "knowledge sharing" is the most important factor".

D: "I know nothing about KM processes, like A and B. … In my case, as I have faith in our leaders, I think every process depends on what the leaders think. I mean if they have designed KM processes for us, I can and willingly follow what the leaders prepare for us. … For sharing, I agree with C as it is an important thing but I personally think that knowledge application should be the most important factor because knowing and sharing will not be useful without application".

H: "I do not care about processes; I give importance to outcomes. … Okay, I agree with C for sharing and D for application. So what? Finally, it leads to the outcomes. So, I think the process is not as important as outcome".

Table 6.4 Summary of the Participants' Views from the Secretariat of the House of Representatives Regarding the KM Process

KM Processes	Characteristics	Examples
Knowledge Acquisition	This is the first task and is an important phase in the knowledge management process. It concerns tacit and explicit knowledge, which is available in the organizational members' heads (Jasimuddin, 2012).	C: "As discussed, I think the KM processes should be done in three steps - getting experience, using experience, and analyzing and extending those experiences (telling others about them).
Knowledge Creation	-The SECI model of knowledge creation, which refers to socialization, externalization, combination and internationalization (Nonaka and Takeuchi, 1995; as cited in Jasimuddin, 2012).	Most of them mentioned that they understood about "tacit" knowledge and "explicit" knowledge, but nobody could discuss in detail as they did not understand its content and could not give any examples.

235

Table 6.4 (Continued)

KM Processes	Characteristics	Examples
	-Knowledge is developed through social interactions, which is best understood by focusing on the micro-level between individuals in the organization (Jasimuddin, 2012).	
Knowledge Storage	This phase is a crucial building block of KM implementation to make organizational knowledge available for re-use or to create new knowledge.	Some (i.e. C, E, J and H) mentioned that they search for the needed information on the intranet and database (KM storage).
	- Knowledge that is transferred among organizational members is likely to be more useful than that retained by an individual (Jasimuddin, 2012).	It is worth noting that H knows that that there is a database, but he does not know the term "KM storage".
Knowledge Transfer	An act of transmission and reception or thinking of it in terms of a process of re-construction (Davenport and Prusuk, 1998; as cited in Jasimuddin, 2012)	C: "As discussed, I think KM processes should be done in three steps - getting experience, using experience, and analyzing and extending those experiences (telling others about them) … However, today I think I agree with my colleagues that knowledge sharing is the most important factor"

Table 6.4 (Continued)

KM Processes	Characteristics	Examples
	Strictly connected to the concept of the learning organization" (Steensma, 1996; Gilbert and Cordey-Hayes, 1996; and Huber, 1991 as cited in Jasimuddin, 2012)	H: "I agree with C for knowledge sharing and D for knowledge application."
Knowledge Application	It is important to utilize "knowledge" in terms of the right knowledge at the right time from the right source, immediately after exploration (Jasimuddin, 2012).	C: "As discussed, I think KM processes should be done in three steps - getting experience, using experience, and analyzing and extending those experiences (telling others about them).
	Investment made by an organization for knowledge, especially KM is huge (Jasimuddin, 2012).	D: "For sharing, I agree with C as it is an important thing but I personally think that knowledge application should be the most important factor because knowing and sharing will not be useful without application."
		H: "I agree with C for knowledge sharing and D for knowledge application".

To answer question number 2, the findings showed that a few staff members said that they did not know what the KM process was, and most of them did not understand exactly what the KM process they were working in. For example, a respondent stated the following: "I know nothing about KM processes, but I can join any KM processes, according to the assignment". However, two points should be mentioned: 1) most staff members think that KM processes should be performed in three steps - getting experience, using experience, and analyzing and extending those experiences, and 2) in the five steps of KM processes, the "knowledge sharing" process is the most important thing.

Question 3: How do KM outcomes support the KM implementation at the Secretariat of the House of Representatives?

The results of the findings regarding the KM outcomes at the Secretariat of the House of Representatives were categorized into four phases as follows:

1) Phase I: Questionnaires

A number of scholars have mentioned that KM brings about necessary outcomes; that is, helping the organization to improve sustainable competitive advantages (Nonaka, 1991; Davenport & Prusak, 1998; Jasimuddin et al., 2005). Debowski (2006) stated that the KM performance outcomes of the organization are the outputs related to evidence in the organization and/or knowledge community. It can be both tangible and intangible outcomes, which are equally important to measure. Additionally, Apisra Anongkhanatrakul (2004) stated that knowledge outcomes refer to the changes that result from knowledge processes. It is of value for the recipient of knowledge and ultimately for the organization, for example in terms of newly-acquired knowledge, new product success, satisfaction of workers, and performance of work (i.e. in terms of effectiveness, efficiency and timeless).

This study began with questionnaires. The same practice was carried out 30 sets of questionnaires were sent to the participants. Twenty-eight of 30 participants are sent back to the researcher. The findings of the study revealed that most participants agreed that the Secretariat had its outcomes, i.e. standard security, ability to manage problems, the staff sharing ideas, being more professional, and having more knowledge and capacity (see Appendix A – Questions No. 55 - 67).

In order to check for validity, a second round was done. Thirty sets of questionnaires were sent to the participants. Twenty-one of 30 participants are

returned to the researcher. The findings of the study showed that most of the participants still believe that the Secretariat has its outcomes, i.e. the staff has relevant knowledge and shares its knowledge, and gained more knowledge and capacity, and is more professional (see Appendix B – Questions No., 23 - 29).

For those 21 participants, most agreed with every question (Q. 23 - 29) with the degrees of 'very most possibility (5)' and 'most possibility (4)'. There were only a few participants that partly reflected their ideas through the questionnaires with a number of answers, in the degrees of 'medium possibility (3)', 'less possibility (2)', and 'least possibility (1)'. For example, question no. 24 asked "In your Bureau, do officials have the skills to search for the relevant knowledge?" Most the participants (17 staff members) agreed with 'very most possibility (5)'. Question no. 28 asked the following: "do officials in your Bureau have more knowledge and capacity after KM implementation?" Fifteen participants agreed with the degree of 'very most possibility (5)', whilst the rest of the participants filled on the questionnaires with the degree of 'medium possibility (3)'.

2) Phase II: Interviews

Then, it is in-depth interview. Ten of the participants who filled out the questionnaires were invited to join this process. In this respect, a number of related questions were prepared to ask the participants (see Appendix C).

Researcher:

Could you tell me the specific results after the KM process had been done at your Secretariat?.

A: "The LO Day".

B: "The KM outcome is what we did on the LO Day, because all of the staff can join their knowledge and learn their tasks from each other".

C: "I believe that the outcome is what we get from the stories told by the senior staffs - oral history. The seminars are the place where the staff can exchange knowledge. Furthermore, the LO Day is another outstanding outcome"

D: "… I don't think the Secretariat has any outstanding outputs or outcomes. What I can think is the LO Day, which is an event where everyone can join knowledge in the Secretariat. I cannot think of other things".

E: "… the first outcome I can think of is the LO Day - the event where the staff enjoys exchanging its knowledge with colleagues. … Above all, you know, I am so proud that we (the three Bureaus of Foreign Affairs) won the "Best Practice" awards on LO Day for many years".

F: "I think that a group of data uploaded at the website is such useful information, and this is an outcome of KM activity. I always access the website and see updated information. For example, I often look at "insight" information from the intranet at the website of the Secretariat".

G: "I think this event (LO Day) is the best activity for all. Each year, we come to learn and share with each other. I enjoy myself so much. Last year, we dressed in ASEAN costumes, you see; so many colleagues made a visit to our booth of foreign affairs. … Moreover, I saw that the staff participated in various games and the members kept smiling and learned to share with others. It was an outcome of KM, I think. … For me, this is beyond the "Best Practice" awards I have received from the LO Day for any years".

H: "I think of the LO Day and the information I can get from the Intranet, i.e. glossary of parliamentary vocabulary uploaded to the intranet for other staff members' learning (H did not use the term 'KM storage')".

I: "I think that the staff can share its experiences at that event (LO Day). From their example, I learned a lot about the Bureau of Committees and Proceedings in terms of their service delivery to our MP. … At best, I found out where I can get information from now on. I mean I can contact the Bureau of Committee for the wanted information".

J: "I think that the Secretariat does not have outstanding outcomes. Okay, it might be the LO Day. The other things can be KM reports published by the Secretariat and 'KM Corner' in both the intranet and Internet. … Moreover, I think the knowledge in the office is already set as a system, but what the Secretariat should have thought about is knowledge application".

According to the above-mentioned excerpts, most of the discussion about the LO Day as the KM outcome of the Secretariat. In this respect, the researcher wanted to know more; that is, if the participants understood the difference between "output" and "outcome". Accordingly, the question was asked as follows:

Researcher:

Do you understand the difference between the "output" and "outcome" of the KM implementation process in the Secretariat? … Can you provide any examples of KM outputs or outcomes from this Secretariat?.

D: "I do not know how they are different".

Surprisingly, all but interviewee D accepted that he does not know how different they were. Furthermore, all of the participants, excepted interviewee D, insisted that the LO Day was the Secretariat's KM outcome - not an output.

3) Phase III: Critical Incidents

Immediately after the interview was done, the critical incident form was distributed to all 10 participants. Only four critical incident forms were returned to the researcher. Importantly, none of them reflected what is in their mind regarding KM outcomes.

4) Phase IV: Focus-Group Discussion

The final stage of collecting information regarding the KM outcomes was the focus-group discussion. Five participants were invited to participate in the discussion. Accordingly, interviewees A, B, C, D and H accepted the invitation. The time and venue were all set for the discussion on Friday, 23 January 2015, at a meeting room in the Bureau of Foreign Affairs, the Secretariat of the House of Representatives.

Researcher:

In your own opinion, what are the differences between KM outputs and KM outcomes? What are the outstanding KM outcomes at the Secretariat? … In the collected information in the previous phases, the finding of the study indicated that most agreed that the "LO day" was one of them - a KM outcome. Do you agree or disagree with this? Please show me the rejoinders.

A: "In my view, the "LO Day" is the only concrete outcome. I cannot think about anything else because we have others. If any, it might be the Intranet which I seldom get into".

B: "Like A, I agree that the "LO Day" is our KM outcome. I also learn a lot from this event. For example, I learn from the booths of the Bureau of the Committee and the Bureau of Proceeding, which I think is useful to share and exchange knowledge between our field of international affairs and their field of parliamentary committee." … You know, I have heard that what I write for our colleagues to share is published in the annual report of KM, but it is so absurd that I cannot have one for my own. I have not even seen what it looks like!".

C: "I think, like other people, the "LO Day" is our concrete outcome. The staff can join experiences on that day. For example, other staff members that do not understand what foreign affairs officers do, they will then understand, accordingly".

D: "I enjoy my experiences on the "LO Day" so much. I have learned from other Bureaus. For example, I know how my colleagues work for MPs; how they have to prepare for them. In turn, they learn from us as well as they have never known what we (foreign affairs) do for MPs".

H: "I think like other people that the "LO Day" is our outcome, but I think of other things as well, i.e. the Intranet and KM corner" … For B, I think that what you wrote (how to make a ticket reservation for MPs to attend inter-parliamentary conferences) is at the website, but I did not see the report either."

Table 6.5 Summary of the Participants' Views from the Secretariat of the House of Representatives Regarding KM Outcomes

KM Output/Outcome	Characteristics	Evidence
LO Day	An event organized by the Secretariat of the House of representatives to gather parliamentary staff members to	A, B, C, D, and H definitely agree that the "LO Day" is a KM outcome of the Secretariat.

Table 6.5 (Continued)

KM Output/Outcome	Characteristics	Evidence
	share what they know and what they would like to know more about according to their interests.	
Database	KM storage, where a number of knowledge piles have been stored and often updated for the parliamentary staff's searching for the information the members are looking for, i.e. how to translate English words into the Thai language, in terms of protocol course, or how to perform as Secretary to the Thai delegation when attending inter-parliamentary conferences	H mentioned that he accessed KM storage at the Secretariat as he is looking for some information. Like H, participant A knows that there is a KM database at the website of the Thai Parliament, but he seldom accesses it.
Document	KM annually reports, collected from each Bureau to publish and disseminate to parliamentary staff members.	B mentioned the KM annual report, whilst H insisted that it is stored as KM data in the website.
Better understanding	Clear mind regarding the aspects or issues the staff would like to know about by learning from others.	All agreed that they have a better understanding of their own work as they have to share (tell) with other people, and meanwhile they know more as others tell them as well.

In order to answer question number 3, most of the staff understood that the LO Day was a KM outcome at the Secretariat of the House of Representatives. In this respect, this was confirmed by respondents A, B, C, D, and H, in the focus-group discussion, who agreed that the KM outcome was LO Day. For example, respondent H said the following: "I think like other people that the LO Day is our outcome, but I think of other things as well, i.e. the intranet and KM corner". In this respect, all other things concerning KM (i.e. KM corner, KM storage, KM database) can be put into the output category because they are a part of the LO Day. In short, it can be said that the LO day is the best outcome and all staff members agreed that it can support the KM implementation at the Secretariat in terms of setting the same direction and understanding for all to follow.

Question 4: Why does leadership become the most important CSF for KM success at the Thai Parliament?

The results of the findings regarding the CSFs at the Secretariat of the House of Representatives were categorized into four phases as follows:

1) Phase I: Questionnaires

Like other KM elements in this study, the CSFs were studied using four methods. First, the survey questionnaires were distributed to 30 parliamentary staff members. Ten sets of survey questionnaires were sent to three Bureaus - the Bureau of Inter-parliamentary Organizations, the Bureau of International Relations, and the Bureau of Languages. Twenty-eight of 30 questionnaires were returned to the researcher. The findings of the study showed that leadership was the most agreeable factor for KM success. The rest were technology, network, the staff's sharing, and IT equipment. This is a very rough view of the CSFs, though. The second round was done to re-check if the findings gained from the first round were valid or not. Accordingly, 30 sets of questionnaires were sent to the respondents for the second round survey. Twenty-one respondents filled out the questionnaires and returned them to the researcher. The findings of the study repeated what was found in the first round. That is, leadership was still the first priority for KM success. The rest were networks, organizational structure, technology, and training.

Table 6.6 Summary of the Participants' Views from the Secretariat of the House of Representatives Regarding the CSFs for KM Success

The CSFs	First Round of Survey questionnaires % (28 of 30 participants)	Second Round of Survey questionnaires % (21 of 30 participants)
Leadership	**95%** **(27 participants)**	**90%** **(19 participants)**
ICT/KMS	89% (25 participants)	66% (14 participants)
Culture	85% (24 participants)	52% (11 participants)
Network / CoP	77% (23 participants)	80% (17 participants)
Training	50% (15 participants)	52% (11 participants)
Motivation	50% (15 participants)	47% (10 participants)
KM Strategy	47% (14 participants)	38% (8 participants)
Organizational Structure	44% (13 participants)	71% (15 participants)
HRM	32% (9 participants)	33% (7 participants)
Measurement	25% (8 participants)	23% (5 participants)
Process	14% (4 participants)	19% (4 participants)

2) Phase II: Interviews

Then, the interview processes were implemented in order to elaborate the general findings from the first and second survey questionnaires. In this respect, ten respondents in the questionnaires process were invited by the researcher to give more details on the four KM elements. In the interview process, most of the participants commented in the same direction, that "leadership" was the most important factor.

B: "I believe that all is set by the leader, especially the top-ranking staff - the Secretary General. I do believe that most of the staff members do not understand what KM is and they are just a group of good followers who willingly do everything set by the executives (Secretary General/ the CKOs)".

D: "The leader is everything. … I strongly believe that our Secretary-General, Deputy Secretary-General, including all the executives in the office, provide us with all good things. So, KM is one of the good things they give us." Therefore, I strongly believe that the CEO is the most important factor for KM success".

E: "Leadership is the most important factor because I believe that the CKOs in the Secretariat are everything for KM. … I would like to ask you (the researcher), 'if the dog does not wag its tail, who will?'".

G: "KM success will never happen if the leaders do not take any action. … I think that the CKOs in the Secretariat will make the plans and establish the policy regarding this matter. This year, as far as I know, there is an assignment already for the KM committee of the Secretariat; and there are no staff members from international affairs taking a role in the set committee. Anyway, we as parliamentary staff members must follow their *vision.*"

3) Phase III: Critical Incidents

Regarding the critical incidents, only one person wrote (actually typing) the following: "I don't trust our leaders as they have never shown us concretely what they have done in terms of KM. … They should have been our role model, but they cannot." This is not surprising as during the interview process, few people talked

about leaders / the CKO in a positive way in particular. The researcher's observation was that talking about the executives in a negative way was something forbidden in this organizational culture; and none of the participants wanted to do so.

4) Phase IV: Focus-Group Discussion

In the last process of the focus-group discussion, respondents A, B, C, D, and H were invited to discuss in greater detail. The following excerpts are the interaction of their thoughts towards the CSFs for KM success.

A: "I think the five best factors are the staff members' sharing, leadership, network, ICT, and CoP. If you notice, you will see I give importance to human beings (i.e. the staff and leaders) because I personally believe that everything is set by human beings, especially from the top executives. The rest of them can be anything, i.e. CoP, network or ICT. They must be set by the Secretary General or the CKOs and organized by the parliamentary staff".

B: "I agree with A, but I think the top leader (Secretary-General, in particular) is the most important factor for KM success. Then, it can be staff, network, and ICT".

C: "I think the staff's sharing (as sender and receiver). Then, I need KM storage for a hub of knowledge between the said sender and receiver. Regarding this point, technology can help a lot".

D: "I agree with you all, but I think the leader should be the first priority for KM success at this Secretariat. I think the important factors are facilitators, network, and CoP as they are a supportive means for KM success. … Yes, they are controlled by the leaders. I mean the Director of the Bureau or any KM team leaders".

H: "I think leadership, culture, organizational structure, the staff's involvement and willingness are important factors. The leader is everything, as you know. … In this office, if the Secretary General needs anything, the staff will do everything to serve him. So, who dares say he is not an important factor. But I hope that he will play a key role in KM as needed. I think the Secretariat or leader should change the organizational culture here to be a

learning organization (LO). … I think the structure will help with KM success in terms of communication as you will know how to communicate to others, according to the organizational structure".

Table 6.7 Summary of the Participants' Views from the Secretariat of the House of Representatives Regarding the CSFs for KM Success

The CSFs	Characteristics	Examples
Leadership	-Core leaders as gatekeepers to KM processes (Wood et al., 2002)	Respondent A stated: "How can I ensure that the top ranking understand KM and they can be our role-model?"
	-CKOs focus on correcting knowledge flow and eliminating inefficiencies that exist in the organization (Tiwana, 2002)	Respondent B stated: "Most staff members do not understand what KM is and they are just a group of good followers that are willingly do everything set by the executives."
		Respondent G stated: "I think that the CKOs in the Secretariat will make the plans and establish the policy regarding this matter. This year, as far as I know, there is an assignment already for the KM committee of the Secretariat; and there are no any staff members from international affairs taking a role in the set committee. Anyway, we as parliamentary

Table 6.7 (Continued)

The CSFs	Characteristics	Examples
		staff members must follow their vision."
		Respondent I stated: "I think that we should follow our leaders in terms of KM; I mean we can learn from them. … I don't know. I just think that, in this Secretariat, without leaders' support, nothing can be that successful".
		Respondent J stated the following: "The staff should believe in leaders, who put KM as a policy. If the CEOs of the Secretariat do not see KM as an important issue, the office will not be progressive. … I personally believe in our CEOs; they plan all good things for us, including KM."
ICT/KMS	Can be viewed as a network whole, comprising data sources, knowledge flow channels, and integrative technologies that bind them all together (Tiwana, 2002)	Respondent B stated: "It is a useful tool to support the staff's learning, regarding KM. I sometimes use the Internet and intranet to get the information I need."

Table 6.7 (Continued)

The CSFs	Characteristics	Examples
		Respondent G stated: "I think it is a useful instrument if the staff knows how to use it (ICT, Internet, intranet, KM data, KM storage in the office)".
Culture	Underlying the values, beliefs, and codes of practice that make a community what it is and becomes one of the foundations of KM (Dalkir, 2005)	Respondent F states that "this Secretariat should have an organizational culture of learning".
		Respondent H stated the following: "I think most parliamentary staff members will learn only when they are assigned from their director or team leader to do this and that; after that, they will not learn anymore. So, I think they should keep learning and this should be our good culture in this Secretariat".
Network / CoP	Constitute both the technological network and the underlying social and organizational networks in terms of technology operations (Tiwana, 2002)	Respondent E states that "I think staffs can use social medias (i.e. Facebook, Line, Instagram) to help learning among staffs who work in different Bureaus".

Table 6.7 (Continued)

The CSFs	Characteristics	Examples
		Respondent F stated: "Working here cannot be alone; you need more and more friends".
		Respondent G stated: "I think that we lack good communication; I mean sharing. The CoP and many activities on the LO Day help to fill the gap. People come and join together. I think if we want KM success, we have to encourage our staff to communicate with each other. For example, the staff in our Bureaus must go out to learn from colleagues that have been working in other Bureaus. This will help build networks, too, in some ways".
Training	Can be performed as team-building, problem-solving, which have a positive side for KM processes (Yahya & Goh, 2002)	Respondent F stated that "training is a tool to train the staff to know more from others. Sending the staff to any training program can help the individuals learn more and more. When they are back, it is expected that they will gain more skills to know how to access the needed knowledge, especially from other sources".

Table 6.7 (Continued)

The CSFs	Characteristics	Examples
		Respondent I state: "I often learn from CoP; for example, I participated in a seminar set by the Bureau of International Relations where I got new knowledge about parliamentary diplomacy"
Motivation	Encourage the staff to exchange knowledge in the group (Yahya & Goh, 2002)	Respondent F stated that "the Secretariat should have given some extra money or promotion as an incentive measure to persuade parliamentary staff members to join the KM implementation at the Secretariat".
KM Strategy	To address the three-way, strategic alignment between the organization, knowledge, and technology used to support the organization and knowledge (Tiwana, 2002)	Almost half of the participants thought that KM strategy was an important factor for KM success. However, in the interviews and discussions, no participant explicitly talked about KM strategy. After persuading them to talk, most thought that this matter depended on the leaders only.
Organizational structure	Establish a set of roles and teams to perform knowledge-related tasks (Davenport et al., 1998)	Respondent H stated: "I think we have a very big organizational structure to learn from; you know we have 20 Bureaus in this

Table 6.7 (Continued)

The CSFs	Characteristics	Examples
		Secretariat. How you can learn from them if you don't have a good system of knowledge management?".
HRM	Help to recruit staff members that fit the organization's culture (Davenport & Volpel, 2001)	One-third showed their interest in HRM for KM success in the survey questionnaires, but none of them talked about it during the interviews or discussions.
Measurement	To demonstrate the value and worthiness of the KM initiative to management (Ahmed et al., 1999)	One-fourth showed their views regarding measurement for KM success, but none of them talked about it during the interviews or discussions.
Process	-Things can be done with knowledge in the organization (Johannsen, 2000) -KM process to perform activities in crucial work so that employees can cooperate with each other through daily work and then it will become common practices in the organization (Holsapple & Joshi, 2000)	No respondent mentioned the KM processes for its success during the interview or discussion, but 15% of the respondents agreed that it was quite an important factor for KM success.

To summarize, the CSFs for KM at the Secretariat of the House of Representatives can be divided into three groups as follows:

1) Most Important Factor: Leadership

Most respondents agreed that leadership is the most important factor for KM success at the Secretariat of the House of Representatives. This finding was corroborated by Rao's statement (2005) that "leadership refers to top management". At the Secretariat of the House of Representatives, it can be none other than the Secretary-General. In this respect, KM requires strong leadership, which has a fundamental role in directing and shaping an organization by providing a sense of direction, vision, and purpose for all members (Debowski, 2006). Some organizations allocate responsibility for coordinating and leading KM to the CKOs. Tiwana (2002) pointed out that the CKOs' job descriptions are: a) integrating KM, b) supporting IT and eliminating knowledge flow gaps, and c) creating channels for leveraging untapped knowledge and competencies within the organization. This goes along with what respondent G stated:

I think that CKOs in the Secretariat will make the plan and establish the policy regarding this matter. This year, as far as I know, there is an assignment already for the KM committee of the Secretariat; and there are no staff members from international affairs taking a role in the set committee. … Anyway, we as parliamentary staff members must follow their vision.

2) Important Factors: ICT, Culture, Network, and Training

Apart from leadership, the other important factors for KM success are ICT, culture, network, and training. This group of CSFs gained over 50 percent agreement for being important factors for KM success. It can be described in detail as follows:

For ICT, most of the respondents thought that it is a mean to support KM. For example, respondent B stated the following "It is a useful tool to support the staff's learning regarding KM. I sometimes use the Internet and intranet to get the information I need". In this respect, KM can support and influences the users' acceptance of knowledge, whilst the KM system (KMS) provides a technological basis for efficient KM. The requirement of KM is KMS (Lytras et al., 2008).

Regarding culture, most of the respondents agreed that the Secretariat should create a culture of learning and sharing. For example, "I think most parliamentary staff members will learn only when they are assigned from their director or team leader to do this and that; after that, they will not learn anymore. So, I think they should keep learning and this should be our good culture in this Secretariat," stated respondent H. This goes well with Dalkir's notion (2005), who mentioned that the first thing to perform KM is changing the organizational culture to one of learning. In this respect, Alter (1999) defined organizational culture as the sharing and understanding of the relationships and work practices that determine how things are done in the workplace.

Regarding networking and CoP, managing a successful KM network requires making sure that all of the major components of the networks are functioning at their best (Groff & Jones, 2003). Tiwana (2002) stated that social networking tools are used to analyze groups and to find how members interact with each other, whilst the CoP refer to the process of social learning that occurs when people that have a common interest in some subjects or problems collaborate over an extended period to share ideas, find solutions, and build innovation. Respondent F stated the following: "Working here cannot be alone; you need more and more friends". This goes along well with the idea expressed in the following passage: "networking tools are used to analyze groups and find how members interact with each other" (Tiwana, 2002). In the meantime, respondent G stated that "[t]he CoP and many activities on the LO Day help to fill the gap. People come and join together. I think if we want KM success, we have to encourage our staff members to communicate with each other", which is best suited with the following: "the CoP refer to the process of social learning that occurs when people who have common interest in some subjects or problems collaborate over an extended period to share ideas, find solutions, and build innovations" (Tiwana, 2002).

In terms of training, each organizational member must be aware of the need to manage knowledge and to make it a key asset for the viability of the organizations. In this respect, it implies that a number of proper training programs should be provided for the members of the organization. Through these training programs, organizational members can learn about the concept of KM, and helps this

will help them to frame a common perception of how they will think, define, and manage knowledge (Yahya & Goh, 2002). In this respect, training can be performed in terms of creativity, team building, and problem solving, which have a positive side regarding KM processes. This idea corroborates respondent F's statement, that ""training is a tool to train the staff to know more from others. Sending the staff to any training program can help the members learning more and more".

   3) Moderate Factors: Motivation, Strategy, Structure, HRM, Measurement and Process

   The rest of the CSFs are motivation, strategy, structure, HRM, measurement and process. All of these CFS were less mentioned by the respondents. For example, motivation and training shared the same rate of 50 percent agreement for being an important factor for KM success, but in the interviews and discussions the latter factor gained more attention from the respondents. The rest of them were less than 50 percent agreed on. This is described in detail as follows: Regarding motivation, motivational aids should be focused on in incentive systems, which focus on knowledge sharing, teamwork, and innovation in order to create a knowledge-based organization. If an organizational member is motivated to practice KM, it will bring about effective intervention in terms of infrastructure and investment. The motivational aids will help to stimulate positive performance for the organizational members and provide a culture that brings about effective KM in organizations. If incentives are given to a group of organizational members, it will encourage them to exchange their knowledge in the group (Yahya & Goh, 2002). This fits what respondent F said: "The Secretariat should have given some extra money or promotion as an incentive measure to persuade parliamentary staff members to join the KM implementation at the Secretariat".

   Regarding organizational strategy, it is one of the driving forces for KM success in organizations (Liebowitz, 1999). In terms of KM, a KM strategy is what challenges business. Also, a KM strategy is a general, issue-based approach to defining operational strategies and objectives with specialized KM principles and approaches (Dalkir, 2005). The result is a way to identify how the organization can best leverage its knowledge resources. Once it is defined, baseline and technology options may be explored. It helps address two questions: "which KM approach will

bring the most value to the organization?" and "how can the organization prioritize alternatives when any one or several of the alternatives are appealing and resources are limited?" Organizational strategy and KM strategy are very important factors, but in the parliamentary staff's view, it is not such an important factor. In the interviews and discussions, a few of the participants discussed this issue, in terms of how it related to the CKOs. They (all three participants) agreed that KM strategy is an important thing for KM success; it can be everything as the CKO set for all of us.

Regarding organizational structure, it implies establishing a set of roles and teams to perform knowledge-related tasks, according to Davenport et al. (1998). Additionally, it functions to control the variations in the behavior among individuals to determine positions that have decision-making authority and to direct the flow of information among these positions (Hall, 1996). Most of the staff does not understand well the meaning of "organizational structure", and most of them focus on the size of the Secretariat, which has more than 20 Bureaus. For example, respondent F stated the following: "I think we have a very big organizational structure from which to learn; you know we have 20 Bureaus in this secretariat. How you can learn from them if you don't have a good system of KM?". In this respect, it shows that some staff members still do not know what their "organizational structure" is. In fact, there are 23 Bureaus and five Groups (directly reporting to the biggest boss - the Secretary General).

In terms of HRM, the role of HRM in KM has been discussed by a number of scholars (Brelade & Harman, 2000; Davenport & Volpel, 2001). For KM practitioners, HRM is one of the important factors for KM implementation success. This paper focuses on the issues of recruitment, development, and retention. For recruitment, it is important to look for employees that fit the organization's culture. For development, it is important to develop the employees and enhance them personal values. For retention, it is important to maintain knowledge and to prevent it from loss. In this respect, none of the participants seriously discussed this issue. Most of them think that HRM is a part of KM strategy. Therefore, it will not be that much important one of the CSFs.

Regarding measurement, it enables organizations to track the KM processes and determine benefits and effectiveness. It acts like a data collection system that provides data and information for an activity or a situation. Additionally,

it provides a basis for the organizations to improve, evaluate, control, and compare the KM performance (Ahmed et al., 1999). In this respect, one-fourth of the respondents, eight of 28, agreed that it is important for KM success. This is because most of them do not understand what the measurement functions.

Lastly, regarding process, it refers to things that can be done with knowledge in the organization (Johannsen, 2000). A number of authors have suggested processes or activities associated with KM (Holsapple & Joshi, 2000; Jasimuddin, 2012; Alavi & Leidner, 2001; Slusher, 2003; Karadsheh et al., 2009). For example, Karadsheh et al., (2009) proposed that there are eight KM processes: knowledge infrastructure, knowledge combination, knowledge evaluation, knowledge filtering, knowledge repository, knowledge sharing, knowledge application, and knowledge performance, whilst Jasimuddin (2012) proposed five KM processes: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application. The coordination of KM processes to perform activities is crucial work so that employees can co-operate with each other through daily work and then it becomes a common practice in the organization (Holsapple & Joshi, 2000). In this respect, it surprisingly turns out that process as a factor in KM success in the participants' view was the least important factor of all. Most even did not know about the process, as seen in the following excerpts.

A: "I know nothing about KM processes, but I can join any KM processes, according to the assignment".

B: "I have no idea. … I have never heard about KM processes before."

D: "I know nothing about KM processes, like A and B."

To answer question number 4, it is helpful to look at the finding. There are 11 CSFs for KM success. They are: 1) leadership, 2) ICT, 3) culture, 4) network, 5) training, 6) motivation, 7) strategy, 8) structure, 9) HRM, 10) measurement, and 11) process. Among these CSFs, they can be categorized into three groups: most important (leadership), important (ICT, Culture, Network, and Training), and moderate important (Motivation, Strategy, Structure, HRM, Measurement, Process). Ninety percent of the staff thinks that leadership is the most important factor because they believe that the leader is everything. For example, Respondent D said that "I

think leader should be the first priority for KM success at this Secretariat". This idea goes well with KM as gatekeeper to KM processes (Wood et al., 2002).

6.3.2 Secretariat of the Senate

Question 1: How do KM Characteristics affect KM implementation at the Secretariat of the Senate?

The results of the findings regarding the KM characteristics at the Secretariat of the Senate were categorized into four phases as follows:

1) Phase I: Questionnaires

Like the Secretariat of the House of Representatives, the study was designed to collect data for the first round in terms of general views regarding the KM characteristics, and then this was repeated for the second round for validity. The questionnaires are shown in Appendix A and B.

For the first round of the survey questionnaires, the 20 sets of questionnaires were distributed to the participants, who have been working in two Bureaus, the Bureau of Foreign Affairs and the Bureau of Foreign Languages. As a result, the questionnaires were filled in and returned by 19 of 20 respondents. The participants generally expressed their views regarding the KM characteristics at the Secretariat of the House of Representatives as follows:

(1) Freely learning (15 respondents or 71%)

(2) Leadership / the CKOs (14 respondents or 66%)

(3) Process-based KM (10 respondents or 47%)

(4) Top-down management (8 respondents or 38%)

(5) Having tacit knowledge and explicit knowledge (8 respondents or 38%)

(6) Developmental KM (4 respondents or 19%)

From the first round, the findings showed that most participants' views regarding the KM characteristics came under the degrees of 'very mostly agree (5)' and 'mostly agree (4)'. The majority, 71% of the participants, thought that KM characteristics concerned freely learning. Half of the participants thought that it depended on the leader of the Secretariat (Secretary-General). Less than 50% agreed that the KM were about the process ((47%), top-down management (38%), and having tacit knowledge and explicit knowledge (38%) and development (19%).

These general views were re-examined for validity that the participants expressed their views without bias and truly understood what the KM characteristics were at the Secretariat.

The second round of survey questionnaires, accordingly, was set to see the respondents' views on this matter. Randomly, the 20 sets of questionnaires were sent to the participants at the said three Bureaus once again. The questions generally were the same but a few were adjusted to examine the participants' views (see Appendix B). The questionnaires were returned by 12 of 20 respondents. The results were as follows:

      (1) Leadership / the CKOs (10 respondents or 83%)

      (2) Top-down management (9 respondents or 75%)

      (3) Freely learning (9 respondents or 75%)

      (4) Process-based KM (8 respondents or 66%)

      (5) Having tacit and explicit knowledge (5 respondents or 41%)

      (6) Developmental KM (2 respondents or 16%)

The second survey revealed that most of the staff (83%) still agreed that leadership was concerned with the KM characteristics of the Secretariat. The KM characteristics concerning top-down management and freely learning came under the same degree at 75%. Half of them (66%) felt that KM characteristics were about the process, whilst only 41% and 16% of the participants thought that they concerned having tacit knowledge and explicit knowledge and development.

Table 6.8, as shown below, contains the findings for both rounds of survey questionnaires, which reflect the participants' views of KM characteristics.

Table 6.8 Summary of Data Collected from the Survey Questionnaires

KM Characteristics	First Round (21 of 20 respondents)	Second Round (12 of 20 respondents)
Freely learning	**15 respondents or 71%**	9 respondents or 75%
Leadership / the CKOs	14 respondents or 66%	**10 respondents or 83%**
Process-based KM	10 respondents or 47%	8 respondents or 66%

Table 6.8 (Continued)

KM Characteristics	First Round (21 of 20 respondents)	Second Round (12 of 20 respondents)
Top-down management	8 respondents or 66%	9 respondents or 75%
Having tacit and explicit knowledge at the Secretariat	5 respondents or 41%	5 respondents or 41%
Developmental KM	4 respondents or 19%	2 respondents or 16%

These findings were conveyed to develop further questions for the interviews, especially the issues of having tacit and explicit knowledge and process-based KM.

2) Phase II: Interviews

This was then elaborated in the in-depth interviews, where 10 participants were invited to talk in detail about KM characteristics in their view. The semi-structure interview was conducted, as an appointment for each participant was arranged. During the interviews, a number of questions were asked of the participants. For example, respondent O thought that everything can be KM characteristics, but it depends on how to categorize them. This implies that respondent O thinks that a process for categorizing knowledge is needed. Further, respondent S thought that KM characteristics should transfer knowledge from one person to another, especially in a friendly atmosphere, and having tacit and explicit knowledge is also an important thing and should be considered as a KM characteristic too. To summarize, in the interview process, most participants thought that the KM characteristics were about the process of transferring knowledge from one person to another in a friendly manner. Table 6.9 shows a summary of the KM characteristics in the participants' view at the Senate.

Table 6.9 Summary of the KM Characteristics at the Secretariat of the Senate

KM Characteristics	Characteristics/ Sources	Examples
Process-based KM	Knowledge has been improved through lesson-learned , and internal best practice selection (Binney, 2001)	M: "I think we should pay attention to the processes with which we have transformed our knowledge at the Secretariat. Sharing is the best way for learning; it will lead to efficient performance, especially in the same field". R: "I personally think that sharing is the best, but application is a much more important thing". S: "KM characteristics should transfer knowledge from one person to another, especially in a friendly atmosphere. … 'knowledge sharing' is a very important stage of KM processes". T: "I think it should begin with selecting the issue of knowledge to focus on, and then exchange views among the staff members for the selected issue and brainstorm to exchange experiences in terms of individual working. … I think we will get a pile of collected knowledge, and the final stage is disseminating that knowledge to all. … In my case, I used to share my knowledge at, I think, the stage of knowledge creation, with my intermediate boss and colleagues".

Table 6.9 (Continued)

KM Characteristics	Characteristics/ Sources	Examples
Freely learning	Based on Q's view	Q: "KM can be both right and wrong, not about the pure reasons. … KM can be a 'best practice' approach in two ways. First, it can be the best practice for the staff - everyone will know each stage in the whole process so that they can learn and fix the problem immediately, which will sooner lead them to be a professional. Second, the executive must encourage the staff to get involved with KM at all levels, and never scold them whenever an inaccurate performance occurs".
Seeing is believing	Based on N's view	N: "I think KM characteristics are free learning; I mean each staff member can learn as he or she wants. … I do not think it depends on KM processes because I do not think everyone understands the processes in the same way."
Tacit knowledge / explicit Knowledge	The SECI model of knowledge creation (Nonaka and Takeuchi, 1995)	O: "From my observation, most parliamentary staff members have very specific knowledge based on their jobs, which I call "tacit knowledge" but they do not know how to transfer it to others, which I call "explicit knowledge".
Complexity	Based on L's view	L: "I agree with the researcher that knowledge in the Secretariat is complex. This might be because of the different background of the staff."

3) Phase III: Critical Incidents

To ask for more details on the missing things that the researcher did not ask the participants yet, a critical incident form was given to each of them to freely and frankly place what he / she held in mind regarding the KM characteristics. Surprisingly, there no respondent elaborated more on this an aspect.

4) Phase IV: Focus-Group Discussion

For the last stage, five participants were invited to discuss in detail what they thought the KM characteristics at the Secretariat of the Senate were. In this respect, interviewees K, L O, S, and T accepted the researcher's invitation. The following Table 63 shows the gist of the discussion.

Table 6.10 Summary of the Participants' Views from the Secretariat of the Senate Regarding KM Characteristics

Respondent	Perspectives on KM Characteristics	Researcher's synthesis
K	"I think parliamentary staff members have their own responsibility but they do not pay attention to other staff members' work, especially those that work in other Bureaus. This means that they do not care enough about learning. Personally, I think that the staff should know each and every job in the Secretariat so that they know how to get the needed information. … I do not think KM is all about the executive's functions because it is ours".	-The KM characteristic at the Secretariat of Senate is about transferring knowledge among staff members at the secretariat, in which some of the staff members still do not pay attention to the KM activities provided by the organization. -Most agree that KM is about process, not the person. This means that they do not give most of their attention to their leaders/CKOs because they think that KM is not just a matter for the executives only, but for all of the parliamentary staff.

Table 6.10 (Continued)

Respondent	Perspectives on KM Characteristics	Researcher's synthesis
L	"I agree with the researcher that knowledge in the Secretariat is complex. This might be because of the different background of staff. For some, they might go well with the area of education. For others, political issues might be their cup of tea. … So, KM belongs to all, not just the CKOs. … I think what the Secretariat should do is set a system that can collect information systematically and make it much easier to access".	
O	"Everything can be KM characteristics, but it depends on how to categorize them. From my observation, most parliamentary staff members have very specific knowledge based on their jobs, which I call tacit knowledge but they do not know how to transfer it to others, which I call explicit knowledge. … I agree with my friends, that knowledge is complex to use, so it is a must to make it much easier to use by all the staff".	

Table 6.10 (Continued)

Respondent	Perspectives on KM Characteristics	Researcher's synthesis
S	"KM characteristics should be transferring knowledge from one person to another one, especially in a friendly atmosphere. … Having tacit knowledge and explicit knowledge is also an important thing and should be considered as a KM characteristic. … I agree with all my friends who said that the knowledge in this Secretariat is complex. For example, there is knowledge complexity in the same group in each Bureau, which proves that the organization cannot categorize and utilize the benefits from such knowledge. Moreover, it is more complicated for knowledge transferring because the Secretariat is unclear about each type of knowledge, according to its complexity"".	
T	"Only collect data that is in the same field together and never put any effort into connection these data or knowledge to	

Table 6.10 (Continued)

Respondent	Perspectives on KM Characteristics	Researcher's synthesis
	others is a characteristic of KM in my view. I view that this unclear connection brings about some problems in terms of KM implementation at the Secretariat. … I also believe that having tacit and explicit knowledge is a useful stand for all staff. Probably, they might gain new perspectives that are clearer and better, from knowing such knowledge. … Anyway, I disagree with all that say that our knowledge is complex. For me, I think that it is just put in unwell-organized structure. However, I agree with knowledge application, which I think when the staff comes to share and exchange it experiences, it will be good for them all in terms of more efficient working".	

To summarize, the KM characteristic at the Secretariat of the Senate is clearly for transferring knowledge from one staff member to others at the secretariat. Interestingly, most of them do not pay much attention to the CKOs because they think that KM should be everyone's concern. A few of the participants thought that KM at the Secretariat was complex. More importantly, most of the participants agreed that

having tacit and explicit knowledge was useful for all, but only a few talked about the processes of making tacit knowledge explicit, which is all about KM processes (which will be discussed later).

The findings showed that the staff's perception of KM characteristics at the Secretariat of the Senate concerned the process, especially the transferring process. The fact is that most of the staff does not understand what the KM characteristics are, and they think that everything can be a KM characteristic (see Respondent O's interview). Some may see things differently, as shown through Respondent N's statement: "I think the KM characteristic is freely learning; I mean each staff member can learn as he or she wants". To answer question number 1, How do the KM characteristics affect KM implementation at the Secretariat of the House of Representatives?

Question 2: How the staffs deal with KM Process at the Secretariat of the Senate

The results of the findings regarding the KM processes at the Secretariat of the Senate were categorized into four phases as follows:

1) Phase I: Questionnaires

As the researcher has mentioned, so far, at the Secretariat of the House of Representatives, a number of scholars have studied the KM process (Nonaka and Takeuchi, 1995; Davenport et al., 1996; Alavi, 1997; Ruggles, 1998; Tiwana, 2002; Hult 2003; Joch, 2004; Dalkir, 2005; Grudin, 2006; Debowski, 2006; Karadsheh et al., 2009; O'Dell & Hubert, 2011).

Jasimuddin (2012) is an outstanding scholar that attempted to explain what the KM process is all about; he suggested that the KM the process is associated with the following activities: 1) knowledge acquisition, 2) knowledge creation, 3) knowledge storage, 4) knowledge transfer, and 5) knowledge application.

The researcher employed the abovementioned stages for the nascent knowledge to ask the participants about the KM process. Accordingly, 20 sets of survey questionnaires were sent to the participants in two Bureaus - the Bureau of Foreign Affairs and the Bureau of Foreign Languages. For the first round, 21 of 20 participants returned their questionnaires to the researcher.

The statements for surveying the ideas of the participants were the following:

Statement no. 42: "The Secretariat is committed to the KM process."

Statement no. 49: "Your Bureau has a standard and appropriate IT system for knowledge transfer."

Statement no. 51: "The officials in your Bureau are working together and sharing knowledge in a good manner of teamwork for the KM process." (See more in Appendix A).

The findings of the survey were that most participants agreed with the degrees of 'very mostly possibility (5)' and 'most possibility (4)'. For example, the answers to the question no. 42: "the Secretariat commits to KM process" were all 'very mostly possibility (5)'. This implies that the parliamentary staff members believe that the KM process is implemented in the office.

In the second round, the survey questionnaires were returned by 12 of 20 participants. In this respect, a number of statements were presented in the questionnaires (see Appendix B, statements no. 18 - 22). For example:

Statement no. 18: "The Secretariat enforces KM implementation."

Statement no. 19: "KM processes consist of five stages - determine of wisdom, capital, search to know, manage knowledge, share knowledge, and knowledge application".

Statement no. 22: "The officials in your Bureau shared knowledge and experience after KM implementation".

The findings of the study came under very positive degree of 'very most possibility (5)' and 'most possibility (4)'. For example, for question no. 18 as mentioned, 14 participants agreed with 'very most possibility (5)', and seven participants agree with 'most possibility (4)'.

2) Phase II: Interviews

Accordingly, the researcher elaborated these positive findings, from both rounds of survey questionnaires, to further study the next phase of the data

collection: the in-depth interview. Regarding this point, 10 participants were invited to participate in the phase of the in-depth interview. A number of questions (see Appendix C) were prepared to ask the participants as follows:

Researcher:

How many processes do you understand that the KM implementation at the Thai Parliament has implemented at the moment (up until 2013)?"

K: "I do not know much about the KM processes at the Secretariat, but I think that the sharing process is the most important thing to do for KM. … From my understanding, KM processes should be as follows - capturing information, generating ideas, storing information, distributing information, and applying information/implementation and assessment."

L: "I think there are four stages of KM processes in the Senate Secretariat -accessing knowledge by individuals, transferring knowledge, storage of knowledge, and developing that knowledge for tasks. … However, I agree with A, that sharing is the most important stage for the KM process. Personally, I often share my experiences regarding protocol at particular events with the CoP".

M: "The KM Day is the best outcome, but I would like to see more. … I hope that the Secretariat will make the system to KM, in terms of developing it as theory and practice for further implementation".

N: "I am not so sure about a the KM processes at the Secretariat, but I think knowledge sharing is a very important thing. …I think that each staff member holds different ideas, skills, and experiences. So, it is hard to share with someone. For example, somebody might be good at transferring knowledge from 'back-to-front' but 'front-to-back' is good for some. … I think that the Secretariat should define what the KM processes are and inform all the staff. This will help the staff know the framework of the KM processes (which activities they can join). … It is an important thing to make the staff, especially at the practical level, understand them all so that each of the members can link their competencies to share with the KM processes."

O: "Four stages of KM processes should be implemented – brain-storming, grouping ideas, distributing information, and evaluating

information. … The Senate Secretariat should have informed all of the to understand the KM processes and know how to participate in each process. Moreover, it should be communicated "who is who?" and "how to contact and get information". She also stated that "… from my experience, I used to share my experience in terms of being a translator for senators for a number of foreign affairs staff members at the Senate Secretariat, which I have found useful to share so that I can take the shared knowledge to improve my future performance, especially to solve the problems faced".

P: "I think that knowledge sharing is the most important process; I do not understand much about KM processes; but I think 'sharing' is a process that the Secretariat should pay more attention to".

Q: "I think Knowledge sharing is the most important process. It is the heart of all because the main purpose of KM is to get staff's knowledge and experience - not from the text. So, KM can be both right and wrong, not about the pure reasons. … KM can be a 'best practice' approach in two ways. First, it can be best practice for the staff - everyone will know each stage in the whole process so that they can learn and fix the problem immediately, which will sooner lead them to be professionals. Second, the executive must encourage the staff to get involved with KM at all levels, and never scold them whenever an inaccurate performance occurs".

R: "I think sharing is the best for all. It is good to see everyone in the office share knowledge and experiences with others. Also, I think that knowledge application is more important than sharing because if they share but they do not know how to use it, it becomes useless".

S: "I think that that KM processes should have four stages, but in my view, it should be as: the common interesting topics, shared experiences with a friendly atmosphere, collect data and then share them together, and disseminate and transfer data, regarding KM implementation, to others. … the CKOs or leaders should inform the staff about each process of KM at the Secretariat. I personally think that they should not be informed because it will make them feel uncomfortable participating in such KM activities.

In short, I think, it should be communicated after all the processes have been done. … I think that the organization should pay more attention to

persuading the staffs to share its knowledge with others as much as they can so that we can become a learning organization. … I see knowledge sharing as a very important stage of KM processes, because all of the staff has an opportunity to present what they know. … I often share my experiences, regarding the ASEAN theme in particular, with my colleagues, but there is a limitation in terms of different attention".

T: "I think it should begin with selecting the issue of knowledge to focus on, and then exchanging views among the staff members for the selected issues and brainstorm to exchange experiences in terms of individual working. … I think we will get a pile of collected knowledge, and the final stage is disseminating that knowledge to all. … In my case, I used to share my knowledge at, I think, the stage of knowledge creation with my intermediate boss and colleagues".

3) Phase III: Critical Incidents

After the interview, the critical incident form was distributed to each interviewee for expressing what the researcher asked during the interview. In this respect, the findings of the study came as a surprise because nobody talked about KM process in the said critical incidents.

4) Phase IV: Focus-Group Discussion

Lastly, from the 10 participants, five were invited to discuss in detail the KM process. The researcher selected the participants to discuss in this phase by focusing on their interest and the way they gave information during the interview process. Additionally, they had to be available on the day that most participants agreed to join the focus-group discussion. In this respect, the researcher selected five respondents: K, L, O, S, and T.

The focus group discussion was conducted as follows:

Researcher:

From the collected data, it says that most of the staff does not understand the KM processes. What is your view of that? Do you understand the KM processes at the Secretariat? What are your experiences regarding that?

K: "I do not understand the KM processes at all, but I think that 'knowledge sharing' should be the most important stage of all. … From my understanding, KM processes should be as follows - capturing information, generating ideas, storing information, distributing information, applying information/implementation and assessment."

L: "I think there are four stages of KM processes at the Senate Secretariat - accessing knowledge by individuals, transferring knowledge, storage of knowledge, and developing that knowledge for tasks. … However, I agree with A that 'sharing' is the most important stage for the KM process. Personally, I often share my experiences regarding protocol at particular events with the CoP".

O: "Fours stages of KM processes should be implemented – brain-storming, grouping ideas, distributing information, and evaluating information. … The Senate Secretariat should have informed all the staff about the KM processes so that they know how to participate in each process. Moreover, it should be communicated 'who is who?' and 'how to contact and get information".

S: "I agree with a friend of mine, who says that KM processes should have four stages, but in my view, it should be as follows: the common interesting topics, shared experiences with a friendly atmosphere, collecting data and then sharing it together, and disseminating and transferring the data regarding KM implementation to others. However, I disagree with my friend, who says that the CKOs or leaders should inform the staff about each process of KM at the Secretariat. I personally think that they should be informed because it will make them feel uncomfortable in participating in such KM activities".

T: "In my view, I think it should begin with selecting the issue of knowledge to focus on, and then exchanging views among the staff for the selected issue and brain-storming to exchange experiences in terms of individual work. I think we will get a pile of collected knowledge, and the final stage is disseminating that knowledge to all. … I agree with my friends who say that the Secretariat should have informed us about the KM processes so that we will know how to share or participate at each stage".

Table 6.11 Summary of the Participants' Views from the Secretariat of the Senate
Regarding the KM Process

KM Processes	Characteristics	Examples
Knowledge Acquisition	Being the first task and an important phase in the knowledge management process concerning tacit and explicit knowledge, which is available in organizational members' heads (Jasimuddin, 2012)	K: "KM processes are capturing information, generating ideas, storing information, distributing information, applying information/implementation and assessment". L: "I think there are four stages of KM processes in the Senate Secretariat - access into knowledge by individuals, transferring knowledge, storage of knowledge, and developing that knowledge for the tasks".
Knowledge Creation	- The SECI model of knowledge creation, which refers to socialization, externalization, combination, and internationalization (Nonaka and Takeuchi, 1995; as cited in Jasimuddin, 2012). -Knowledge is developed through social interactions, which is best understood by focusing on micro-level between individuals in the organization (Jasimuddin, 2012).	K: "KM processes are capturing information, generating ideas, storing information, distributing information, applying information/implementation and assessment". O: "Fours stages of KM processes should be implemented - brainstorming, grouping ideas, distributing information, and evaluating information".

Table 6.11 (Continued)

KM Processes	Characteristics	Examples
Knowledge Storage	This phase is a crucial building block of KM implementation to make organizational knowledge available for re-use or create new knowledge.	K: "KM processes are capturing information, generating ideas, storing information, distributing information, applying information/implementation and assessment".
	- Knowledge that is transferred among organizational members is likely to be more useful than that retained by an individual (Jasimuddin, 2012).	L: "I think there are four stages of KM processes at the Senate Secretariat - accessing knowledge by individuals, transferring knowledge, storage of knowledge, and developing that knowledge for the tasks".
Knowledge Transfer	An act of transmission and reception or think of it in terms of a process of re-construction (Davenport and Prusuk, 1998; as cited in Jasimuddin, 2012)	K: "KM processes are capturing information, generating ideas, storing information, distributing information, applying information/implementation, and assessment".
	Strictly connected to the concept of the 'learning organization' (Steensma, 1996; Gilbert and Cordey-Hayes, 1996; and Huber, 1991, as cited in Jasimuddin, 2012)	L: "I think there are four stages of KM processes at the Senate Secretariat - accessing knowledge by individuals, transferring knowledge, storage of knowledge, and developing that knowledge for the tasks".

Table 6.11 (Continued)

KM Processes	Characteristics	Examples
		O: "Fours stages of KM processes should be implemented - brainstorming, grouping ideas, distributing information, and evaluating information".
		S: "I think that the organization should pay more attention to persuading the staff to share its knowledge with others as much as it can so that we can become a learning organization (LO)".
Knowledge Application	It is important to utilize "knowledge" in terms of the right knowledge at the right time from the right source, immediately after exploration (Jasimuddin, 2012).	K: "KM processes are capturing information, generating ideas, storing information, distributing information, applying information / implementation and assessment".
	Investment made by an organization for knowledge, especially KM is huge (Jasimuddin, 2012).	

To answer question number 2, the findings showed that most of the staff knew what the KM process was, and most of them thought that there were four stages in the KM process. For example, Respondent O stated that "brain-storming, grouping ideas, distributing information, and evaluating information" comprised the KM process, whilst Respondent L saw "access to knowledge by individuals, transferring

knowledge, storage of knowledge, and developing that knowledge for the tasks as its process". However, both of them focused their attention on the sharing of knowledge - distributing information or transferring knowledge. At a point, it can be said that they did not know exactly what it is; they just know that it is one of the process to share.

Question 3: How do the KM Outcomes support KM implementation at the Secretariat of the Senate?

The results of the findings regarding the **KM outcomes** at the Secretariat of the Senate were categorized into four phases as follows:

1) Phase I: Questionnaires

KM brings about a necessary outcome; that is, helping the organization to improve sustainable competitive advantages (Nonaka, 1994; Davenport & Prusak, 1998; Jasimuddin et al., 2005). Also, the KM performance outcomes of the organization are outputs related to evidence in the organization and/or knowledge community (Debowski, 2006).

Additionally, Apisra Anongkhanatrakul (2004) stated that knowledge outcomes refer to the changes that result from knowledge processes. They are of value for the recipient of knowledge and ultimately for the organization, such as newly-acquired knowledge, new product success, and the satisfaction of workers and performance of work, i.e. in terms of effectiveness, and efficiency.

This study began with the survey questionnaires distributed to the 20 participants, who were the samples of the study. They were a group of parliamentary staff members that have been working at the Bureau of Foreign Affairs and Bureau of Foreign Languages, the Secretariat of the Senate. In this respect, 21 of 20 participants sent their questionnaires back to the researcher. One of the findings of the study was that most participants agreed that the Secretariat has its outcomes, i.e. ability to manage problems, staff's sharing of ideas and being more professional, and knowledge and capacity (see Appendix A – Question No. 55 - 67).

In order to check for validity, the researcher repeated it again by randomly sending 20 sets of questionnaires to the participants. Regarding the results, 12 of 30 participants returned their questionnaires to the researcher. The finding of the study was that most participants still believed that the Secretariat has its outcomes, i.e.

the staff has relevant knowledge and shares its knowledge, and gains more knowledge and capacity, and is more professional (see Appendix B – Question No., 23 - 29).

For those 12 participants, most agreed with every question (Q. 23 - 29) with the degrees of 'very most possibility (5)' and 'most possibility (4)'. There were a few participants that partly reflected their ideas through the questionnaires with a number of answers, in the degrees of 'medium possibility (3)', 'less possibility (2)', and 'least possibility (1)'. For examples, question no. 24 asked: "In your Bureau, do the officials have the skills to search for the relevant knowledge?". All participants agreed with 'very most possibility (5)'. Question no. 28 asked: "do the officials in your Bureau have more knowledge and capacity after KM implementation?". Eight participants agreed with the degree of 'very most possibility (5)', whilst four participants filled in the questionnaires with the degree of 'medium possibility (3)'.

2) Phase II: Interviews

Then, it is in-depth interview stage. Ten of the participants that filled in the questionnaires were invited to join in this process. In this respect, a number of related questions were prepared to ask the participants (see Appendix C).

Researcher:

Could you tell me the specific results or KM outcomes after the KM process had been done at your Secretariat?.

K: "The KM Day is an outcome of KM implementation. I often join the KM activities here; you know, there is an event called KM Day; I think it is like 'the LO Day' at the Lower House".

L: "One of the outstanding outcomes at the Senate Secretariat is the KM Day, like the LO Day at the Secretariat of the House of Representatives. In that event, there is a chance for the staff to share its knowledge with others, and get some in return".

M: "The KM Day is the best outcome, but I would like to see more. I hope that the Secretariat will make the system to KM, in terms of developing it as theory and practice for further implementation".

N: "The KM Day is an outcome. The staff can share its experiences through this event, especially the processes of learning. At best, learning the processes of working, especially from others, is needed for KM success".

O: "I think that the staff can perform well and then become the organization's image. KM can teach us to learn and share so that we all can make the best of our work to support the MPs".

P: "I think that the Secretariat does not have a systematic categorization of knowledge. Having a "Handbook" is just a little part for being an outcome. I personally think that 'rotation' among the staff at the Bureau might help to manage knowledge in terms of effectiveness. When the staff has knowledge beyond its responsibility, the Secretariat can be a 'professional organization' as a whole".

Q: "I think the KM Day is our output, which the Secretariat must transform to an outcome. What we have now is only outputs, i.e. the KM activity, CoP, database. It is challenging for the CKOs to transform "output" to be an "outcome".

R: "The KM Day is our concrete outcome at the Secretariat of the Senate. The said outcome does not show that we have succeeded now in KM; I think that the office should have put KM at each stage in daily work".

S: "An opportunity to present what you know is the best outcome. It is great to have a database of knowledge to learn and share with all the staffs. At best, we can learn from each other through such experiences saved in the database. … I always join the KM Day and a number of CoP, which help make the work effective".

T: "Having a better understanding of work and responsibility is the outcome of KM. I personally believe that KM will help us work more efficiently and rapidly. Although I have never been at any the KM Day at the Senate Secretariat, I still never miss my chances to join the CoP to gain more knowledge and enhance my skills".

3) Phase III: Critical Incidents

Five critical incidents forms were returned to the researcher. Four unknown participants reflected about the KM Day as the KM outcome of the Secretariat. Also, KM corner at the website of the Secretariat of the Senate of Thailand, the CoP, and better understanding were the outcomes.

4) Phase IV: Focus-Group Discussion

Immediately after the interview was done, the critical incident form was distributed to all 10 participants. In this respect, only four critical incidents were returned to the researcher. Importantly, none of them reflected what was in mind regarding the KM outcomes.

The final stage of collecting information, regarding the KM outcomes, was the focus-group discussion. Five participants were invited to participate in the discussion. Accordingly, interviewees K, L, O, S, and T accepted the invitation. The time and venue were all set for the discussion on Friday, January 30, 2015.

Researcher:

What are the outstanding KM outcomes at the Secretariat? … In the collected information in previous phases, the finding of the study said that most agreed that the LO day was one of them - KM outcomes. Do you agree or disagree with this? Please show me the rejoinder.

K: "I think that KM Day is our best productive outcome of the Secretariat. I participate in that event every year.… I have learned a lot from our colleagues, especially the Bureaus of the Committee, which I am interested most in. … After joining the KM Day, I found that it was much easier to do my work in terms of cooperation. Also, I have attended a number of training programs and the CoPs (protocol experience), set by the Bureaus of International Affairs, which is a very supportive event for my responsibility".

L: "I agree with A that KM day is our concrete event for knowledge sharing. In this event, each staff member can learn from others for particular work at the Senate. My experience is I used to be moderator at KM Day, and I have found that our friends working in other Bureaus do not understand what we have done for international affairs for the members of parliament".

O: "I think the staff can perform well and then it becomes the organization's image. In this respect, KM can teach us to learn and share so that we all can make the best of our work to support the MPs".

S: "An opportunity, regardless of the title, to present what you know is the best outcome. Moreover, I think it is great to have a database of knowledge to learn and share with all the staff. At best, we can learn from each other

through such experiences saved in the database. I always join the KM Day and a number of the CoP, which help make the work effective".

T: "Having a better understanding of work and responsibility is the outcome of KM. … I personally believe that KM will help us work more efficiently and rapidly. Although I have never been at any the KM Day at the Senate Secretariat, I still never miss a chance to join the CoP to gain more knowledge and to enhance my skills. For example, I used to share my experience in terms of protocol - how to perform when honorable guests made a visit to the Parliament".

Table 6.12 Summary of the Participants' Views from the Secretariat of the Senate towards KM Outcomes

KM Outcome	Characteristics	Evidence
KM Day	An event organized by the Secretariat of the Senate to gather parliamentary staff, from nine Bureaus in three groups, to share and learn what they know and would like to know more about according to their interests.	K, L, M, N, O, P Q R, S, and T mentioned that the KM Day was one of the outstanding outcomes at the Secretariat of the Senate.
Database (KM Corner)	KM storage, where a number of knowledge piles have been stored and often updated for the parliamentary staff's searching for information they are looking for	S: "Moreover, I think it is great to have a database of knowledge to learn and share with all the staff. At best, we can learn from each other through such experiences saved in the database".
Image of Organization	Image of organization (Morgan, 1986)	O: "I think, in the end, the outcomes are the organization's image, the KM Day and the CoP".

Table 6.12 (Continued)

KM Outcome	Characteristics	Evidence
Common / better understanding	Based on T's view	T: "Having a better understanding of work and responsibility is the outcome of KM".

To answer question number 3, most of the staff understood that the KM Day was a KM outcome at the Secretariat of the Senate. This was confirmed by the respondents K, L, M, N, O, P Q R, S, and T in the focus-group discussion, who agreed that a KM outcome was the KM Day. For example, respondent K stated the following: "The KM Day is an outcome of KM implementation. I often join the KM activities here; you know, there is an event called 'KM Day'. … In that event, the staff will join and share what it knows with others." … I think that our 'KM corner' at the website of the Senate should be considered as an outcome as well. I personally learn a lot from that, and often get information I am looking for from there". In this respect, it means that some of the staff cannot distinguish between outputs and outcomes. K sees the KM corner as an outcome as well, instead of an output. In short, it can be said that KM outputs (i.e. KM corner, KM database) lead to KM Day being a KM outcome.

Question 4: Why dose leadership becomes the most important CSF for KM success at the Secretariat of the Senate?

The results of the findings regarding the CSFs at the Secretariat of the House of Senate were categorized into four phases as follows:

1) Phase I: Questionnaires

Like other KM elements in this study, the CSFs were studied through four methods. First, the survey-questionnaires were sent to 20 parliamentary staff members. In this respect, 10 sets of survey questionnaires were sent to three Bureaus - Bureau of Inter-Parliamentary Organizations, the Bureau of International Relations, and the Bureau of Languages.

In this respect, 19 of 20 questionnaires were returned to the researcher. The findings of the study showed that leadership was the most agreeable factor for

KM success. The rest were culture, training, network / CoP, and ICT. This is a very rough view of the CSFs for KM success, though. The second round was done to re-examine if the findings gained from the first round were valid or not. Accordingly, 20 sets of questionnaires were sent to respondents for the second round survey. 12 respondents filled in the questionnaires and returned them to the researcher. The findings of the study repeated were found in the first round. That is, leadership is still the first priority for KM success. The rest were culture, training, ICT, and network.

Table 6.13 Summary of the Participants' Views from the Secretariat of the Senate
Regarding the CSFs for KM Success

The CSFs	First Round of Survey questionnaires % (19 of 20 participants)	Second Round of Survey questionnaires % (12 of 20 participants)
Leadership	**90%** **(17 participants)**	**83%** **(10 participants)**
Culture	74% (14 participants)	75% (9 participants)
Training	68% (13 participants)	58% (7 participants)
Network/CoPs	68% (13 participants)	50% (6 participants)
ICT/KMS	42% (8 participants)	58% (7 participants)
Motivation	42% (8 participants)	33% (4 participants)
Process	37% (7 participants)	25% (3 participants)
KM Strategy	31% (6 participants)	33% (4 participants)
HRM	21% (4 participants)	8% (1 participants)

Table 6.13 (Continued)

The CSFs	First Round of Survey questionnaires % (19 of 20 participants)	Second Round of Survey questionnaires % (12 of 20 participants)
Measurement	10% (2 participants)	25% (3 participants)
Organizational structure	10% (2 participants)	16% (2 participants)

2) Phase II: Interviews

Then, the interview processes were implemented in order to elaborate the general findings from the first and second survey questionnaires. In this respect, 10 respondents in the questionnaires process were invited by the researcher to provide more details of the four KM elements. In the interview process, most of the participants describe a similar direction; that is, "leadership" was the most important factor. The following excerpts corroborate the findings.

M: "For the CKOs, they will set a KM trend for the staff to follow. In this respect, the staffs involvement and willingness (sharing) are something that the Secretariat cannot miss. Also, ICT and training are also the tools for KM success."

N: "For CKO, I think that they should encourage the staff to participate in CoP (and other KM activities). … In my view, the CKOs are a group of executives who know the trend of how the Secretariat should train the parliamentary staff members to be professionals and to be able to deliver smart services to the MPs (Senators). For ICT, "… it will help a lot to fulfill KM implementation. I think ICT is one of the KM successes, in terms of KMS. I hope that the CKOs here will know this word. I mean if the top management knows what 'KMS' is, and then they can link 'ICT' and 'KMS' to reach efficient KM at the Secretariat".

Q: "For leadership, "I think it is a challenging task for the CKOs to do KM successfully. I think they need cooperation from every section, especially the implementers".

3) Phase III: Critical Incidents

In the critical incidents, there was a staff member that dared to express the following: "The leader should be our role model for KM success. … Frankly, I think they might not know anything. She has to ask others all the time. …" This is not surprising as during the interview process, a few people talked about leaders/leadership and the CKOs, in a positive way. Like the Secretariat of the House of Representatives, the researcher felt that talking about the leaders in a negative way was an unwanted thing in the interview but it could be mentioned in the critical incidents.

4) Phase IV: Focus-Group Discussion

In the last process of the focus-group discussion, respondents K, L, O, S and T were invited to discuss in greater detail. The following excerpts show their thoughts towards the CSFs for KM success.

Researcher:

From the given information, a number of CSFs for KM success are: leadership / CKO, culture, training, networking / CoP, ICT/KMS, motivation, process, KM strategy, HRM, measurement, and organizational structure. What are the most important factors in your mind?" (I asked them to present the top-five factors, if any).

K: "I think the Secretariat should create or change the organizational culture, in terms of sharing of knowledge with others. I think now we are 'don't ask, don't tell,' which leads us nowhere. The other factors should be the network, training, teamwork, and incentives. The network is also an important factor because we cannot work alone. … Teamwork is an important factor, too. As long as we cannot work alone we need cooperation with other staff members in this Secretariat of the Senate. For training, I think it is a tool to develop our staff; we - I mean the Secretariat - can set the theme or topic that

will support our staff's learning. Regarding this point, I think sometimes we have to provide the some extra-payment as incentives to participate in the learning, i.e. KM Day, the CoP.

L: "I agree with K in terms of changing the organizational culture, but I think communication (sharing) is what the Secretariat needs now. Communication will bring us success; if were cannot communicate well, how can we understand and learn from each other. … Other factors, like K said, I think we need good social networking. Moreover, we need more staff involvement in KM. Lastly, I think we can use ICT to support KMS for KM success. For example, we can use the database, Internet, and internet to store and disseminate our knowledge or information".

O: "I do not want to say anything that disagrees with K and L, but in my view, I think that leadership is the most important thing of all. I mean both our Secretary-General should pay more attention to this point. I hope she can be our role model to show all of the staff how to learn and improve ourselves, working in this organization. … I agree with you all (turning to see K and L) that network, communication (sharing), teamwork, are important things, too. Why do I say so? Because these three things need to support each other. I see between the network and teamwork we need good communication. … Culture is also an important thing, but it is hard to change. If possible, I would like to see more staff willingness to join the KM implementation in this office (interviewee O means this Bureau, not this Secretariat of the Senate in this focus group discussion). Lastly, ICT can support, but do you know how many staff members try to access the ICT database for learning? I think they get used to asking some people; it is much easier for them to get what they want".

S: "Like O said, I think the leaders can be our role model, but I do not think we have ones here. If so, I think I will say the staff's attitude is the most important factor for KM success. Don't you think so? If the staff does not want to join the KM activity, how can they learn? Okay, they might learn from other sources, i.e. friends, colleagues, the database for KM. However, if they do not have the motivation, will they join? ... Other factors can be ICT; knowledge storage (database) and social networking (not Facebook or

Instagram) are also important as long as we cannot work here (in this Bureau) as a one-stop service. Lastly, I think HRM can take have a role in KM success in terms of planning. I mean if the Secretariat can plan what the staff should learn, they can put it in the programs for training, for example".

T: "The first factor is leaders/CKOs. Second is communication. Next, it can be teamwork and the network. That is what I think, but after discussing, I think I agree with K, that organizational culture is the best. It might be related to the point that culture can bring more people to K. I mean the Secretariat should strongly put in an effort to find a way to make more staff involved with KM at the Secretariat".

The above excerpts can be summarized as in the following Table.

Table 6.14 Summary of the Participants' Views from the Secretariat of the Senate Regarding the CSFs for KM Success

The CSFs	Characteristics	Examples
Leadership	Top management (Rao, 2005)	A number of respondents (i.e. K L M N O P) agree that leaderships are the most important factor for KM success. K stated: "For KM success, I think leadership is the most important factor to accomplish it. It is all about the CKOs function". L stated: "I think it is not just related to leaders, because I think KM is everyone's responsibility. … However, leaders are key persons to make it success". N stated: "The CKOs can encourage the staff to join the CoP".

Table 6.14 (Continued)

The CSFs	Characteristics	Examples
Culture	-Shared understanding about work practices that determine how things are done in the workplace (Alter, 1999) -First thing to change (Dalkir, 2005)	O stated: "KM is set by human beings, so I hope that the leaders in the office will lead us in the right direction, in terms of KM implementation". P stated: "KM is something managed by human beings - the CKOs in the organization". K stated: "What the Secretariat should do now is change the staff's attitude towards KM so that it will increase a number of staff members to participate in KM activities. The rest of them can be supportive factors." L stated: "I think sharing should be our organizational culture". M sated that the "staff's involvement with KM should be encouraged; I think the Secretariat should set a culture of sharing for the staff here".
Training	Can be performed as team-building, problem-solving, which have a positive side towards KM processes (Yahya & Goh, 2002)	K, M, and P strongly think that training is a supportive tool for KM success.

Table 6.14 (Continued)

The CSFs	Characteristics	Examples
		P stated: "I think the Secretariat should use ICT to make the best for KM. It can be in terms of training, CoP, or seminars".
		M state: "Training is a tool to build the staff to be as the Secretariat needs."
Network/CoP	Constitute both technological network and underlying social and organizational network, in terms of technology operation (Tiwana, 2002)	L, N, O, P, and S agree that network and Cop are the main factors for KM success.
		S states that "the network (and ICT) is an approach to support KM. The network enhances people's gathering to work together. Such a situation helps a lot for learning and, of course, sharing, which is the most important thing for KM".
ICT/KMS	Can be viewed as a network whole, comprising data sources, knowledge flow channels, and integrative technologies that bind them all together (Tiwana, 2002)	M, N, O, and P agree that ICT is an important factor for KM success. N stated that "ICT will help a lot to fulfill KM implementation."
		P stated: "I think that ICT is a kind of technological support, but the Secretariat has to make sure that it is really accessed by the staff. I

Table 6.14 (Continued)

The CSFs	Characteristics	Examples
		mean it is there but no one uses it. It is then useless to have ICT for KM".
Motivation	Encourage the staff to exchange knowledge in the group (Yahya & Goh, 2002)	A few respondents talked about motivation. They related this issue of motivation to incentive measures.
		Respondent L stated: "I do not think that it is that important one. After discussing, I think it might help a lot in KM success. I think it is like what we have now - KPIs. This measurement helps us to do KM in the right track. ("Are you sure?" asked the researcher.) It might be the right track because, at least, it is set by the CKOs or our leaders".
Process	-Things can be done with knowledge in the organization (Johannsen, 2000). -KM process to perform activities in crucial work so that employees can cooperate with each other through daily work and then this becomes common practices in the organization (Holsapple and Joshi, 2000)	Most of the staff does not have ideas about the KM process, but they think that it is an important thing, especially the sharing process. Respondent L: "… However, I agree with A that 'sharing' is the most important stage for the KM process. Personally, I often share my experiences regarding protocol at particular events with the CoP".

Table 6.14 (Continued)

The CSFs	Characteristics	Examples
		Respondent P: "I think that knowledge sharing is the most important process; I do not understand much about KM processes, but I think 'sharing' is a process that the Secretariat should pay more attention to".
		Respondent O: "I think knowledge sharing is the most important process. It is the heart of all because the main purpose of KM is to get staff's knowledge and experiences—not from a text. So, KM can be both right and wrong, not about the pure reasons".
		R stated: "I think the KM process is important thing, but it depends on the CKOs. … I think that knowledge application is more important than sharing because if they share but they do not know how to use it, it becomes useless".
KM Strategy	-Driving forces to KM success in organizations (Liebowitz, 1999)	None of them discussed this issue in detail.

Table 6.14 (Continued)

The CSFs	Characteristics	Examples
HRM	Help to recruit staff that fit the organization's culture (Davenport & Volpel, 2001)	Respondent O stated: "I do not know much about HRM, but I think they can recruit the right people to work here at the right place (Bureau)."
		Respondent R states that "… it is not an important factor for KM success."
		Respondent S stated that "… it depends on the Secretary-General or Deputy Secretary-General who is responsible for KM development at the Secretariat of the Senate."
Measurement	To demonstrate value and worthiness of the KM initiative to management (Ahmed et al., 1999)	Respondent L stated: "I at first did not think about it, but after discussing with you, I think it might help a lot in KM success. I think it is like what we have now—KPIs. This measurement helps us to do KM in the right track. ("Are you sure?" asked the researcher.) It might be the right track because, at least, it is set by the CKOs or our leaders".

Table 6.14 (Continued)

The CSFs	Characteristics	Examples
Organizational structure	To control variations in behavior among individuals, to determine positions that have decision-making authority, and to direct the flow of information among these positions (Hall, 1996)	Respondent M stated: "I do not think that structure will have much impact on the KM success.… I think the KM success depends on our categorization of what we have knowledge! It is not about the size of the organizational structure. It is not an important thing if we have a big or small-scale organization. As long as we can manage our data, knowledge can be transferred to the groups that really need it."

In conclusion, like the Secretariat of the House of Representatives, it can be divided into three groups of CSFs as follows.

    1) Most Important Factor: Leadership

    Most respondents agreed that ***leadership*** was the most important factor for KM success at the Secretariat of the Senate.

    According to Debowski (2006), KM requires strong leadership, which has a fundamental role in directing and shaping an organization by providing a sense of direction, vision, and purposes for all members. Some organizations allocate responsibility for coordinating and leading KM to the CKOs. Accordingly, the CKOs' job description is an integration of KM within the organization (Tiwana, 2002). This goes along with what a number of respondents stated as follows:

    O: "I do not want to say anything that disagrees with K and L, but in my view, I think that leadership is the most important thing of all. I mean both our Secretary-General should pay more attention to this point. I hope she can be our role model to show all the staff how to learn and improve ourselves, working in this organization".

S: "Like O said, I think leaders can be our role model, but I do not think we have ones here".

T: "The first factor is leaders/CKOs".

2) Important Factors: Culture, Training, Network/CoP and ICT

Apart from leadership, the other important factors for KM success were culture, training, network/CoP, and ICT. This group of CSFs gained over 50 percent of the agreement for being important factors for KM success. They are described in detail as follows:

For culture, the first thing to do KM is about changing the organizational culture to one of learning (Dalkir, 2005). An organizational culture shares and understands the relationship and work practices that determine how things are done in the workplace (Alter, 1999). This goes along well with what respondent K stated: "What the Secretariat should do now is change the staff's attitude towards KM so that it will increase a number of the staff members to participate in KM activities. The rest of them can be supportive factors."

For training, according to Yahya and Goh (2002), every organizational member must be aware of the needs to manage knowledge and take it as a key asset for the viability of the organizations. This implies that a number of proper training programs should be provided to the members of the organization. Through these training programs, organizational members can learn about the concept of KM, and help them to frame common perceptions of how they will think, define, and manage knowledge. Respondent M stated that "training is a tool to build parliamentary staff members for what the Secretariat wants to use them for".

For networking/CoP, the networking tools are used to analyze groups and to find how organizational members interact with each other, and the CoP refers to the process of social learning that occurs when people, who have a common interest in some subjects, collaborate over an extended period to share ideas and find solutions (Tiwana, 2002). In this respect, most respondents agreed that the network was one of the most important factors for KM success. Respondent S thinks that the "network is an approach to support KM. The network enhances people gathering to work together. … Such a situation helps a lot for learning and sharing, and the latter is

the most important thing for KM in my view." What s said was matched with what Tiwana (2002) stated, as an individual will find a way to participate in the KM activities set by the Secretariat and learn to know each other.

For ICT, KM can support and influence the users' acceptance of knowledge. In this respect, it needs a system called the "KM system" (KMS), which provides technological support for efficient KM. Thus, the requirement of KM is KMS (Lytras et al., 2008). Respondent S stated that (network and) ICT is one of the important factors for KM success. In this respect, interviewee S tried to connect the importance of social networking and using ICT to support the KM at the Secretariat. Also, respondent N and P strongly agreed that ICT is a supportive tool for K success. To this end, it corroborated with respondent P's saying: "I think the Secretariat should use ICT to make the best for KM. It can be in terms of training. … I think that ICT is a kind of technological support, but the Secretariat has to make sure that it is really accessed by the staff. I mean it is there but no one uses it. It is then useless to have ICT for KM."

3) Moderate Factors: Motivation, Process, Strategy, HRM, Measurement, and Structure

The rest of them were motivation, process, KM strategy, HRM, measurement, and structure. All of them were less mentioned by the respondents. For example, motivation and training shared the same rate of 50 percent of agreement for being an important factor for KM success, but in the interviews and discussions the latter factor gained more attention from a number of respondents. The rest of them were less than 50 per\cent of the said agreement. This is described in detail as follows.

For motivation, the motivational aids should be focused on incentive systems, which focus on knowledge sharing and teamwork to create a knowledge-based organization (Yahya & Goh, 2002). Also, it will help to stimulate positive performance and provide a culture that brings about effective KM in the organizations. If incentives are given to a group of organizational members, it will encourage them to exchange their knowledge in the group. In this respect, respondent L stated the following: "I at first did not think about it, but after discussing with you, I think it might help a lot in KM success. I think it is like what we have now—KPIs. This measurement helps us to do KM in the right track. ("Are you sure?" asked the

researcher) It might be the right track because, at least, it is set by the CKOs or our leaders." This means they know that measurement can make them work together, but they do not clearly understand what measurement can be.

For process, it refers to things that can be done with knowledge in the organization (Johannsen, 2000). The staffs at the Secretariat of the Senate believe in the KM process as seen in the following:

Respondent L: However, I agree with A that 'sharing' is the most important stage for the KM process. Personally, I often share my experience, regarding protocol at particular events with the CoP".

Respondent P: "I think that knowledge sharing is the most important process; I do not understand much about KM processes, but I think '"sharing" is a process that the Secretariat should pay more attention to".

Respondent O: "I think knowledge sharing is the most important process. It is the heart of all because the main purpose of KM is to get the staff's knowledge and experiences—not from a text. So, KM can be both right and wrong, not about the pure reasons"

From the above excerpts, it can be seen that most respondents agreed that "knowledge sharing" was the most important process in the KM process.

Organizational/KM strategy is one of the driving forces for KM success in organizations (Liebowitz, 1999).

The role of HRM in KM is one of the important factors for KM implementation success (Davenport and Volpel, 2001). This paper focused on the issues of recruitment, development, and retention. In this respect, nevertheless, none of the participants seriously discussed this issue. Most of them thought that HRM depends on the CKOs. Therefore, it will not be that much important one of the CSFs. It corroborated with respondent S state: "… it depends on the Secretary-General or Deputy Secretary-General who is responsible for KM development at the Secretariat of the Senate".

Measurement enables organizations to track the KM processes and determine benefits and effectiveness. It acts like a data-collection system that gives

data and information for an activity or a situation. It also provides a basis for organizations to improve, evaluate, control, and compare the KM performance (Ahmed et al., 1999). In this respect, respondent L stated the following: "… I think it might help a lot in KM success. I think it is like what we have now—KPIs. This measurement helps us to keep KM on the right track. ("Are you sure?" asked the researcher.) It might be the right track because, at least, it is set by the CKO or our leader." As a few respondents talked about measurement during the interviews and discussions, I then concluded that the CKO can "improve, evaluate, control, and compare the KM performance," as Ahmed et al. stated.

Organizational structure implies establishing a set of roles and teams to perform knowledge-related tasks (Davenport et al., 1998). Also, it functions to control variations in the behavior among individuals, to determine positions that have decision-making authority, and to direct the flow of information among these positions (Hall, 1996). Few respondents talked about "structure." They understood that it was about the "size" of the organization. After discussing, the researcher knew that most of them did not even know how many Bureaus there were in three groups at the Secretariat of the Senate. Accordingly, the researcher showed them the organizational chart, and they then understood the relations among the Bureaus. However, all still agreed that organizational structure did not matter, but the set of roles and teams to perform knowledge-related tasks, as stated by Davenport et al., did.

To answer question number 4, as with the Secretariat of the House of Representatives, there were 11 CSFs for KM success. They were: 1) leadership, 2) culture, 3) training, 4) network, 5) ICT, 6) motivation, 7) process, 8) strategy, 9) HRM, 10) measurement, and 11) structure. These CSFs can be categorized into three groups—most important (leadership), important (culture, training, network/CoP and ICT), and moderately important (motivation, process, strategy, HRM, measurement, and structure). Ninety percent of the staff thought that leadership was the most important factor because they thought that KM was set by human beings and that the leaders in the office should act as the CKO and lead them to the right direction in terms of KM implementation. This idea goes well with that of Rao (2005), who stated that leadership is about the top management.

6.4 Comparison and Interpretation of KM Implementation in Terms of its Characteristics, Processes, Outcomes, and the CSFs between the Secretariat of the House of Representatives and the Senate

To answer research questions numbers 1-5, it is useful to compare the findings in terms of KM elements, as shown in the table below.

Table 6.15 Comparison of the Secretariat of the House of Representatives and Senate, in Terms of KM Elements

KM Elements	Secretariat of the House of Representatives	Secretariat of the Senate
Characteristics	Process-based KM, in terms of top-down management approach, where the assignment will be conducted by the CEOs to the staff.	Process-based KM, in terms of knowledge transferring (tacit to explicit) from one to others.
Processes	Knowledge acquisition Knowledge creation Knowledge storage Knowledge transfer Knowledge application	Knowledge acquisition Knowledge creation Knowledge storage Knowledge transfer Knowledge application
Outcomes	LO Day	KM Day
The CSFs	Can be divided into three groups: A)Most important Leadership B) Important CSFs ICT, culture, network / CoP, training, and motivation C) Moderate CSFs Strategy, Structure, HRM, Measurement, and Process	Can be divided into three groups: A)Most important Leadership B) Important CSFs culture, training, network / CoP, ICT, and motivation C) Moderate CSFs Process, Strategy, HRM, Measurement, and Structure

Based on the given information from the findings, it can be used to answer the research questions as follows.

6.4.1 KM Characteristics

Research question 1: How do KM characteristics affect the KM implementation at the Thai Parliament?

The study delves into the KM characteristics at both the Secretariat of the House of Representatives and the Senate and found that both Secretariats see process-based KM as their KM characteristics. Generally, the parliamentary staff members at the Secretariat of the House of Representatives mostly do not understand what exactly KM characteristics can be, whilst the staff at the Secretariat of the Senate has a much better understanding of KM characteristics. At the Lower House, the staff's view of the KM characteristics is unclear. They think that it is the CKO's function or a top-down-management approach. Respondent A from the Lower House is the best example when he stated: "I think it is top-down management of the CKOs. The staff should learn more about tacit and explicit knowledge." Importantly, most of the staff thought in the same way—that based on this process-based KM, as a KM characteristic, the Secretariat should concretely transform tacit knowledge to explicit knowledge. At the Upper House, the staff sees complexity as a KM characteristic. One respondent stated: "I agree that the characteristic of knowledge in the Secretariat is complexity. This might be because of the different background of the staff. For some, they might go well with the area of education. For others, political issues might be their cup of tea. … So, KM belongs to all, not just to the CKOs. … I think the Secretariat should set a system that can collect information systematically and make it much easier to access." Another respondent stated: "I think a KM characteristic is freely learning; I mean each staff member can learn as he or she wants." It can be said that the staff at the Secretariat sees the KM characteristic as a process of learning.

Based on the abovementioned finding, it is clear that process-based KM represents an approach to KM implementation at the Thai Parliament. According to Binney (2001), process-based KM is based on work-practices, procedures or methodology, and sees knowledge as assets, and it can be improved through lessons, learned sessions, and internal best practice selection. The implementation of KM at

the Thai Parliament is based on work practices (i.e. top-down management) and procedures (i.e. free learning). Importantly, it can be improved through its internal best practice selection (i.e. knowledge transferring).

6.4.2 KM Processes

Research question 2: How do the parliamentary staff members deal with the KM processes at the Thai Parliament?

The study delved into the KM processes at both Houses, and found that there were five stages of KM processes in the staff's perception: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application. At the Lower House, most of the staff things that the KM processes should have three stages—a) getting experience, b) using experience, and c) analyzing and extending those experiences (telling others about them) (see Respondent C). This can be referred to as Knowledge acquisition (getting experience), Knowledge transfer (using experience), and Knowledge application (extending those experiences). As with the Lower House, the staff at Secretariat of the Senate sees the KM processes in four stages: access to knowledge by individuals, transfer of knowledge, storage of knowledge, and developing that knowledge for the tasks (see Respondent L), and brainstorming, grouping ideas, distributing information, and evaluating information (see Respondent O). This can be referred to as Knowledge acquisition (brainstorming), Knowledge creation (grouping ideas), Knowledge storage (accessing knowledge by individuals), Knowledge transfer (distributing information), and Knowledge application (developing that knowledge for tasks).

The staff's perception towards KM processes at the Thai Parliament focuses on five stages, as mentioned above. Although they sometimes do not know what stage they are working at, they can perform well as their supervisors instruct them. Accordingly, they deal with process by process as they are told to join. For example, "I don't understand the KM process". As I joined the activities on LO Day, I have found that sharing and learning from others is so important, but the application (of knowledge) is also important," stated Respondent I. Another example is the following: "I think that knowledge sharing is the most important process; I do not understand much about KM processes, but I think 'sharing' is a process that the

Secretariat should pay more attention to". When we bring all 'good' together, we will get the best practice for doing efficient performance. Also, I think that the Secretariat should define what each process will be so that the staff can follow each process. It is worth noting here that 'easy atmosphere' is not concerned with 'knowledge sharing' at all," stated Respondent P. In short, the parliamentary staff members learn from the best practice they are getting involve with KM processes.

6.4.3 KM Outcomes

Research question 3: How can KM outcomes support the KM implementation at the Thai Parliament?

The study delved into the KM outcomes at both Houses, and found that the activities such as LO Day (for the Lower House) and KM Day (for the Upper House) were KM outcomes in the staff's perception. At the Lower House, most of the staff thought that the concert outcome was LO Day. Among Respondents A – J, only Respondent F did not say that the LO Day was a KM outcome. F stated the following: "I think that the group of data uploaded at the website is such useful information, and this is an outcome of KM activity. I always access the website and look at the updated information. For example, I often look at the "insight" information from the intranet at the website of the Secretariat." In this respect, what F means is that the KM outputs (i.e. KM corner in website, KM database) all support the KM outcomes via LO Day. Like the Lower House, the Secretariat of the Senate has KM Day as its KM outcome. Among Respondents K – T, only Respondent P did not mention KM Day. Respondent P stated the following: "I think that the Secretariat does not have a systematic categorization of knowledge. Having 'a Handbook' is just a little part for being an outcome. I personally think that 'rotation' among the staff in the Bureau might help to manage knowledge in terms of effectiveness. When the staff has knowledge beyond its responsibility, the Secretariat can be a 'professional organization' as a whole." In this respect, the 'Handbook' is a KM output that supports the KM outcomes at the Upper House.

Both the LO Day and KM Day take an important part in the KM implementation of the Thai Parliament. Such learning activities in the events of the learning days at the two Secretariats support the aim of the organization, in terms of

an attempt to push the Thai Parliament to be a learning organization. In such events, the parliamentary staff members will gather together at the hall of the main parliament building to learn, exchange, and share what they know and to learn what they do not know yet. This is well-suited implementation with Apisra Anongkhanatrakul (2004), who stated that knowledge outcomes refer to the changes that result from knowledge processes. They are of value for the recipient of knowledge and ultimately for the organization (i.e. newly-acquired knowledge, new product success, satisfaction of workers, and performance of work).

6.4.4 The CSFs

Research question 4: Why has leadership become the most important CSF for KM success at the Thai Parliament?

The study delved into the CSFs at both Houses, and found that leadership was the most important factor for KM success at the Thai Parliament. There were 11 factors for KM success at both Houses. They were: 1) leadership, 2) ICT, 3) culture, 4) network, 5) training, 6) motivation, 7) strategy, 8) structure, 9) HRM, 10) measurement, and 11) process. These CSFs can be categorized into three groups—a) the most important CSF, which is leadership in both Houses, b) the important CSFs, which are ICT, culture, network, training for the Lower House and culture, training, networks / CoP, and ICT for the Upper House, and c) moderately-important CSFs, which are motivation, strategy, structure, HRM, measurement, and process for the Lower House, and motivation, process, strategy, HRM, measurement, and structure for the Upper House.

Among these CSFs, what Respondent D stated shows how the parliamentary staff members believe that leadership is a role model for KM implementation at the Thai Parliament: "I strongly believe that our Secretary-General, Deputy Secretary-General, including all the executives in the office provide us with all good things. Therefore, KM is one of the good things they give us." Another example is the following: "I think that leadership is the most important thing of all. I mean both Secretaries-General should pay more attention to this point (KM). I hope she can be our role model to show all the staff how to learn and improve ourselves, working in this organization," stated Respondent O.

It can be said that the leader is set as the role model for all the staff. If the CKO understand and perform well in KM, the other factors can be set in the right way to be used for KM implementation.

6.4.5 Different Approach

Research question 5: What is the difference between the approach of KM implementation at the Secretariat of the House of Representatives and the Senate of the Thai Parliament?

According to the given information gained from the findings (see Table 6.15), there were some parts of KM implementation at both Houses that were the same, as follows:

1) Both Houses have the same KM characteristic: a process-based approach.

2) Both Houses believe that KM processes contain five stages: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application.

3) Both Houses participate in the LO Day / the KM Day as their KM outcomes.

4) Both Houses believe that leadership is the most important CSF for KM success.

It can be said that there are no different aspects of KM implementation at either Secretariats of the Thai Parliament.

6.5 The Assumptions

In Section 1.5, Chapter 1, the assumptions of the study were presented as follows.

1) Assumption 1: Most parliamentary staff members do not understand well KM characteristics. Some of them think that KM is about the opportunity to share their knowledge. Hence, KM characteristics must be concerned with the process of knowledge sharing. In short, it is likely that the KM characteristics at the Thai Parliament are based on a KM-processed approach.

This assumption was on the right track, as the findings showed that the majority of the parliamentary staff members believe that the KM characteristic at Thai Parliament was about a process-based approach. Although the staff at the Secretariat of the House of Representatives may not understand exactly what the KM characteristics are, most of them can say clearly that it is about having tacit and explicit knowledge (16 respondents or 76%), leadership (15 respondents or 71%), freely learning (15 respondents or 71%), process-based KM (14 respondents or 66%), top-down management (8 respondents or 38%), and developmental KM (4 respondents or 19%). That was for the first round of the survey-questionnaire. The findings for the second round of the survey questionnaire suggested that most parliamentary staff members still believe that the KM characteristic is about having tacit and explicit knowledge. The results of the survey provided the following information: having tacit and explicit knowledge (16 respondents or 76%), leadership (15 respondents or 71%), freely learning (15 respondents or 71%), process-based KM (14 respondents or 66%), top-down management (8 respondents or 38%), and developmental

As with the Secretariat of the House of Representatives, the staff at the Secretariat of the Senate think that the KM characteristics are as follows: freely learning (15 respondents or 71%), leadership (14 respondents or 66%), process-based KM (10 respondents or 47%), top-down management (8 respondents or 38%), knowing tacit knowledge and explicit knowledge (8 respondents or 38%), and developmental KM (4 respondents or 19%). That is for the first round of the survey questionnaire. The results of the second round of the survey questionnaire showed that the KM characteristics were: leadership (10 respondents or 83%), top-down management (9 respondents or 75%), freely learning (9 respondents or 75%), process-based KM (8 respondents or 66%), knowing tacit and explicit knowledge (5 respondents or 41%), and developmental KM (2 respondents or 16%). Based on this ground, having tacit and explicit knowledge, freely learning and leadership can be the KM characteristics of the staff at the Thai Parliament, undoubtedly. This also is an answer to the assumption that "most parliamentary staff members do not understand well KM characteristics."

Then, in the in-depth interviews, most of the respondents thought that process-based KM was its characteristic at the Secretariat of the House of Representatives, as they stated: "KM is a kind of top-down management that is firstly done by a group of the appointed staff and transmitted the practices of others in the Secretariat. KM is one of the strategies of the Secretariat to develop parliamentary staff members to be able to deliver their best services to the MPs, so it is then set by the CEO and CKO in the Secretariat for the right direction". Likewise, the respondents from the Upper House also thought that process-based KM was its characteristic at the Secretariat of the Senate, as they stated: "I think we should pay attention to the processes with which we have transformed our knowledge at the Secretariat. Sharing is the best way for learning; it will lead to efficient performance, especially in the same field". Lastly, in the focus-group discussion, the idea that process-based KM was the KM characteristic at the Thai Parliament was corroborated by the respondents from both Secretariats as follows:

M: "I think we should have focused on tacit and explicit knowledge. The Secretariat should put more effort into transforming tacit knowledge into explicit knowledge".

S: "KM characteristics should be transferring knowledge from one (tacit) to another (explicit), especially in a friendly atmosphere".

The above-mentioned excerpt is the best answer for assumption 1.

2) Assumption 2: Most parliamentary staff members do not know what the KM processes really mean. They just work as they are assigned by their supervisors. However, most of them think that knowledge sharing (KS) is the most important stage in all KM processes.

The assumption is right, that "most parliamentary staff members do not know what the KM processes really mean," as one of the respondents stated: "I have never known about the process of KM before - what is it about? … I was assigned by my director (immediate boss) to join the KM team of the Bureau to take part in the KM team of the Secretariat, but I do not know what process I had been to". Most also think that there are five stages in KM processes: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application. Among these processes, most of the staff thinks that sharing is the most important stage. Examples from the respondents follow:

K: "KM processes are capturing information, generating ideas, storing information, distributing information, and applying information/implementation and assessment."

L: "I think there are four stages of KM processes in the Senate Secretariat—access to knowledge by individuals, transfer of knowledge, storage of knowledge, and developing that knowledge for the tasks."

O: "Fours stages of KM processes should be implemented – brain-storming, grouping ideas, distributing information, and evaluating information."

S: I think that the organization should pay more attention to persuading the staffs to share its knowledge with others as much as they can so that we can become a learning organization (LO).

Although most of the staff does not know exactly what the processes are and which stage they are working at, they still have an idea that knowledge sharing is the most important stage of all; and this is the answer to assumption 2.

3) Assumption 3: Most parliamentary staff members do not realize what the KM outcome is at the Thai Parliament. They just need to do KM for a social obligation, like other Bureaus in the Secretariats. They just need to be the best Bureau and get certification on the Learning Organization Day (LO Day) or the Knowledge Management Day (KM Day).

The assumption was right, that "most parliamentary staff members do not realize what the KM outcome is at the Thai Parliament." Even worse, it is quite difficult for them to distinguish between "output" and "outcome." Mostly, the respondents thought that the LO Day (in the Lower House) and the KM Day (in the Upper House) were the KM outcomes at the Thai Parliament. Some respondents also mentioned about the KM corner at the parliamentary website, the KM database in the intranet of the Secretariats, and image of organization and better understanding of knowledge at the secretariats, which are KM outputs that support the KM outcomes at the event of the learning organization day at the Thai Parliament.

Importantly, the assumption was right, that most parliamentary staff members do not want to do KM, but "they just need to do KM for social obligation,

like other Bureaus in the Secretariats. They just need to be the best Bureau and get certification on Learning Organization Day (LO Day) or Knowledge Management Day (KM Day)". This assumption was supported by the perceptions of a number of respondents as follows:

E: "… the first outcome I can think of is the LO Day - the event where the staff enjoys exchanging knowledge with other colleagues. Above all, you know, I am so proud that we (the three Bureaus of Foreign Affairs) won the 'Best Practice' awards on LO Day for many years".

F: "I think that the data uploaded at the website is such useful information, and this is an outcome of KM activity. I always access the website and see the updated information. For example, I often look at 'insight' information from the intranet at the website of the Secretariat".

G: "I think this event (LO Day) is the best activity for all. Each year, we come to learn and share with each other. I enjoy myself so much. Last year, we dressed in ASEAN costumes, you see; so many colleagues made a visit to our booth of foreign affairs.… Moreover, I see that the staff participated in various games and they kept smiling and learned to share with others. It is an outcome because of KM, I think. … For me, this is beyond the 'Best Practice' awards I have received from the LO Day for any years".

Respondent E, F, and G talked about 'best practice,' which can be interpreted as a 'social obligation' in this circumstance. That means that they do not know exactly or want to participate in such an event of learning, but they need the "award" (in the form of a certification), as Respondent E mentioned during the in-depth interview session; and this was the best answer to assumption 3.

4) Assumption 4: As mentioned, most parliamentary staff members did not consider KM processes as an important thing. They see the Chief knowledge Officer (CKO) as the most important factor for KM success. In other words, they do not trust in processes but in leadership.

The assumption is right to say that *"most parliamentary staff members do not consider KM processes as an important thing. They see the CKO as the most*

important factor for KM success." A number of respondents corroborated this assumption, as they stated:

B: "I believe that all is set by the leader, especially the top-ranking staff member - The Secretary-General. I do believe that most staff members do not understand what KM is and they are just a group of good followers that willingly do everything set by the executives (Secretary General / the CKO)."

D: "The leader is everything. … I strongly believe that our Secretary-General, Deputy Secretary-General, including all of the executives in the office, provide us with all good things. So, KM is one of the good things they give us".

E: "Leadership is the most important factor because I believe that the CKOs in the Secretariat are everything for KM".

G: "I think that the CKOs in the Secretariat will make the plan and establish the policy regarding this matter (KM)".

M: "For the CKO, they will set a KM trend to the staff to follow".

Q: "For leadership, "I think it is a challenging task for the CKO to achieve KM success. I think they need cooperation from every section, especially the implementers".

The above-mentioned excerpt is the answer to assumption 4.

5) Assumption 5: As each Secretariat has its own approach to performing KM, the Secretariat has its own approach to performing and managing KM. It might be the same or a different practice, but it aims to be a learning organization.

The assumption was right, that "each Secretariat has its own approach to performing KM; the Secretariat has its own approach to performing and managing KM. It might be the same or a different practice, but it aims to be a learning organization". The finding showed that there is no different practice for the two Secretariats (see sub-section 6.4.5). Both Secretariats have the same KM characteristic: a process-based approach, containing five stages in the KM processes (knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer,

and knowledge application), having the LO Day/the KM Day as their KM outcomes, and lastly believing that leadership is the most CSF for KM success. Importantly, both Secretariats aim to be a learning organization (the Thai Parliament), as seen through the events of the LO Day and the KM Day; and this is the answer for assumption 5.

6.6 Analysis: KM Context at the Thai Parliament through Scott's Institutional Model

6.6.1 KM Omplementation at the Thai Parliament using Scott's Elements of the Organization

According to Scott (1987 as cited in Jaffee, 2001) the elements of an organization are social structure, participants, goals, technology, and environment. Social structure refers to those activities, relationships, and interactions that take on a regular pattern. It can be categorized as a formal and informal social structure. For participants, they are humans that "people" the organization because the organizations depend on human labor and because humans do not put forth their labor automatically when they come to an organization or organizations; the organizations and the owners face an endless challenge of trying to figure out how to extract this human energy. Regarding goals, the goals of the organization are the "conceptions of desired ends;" that is, what is the organization trying to achieve? For technology, it is a means used by the organization to transform the raw materials of the organization. The organization will use particular techniques (i.e. methods, machines, software, and computers) to process resources and materials. Therefore, this element is important because it shapes many other aspects of the organization, i.e. the labor process, social structures, and participants. The environment refers to all things outside the organization that are shaped by (or influenced) a particular organization. Table 68 below shows the KM implementation at the Thai Parliament using Scott's elements of organization model.

Table 6.16 KM Implementation at the Thai Parliament Using Scott's Elements of the
Organization

Scott's Organizational Elements	Scott's meaning	KM at the Thai Parliament
Social structure	- The activities, relationships, and interactions that take on a regular pattern	- Top-down management - The CKO's authority -Relationship between the CKO and the parliamentary staff
Participants	- Humans that "*people*" the organization because the organizations depends on human labor power	- The parliamentary staff, assigned KM team, director, the CKO, Secretary-General
Goals	-Conception of desired ends; that is, what is the organization trying to achieve?	- To share knowledge among the staff members
Technology	- A means used by the organization to transform the raw materials of the organization	- ICT, which is supportive of KMS
Environment	- All things outside the organization that are shaped by a particular organization	- Other 20 Bureaus - Interaction, in terms of KM, between the two Secretariats

6.6.2 KM Implementation at the Thai Parliament through Scott's Normative Pillar

The researcher then adapted KM at the Thai Parliament to the institutional elements in order to see how KM works in the setting of the Thai Parliament. According to Scott (2014), institutions comprise regulative, normative, and cultural-cognitive elements. Institutions exhibit stabilizing and meaning-making properties because the processes are set in motion by regulative, normative, and cultural-cognitive elements. Furthermore, institutions are "dead" if they are only represented

in verbal designations and in physical objects. To an institutionalist, knowledge of what has gone before is vital information. The insights of our predecessors provide the context for current efforts (Scott, 2014). Accordingly, it is worth using Scott's model to explain KM implementation in terms of how the KM is implemented at the Thai Parliament and how it can be made to work better.

In this respect, the three pillars of institutions the varying emphases of institutional theorists as: 1) the regulative pillar stresses explicit and formal pressures on organizations and behaviors that are often backed up by sanctions of punishment and reward; 2) the normative pillar influences organizations and behavior on the basis of social obligations and expectations about the appropriate way to organize and carry out activities; and 3) the cognitive pillar shapes organizations and behavior through common understanding and taken-for-granted assumptions and premises (see Table 6.16).

Table 6.17 Scott's Model of Institutional Pillars and the Distinguishing Criteria

Distinguishing Criteria	Three Pillars of Institutions		
	Regulative	**Normative**	**Cognitive**
Basic compliance	Expediency	**Social obligation**	Taken-for-granted, Shared understanding
Basis of order	Regulative rules	**Binding experiences**	Constructive schema
Mechanisms	Coercive	**Normative**	Mimetic
Logic	Instrumentality	**Appropriateness**	Orthodoxy
Indicators	Rules, laws, sanctions	**Certification, Accreditation**	Common beliefs, Shared logics of action, Isomorphism
Affect	Innocence / Fear	**Honor/Shame**	Confusion/Certainty
Basis of Legitimacy	Legally sanctioned	**Morally governed**	Comprehensible, Recognizable, Culturally supported, conceptually correct

Source: Adapted from Scott, 2014, p. 60.

It should be noted here that, for the three contrasting models of institutions, it is not possible to associate any of the disciplines uniquely with any of these models. After applying the KM implementation in the context at the Thai Parliament, the normative pillar was the right pillar for legitimacy claims. The normative concept of institutions has been embraced by a number of scholars, i.e. Durkheim, 1949; Cooley, 1956; March and Olsen, 1984; Selznick, 1948 as cited in Scott, 2014. Among these scholars, March and Olsen (1984, p. 21 as cited in Scott, 2014, p. 65) embraced a primarily normative conception of institutions as stated in the following:

> The proposition that organizations follow rules, that much of behavior in an organization is specified by standard operating procedures, is a common one in the bureaucratic and organizational literature. … It can be extended to the institutions of politics. Much of the behavior we observe in political institutions reflects the routine way in which people do what they are supposed to do.

The idea of the above excerpt of the normative elements can be extended to the Parliament as a political institution. Additionally, it can be applied to KM implementation at the Thai Parliament as the normative pillar follows the rules of much of the behavior in the organization. According to March and Olsen (1984), the said rule is quite broad, including normative elements—routines, procedures, conventions, roles, strategies, organizational forms, and technologies, beliefs, paradigms, codes, cultures, and knowledge.

In this respect, it is explicitly seen that the staff focus stresses the centrality of social obligation. To elaborate this point, March and Olsen stated that "to describe behavior as driven by rules is to see action as matching of a situation to the demands of a position. … Rules define relationships among roles in terms of what an incumbent of one role owes to incumbents of other roles" (March & Olsen, 1984, p. 23 cited in Scott, 2014, p. 65). The details of each criterion in the normative pillar can be presented as follows:

1) Basic Compliance: Social Obligation

In the context of KM at the Thai Parliament, basic compliance with KM implementation is seen through social obligation (normative). In this respect, the parliamentary staff behavior is driven, accordingly, by rules, which is seeing performance as matching KM implementation by the CKOs (as leaders) and the parliamentary staff members (as implementers). Importantly, they are not forced to do (regulative) or just take it for granted (cognitive). Intrinsically, this complies with Scott's elements of the organization in terms of social structure.

2) Basic of order: Binding experiences

At the Thai Parliament, the parliamentary staff members gather together on LO Day and KM Day. This corroborated with the normative pillar in terms of binding experiences because the staff members that participate in such events will share their experiences and learn new things together. This is just binding experience (normative) for them. There is no regulative rule (regulative) for the staff to bind their experience, but they intend to participate in the events as a norm. However, it is a slightly constructive scheme (cognitive) because their participation brings about new knowledge for KM implementation.

3) Mechanism: Normative

In the KM implementation, the staff performs KM from their points of view, as a norm (normative). They are neither forced to do their work (regulative) nor would they like to imitate their colleagues (cognitive).

4) Logic: Appropriateness

There is no coercive demand in using any instrumentality for the staff to participate in the KM implementation (regulative). Also, the staff does not have faith in their participation in the KM implementation set by the Thai Parliament (orthodoxy). The fact is that the staff does participate in the LO Day and KM Day on their own (appropriateness).

5) Indicator: Certification

Most of the staff members that participate in KM implementation need certification as evidence of KM participation. Furthermore, the Thai Parliament provides a "best practice" award for any groups that can perform their knowledge well. This practice goes well with the normative pillar.

6) Affect: Honor

The effect of participating in the KM implementation and performing it so well is that the participants will receive an honor by winning the best team / group on the LO Day or the KM Day. This corroborated with the normative pillar.

7) Basic of legitimacy: Morally governed

At the Thai Parliament when the staff does not participate in KM implementation, there is no sanction at the Thai Parliament (regulative). Also, there is no culturally-supported method to persuade the staff to participate in such events (cognitive). However, the basic legitimacy of the participation in KM implementation is a morally governed method (normative), which means that the staff willingly participates in KM implementation as it is an honorable practice to take account into it.

6.6.3 KM Implementation at the Thai Parliament through Scott's Varying Carriers

Apart from the distinguishing criteria, Scott's varying carriers are: 1) symbolic systems, 2) relational systems, 3) activities, and 4) artifacts. Scott (2014) describes each carrier as follows:

1) Symbolic systems: The symbols of interest include the full range of rules, values and norms, classifications, representations, frames, schemas, prototypes, and scripts used to guide behavior;

2) Relational systems: The systems that rely on patterned interactions connected to networks of social positions;

3) Activities: Social actions are structured in institutional settings, including roles and jobs; and

4) Artifacts: It is discrete material object, produced or transformed by human activity, under the influence of the physical and/or cultural environment.

Table 6.18 Scott's Varying Carriers in the Model of Institutional Pillars

Carrier	Pillars		
	Regulative	**Normative**	**Cognitive**
Symbolic systems	-Rules -Laws	**-Values** **-Expectations** **-Standards**	-Categories Typifications -Schemas -Frames
Relational systems	-Governance systems, -Power systems	**-Regimes** **-Authority systems**	-Structural isomorphism -Identities
Activities	-Monitoring -Sanctioning -Disrupting	**-Roles, jobs** **-Routines** **-Habits** **-Repertoires of collective action**	-Predispositions -Scripts
Artifacts	-Objects complying with mandated specifications	**-Objects meeting conventions, standards**	-Objects possessing symbolic value

Source: Adapted from Scott, 2014, p. 96.

The analysis of each carrier in the normative pillar can be presented as follows:

1) Symbolic System: Values

In this respect, values can be applied to all parliamentary staff members to select types of actors. Accordingly, this gives rise to roles (i.e. the CKO, directors, parliamentary staff). Roles are conceptions of appropriate goals and activities for particular individuals or specified social positions.

2) Relational System: Authority Systems

Normative systems are typically viewed as imposing constraints on social behavior, and so they do. In the meantime, the systems empower and enable

social action. For example, KM enables the CKO to perform their role, as the staff expects them to work as a role model. This normative system forces the CKO to engage in social action. The normative system confers rights, responsibilities, privileges, duties, and mandates to the incumbents.

3) Activities: Roles

For the intuitionalists in the normative pillar, social actions are structured in institutional settings, including roles. In other words, roles can be formally constructed. For example, the CKOs are appointed by the Secretary General of the Secretariat of the House of Representatives to manage the KM in the organization. Additionally, roles can emerge informally through the interaction to guide behavior. The parliamentary staff members from each Bureau come to exchange and share their knowledge and experience on the KM Day or the LO Day.

4) Artifacts: Standards

According to Scott (2104), an artifact (as carrier) is the object produced by activity. It includes the complex technologies embodied in both hardware and software. To apply this to the KM implementation at the Thai Parliament, it can be referred to as the technology that comes to take a major role in KM implementation as the Thai Parliament employs technology to support KM implementation at both Secretariats, such as with the KM database. This is well-suited with Scott (2014, p. 104) as he states: "technology is also shaped by normative processes".

6.7 Synthesis: Establishing Relations

Based on the findings in each KM element via the four phases, it is helpful to synthesis them all and establish the constructive relations among these KM elements. Accordingly, the information from both Secretariats then was intrinsically integrated as a model for KM implementation, as shown in Figure 25.

The CSFs

(Most important)

Leadership

(Important)

ICT

Culture

Network/CoPs

Training

Motivation

(Moderate)

Strategy

Structure

HRM

Measurement

Process

KM Characteristics: *Process-based KM*

-**Top-down management**

-Transferring knowledge

-improved by lessons learned

KM Processes

(1) Knowledge acquisition

(2) Knowledge creation

*(3) **Knowledge storage***

(4) Knowledge transfer

(5) Knowledge application

KM implementation at the Thai Parliament

Figure 6.1 Establishing Relations of KM Elements to Its Implementation

According to Figure 6.1, the established model starts with the CSFs, and the study found that leadership was the most important CSF of all factors. The rest of them can be categorized into two groups: important (i.e. ICT, culture, network, training, and motivation) and moderate factors (i.e. strategy, structure, HRM, measurement, and process). These CSFs directly affect the KM processes, which has five stages, at the Thai Parliament. For example, the CKOs will perform their leadership by setting a particular number of stages for KM processes to be applied for the Thai Parliament. Consequently, the KM processes bring about KM outcomes (i.e. newly-acquired knowledge), accordingly. All in all, in the researcher's view, if the Thai Parliament knows well its KM characteristic, it will help support KM implementation with the right approach. For example, if the Thai Parliament realizes that process-based KM is its outstanding characteristic, the CKO can pay more attention to KM processes; the findings showed that most of the staff thinks that KS is the most important stage for KM implementation. In such a case, the CKOs can make a plan for KM implementation, KS in particular. Each KM element is eventually combined for effective KM implementation.

6.8 Concluding Summary

This chapter is comprised of an analysis, interpretation, and synthesis of the study, which brings about the answers for the research study. It begins with answering research questions 1 - 4, and then the study compares the findings from both Secretariats to see what they have in common or what different practices they have regarding KM implementation. The results were as follows 1) both Houses have the same KM characteristic: a process-based approach; 2) both Houses believe that KM processes contain five stages: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application; 3) both Houses participate in LO Day/KM Day as their KM outcomes; and d) both Houses believe that leadership is the most important CSF for KM success. Next is the final chapter, which contains the conclusion and contributions and recommendations of the study. Additionally, the final reflection of the study by the researcher is presented.

CHAPTER 7

CONCLUSIONS, CONTRIBUTIONS, AND RECOMMENDATIONS

7.1 Introducing the Chapter

In this chapter, the conclusion of the study is presented in Section 7.2. In Section 7.3, the contributions to theory and policy implications are presented. Section 7.4 includes recommendations for future research and for the Thai Parliament. The chapter ends with the researcher's final reflection in Section 7.5.

7.2 Conclusion

Without a clear differentiation between KM elements—characteristics, processes, outcomes, and the CSFs, the way to view KM implementation at the Thai Parliament is still unclear. In this respect, the implementation refers to bringing about the means of output and outcome that fit the original intention (Morey et al., 2000). In other words, it can be seen that implementation has two meaning - to give a practical effect on execution on the one hand, and to fulfill or accomplishment on the other hand.

To arrive at a practical effect of, knowing well each of KM is needed, as: a) both Houses have the same KM characteristic: process-based approach; b) both Houses believe that KM processes contain five stages: knowledge acquisition, knowledge creation, knowledge storage, knowledge transfer, and knowledge application; c) both Houses participate in the LO Day/KM Day as their KM outcomes; and d) both Houses believe that leadership is the most important CSF for KM success (See Section 6.4 − 6.6). In order to achieve KM success, it is useful to establish a model for KM implementation, where the KM elements are integrated to support each other for KM success (see Section 6.7).

7.3 Contributions

7.3.1 Contribution to Theory (Institutional Model)

According to Scott (2004), the institutional theory pays attention on the deeper aspects of social structure; it considers the processes of structures, such as schemes, rules, norms, and routines. In this respect, in this study, KM implementation at the Thai Parliament can be seen as conceptualized and analyzed by Scott's model of institutional pillars and carriers, a process of instilling value and a process of creating reality, as described in chapter 6. This research corroborates what Scott's elements of organization (i.e. social structure, participants, goals, technology, and environment) have studied concerning the way in which the institutional model can contribute to the stability of organizational operations and the conformity of standard operating procedures.

7.3.2 Contribution to Policy Implications at the Thai Parliament

As shown, the KM at the Thai Parliament has been implemented for years. In this respect, it is not categorized with a systematical approach. For example, most parliamentary staff members, as they claimed, do not have a clear understanding of KM implantation at the organization yet. Accordingly, this research study contributes to policy-making, in terms of presenting an integrated model of KM study to implement knowledge in the organization, as shown in chapter 6. In the meantime, the number of the CSFs for KM success at the Thai Parliament is also presented as the nascent study of the factors that significantly affect the KM implementation.

7.4 Recommendations

7.4.1 Recommendations for Social Change

1) Like other political institutions, the Thai Parliament as a legislative institution is good to contribute to social good through well-intended, intelligent, and productive parliamentary work. As the parliamentary work is made by the parliamentary staff, creating what is good for parliamentary staff members by enhancing their knowledge also generates what is good for society. The Thai

Parliament should explore the knowledge categories generated from this study in order to build the environment of the Thai Parliament, through 23 Bureaus and five groups, for fully-utilized organizational knowledge.

2) Culture is a pattern of the basic assumptions for learning, which works well to be taught to new members to think in the relation to problems (Schein, 1999). Accordingly, the first thing to do for KM is to change the organizational culture to one of learning. In this respect, it implies that the culture within the organization influences the KM success. As such, in order motivating the parliamentary staff members to share knowledge between the two Secretariats and among parliamentary staffs is all about cultural change, which is a significant influence on KM at the Thai Parliament.

7.4.2 Recommendations for Future Research

1) The context of KM implementation in this study has been viewed by a large number of parliament staff members, who have been working in the field of international affairs, at both Secretariats of the Thai Parliament. This is an acceptable unique case because the Bureau of Inter-parliamentary Organizations of the Secretariat of the House of Representatives is also responsible for the matter of inter-parliamentary conferences for the Secretariat of the Senate. For the matter of languages, each Secretariat can manage its own responsibility. Therefore, it is recommended that the number of staff members working for other Bureaus, i.e. the Bureau of General Administration, the Bureau of Parliamentary Proceedings, the Bureau of Academic Services Affairs, and the Bureau of Public Relations, be added as the samples in future study.

2) As the Thai Parliament has a huge number of parliamentary staff members, who are working in 23 Bureaus, plus five groups at the Secretariat of the House of Representatives and nine Bureaus in three groups at the Secretariat of the Senate, it is possible and compelling to researchers in the future to consider the empirical testing of other variables and factors in quantitative study.

3) Some interesting factors, related to KM implementation, should be elaborated for further study. For example, as leadership was selected as the most important factor, it is highly recommended that "a full range of leadership style" be

focused on, or the "organizational climate" between the two Secretariats should be further studied.

7.5 A Final Reflection on the Study by the Researcher

According to Holliday (2002), the progressivist research no longer accepts the need for the writer to remain an invisible presence and allow her to state her position and argument in the first person I. Accordingly, please allow me to represent myself as I in this final reflection on the study. To demonstrate the essence of this qualitative research, I employed an approach of the stranger to a new culture, according to Holliday (2002). Like the stranger learning a culture, I saw every part of what has been done in the field as a fresh event. I never forgot my role as a stranger. Moreover, I held up everything to scrutiny, accounting for every action - and saw how they spoke in the in-depth interviews and focus-group discussions and wrote in the survey questionnaires and critical incident forms what they had done as integral to the whole. In this way, this study not only established a rigorous research process, but also intrinsically showed how it responded to the Thai Parliament as the research setting in which it took place, and reflected how the study was communicated in terms of the sense of strangeness and learning, which I had encountered in the research study processes.

As I come to the close of the study, I stopped doing it for a moment and tried to reflect on what I had learned on the long journey of this research. It reminded me of a statement by Edith Wharton, an American author, who wrote "the Age of Innocence" (1920), which made her become the first woman to win a Pulitzer Prize for fiction in 1921. As the researcher, I personally admired her for being the first woman to win such a privileged prize in the conventional norms at her ages. Additionally, her impressive statement that I most admired was: "There are two ways of spreading light: to be the candle or the mirror that reflects it".

Based on the statement above, I hope that this research study can be both a candle and a mirror at the same time. For being a candle, I hope that this research will guide the parliamentary staff members that are in doubt with vagueness and struggling with the unknown sphere of KM issues at the Thai Parliament to see the light at the

end of the tunnel. Further, I hope that it will re-kindle the flame of possibility for those that have not taken part in any activities regarding the KM process at the Parliament. Lastly, I hope that this study will shed some light on what lies ahead for all the parliamentary staff members that are contemplating taking up this important work of KM. All of these are my sincere hope and intention from the first moment I begin this research study. For being a mirror, I believe that, with everything in life, the more we learn the more we receive in turn. Therefore, this study was a collaborative effort, which was gradually enhanced by the insight and feedback of all the respondents from both Secretariats, who willingly supported me by giving their time to share their valuable experience with me as the researcher. I personally hope that I lit the "candle" that might help explain the KM process for all the staff, and that they will come to see this study as "a mirror" that shows them the right direction in which to go. Above all, please be informed that by "mirroring" the process of this research study, I am grateful for everything that I have learned (and continue to learn) as the researcher, and doctoral candidate.

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APPENDICES

APPENDIX A

Questionnaire for the Parliamentary Staffs – Foreign Affairs Officers

Dissertation Title: Implementation of Knowledge Management: A Comparative Study of the Secretariat of the House of Representatives and the Senate of the Thai Parliament

Program: PhD in Development Administration (International), The Graduate School of Public Administration, National Institute of Development Administration (NIDA)

Thank you for your agreeing to participate in this research study!

Please note that the information collected in this questionnaire is completely confidential and will only be used for the purposes of this research study.

Part I: Demographic Data - Please mark "X" on the true answer(s)

1. Gender _____ Male _____ Female

2. Age _____ 20-30 _____ 31-40 _____ 41-50 _____ 51-60

3. Years of Experience _____ 0-5 _____ 6-10 _____ 11-15 _____16-20
   _____ 21+

4. Highest Education __ Bachelor's Degree __ Master's Degree __ Doctorate's Degree __ Other …………………………………..… (Please specify)

5. Graduated from ____ Private University ____ Public University

6. Level of Position: _____ Practitioner (C4-C5) _____ Professional (C6-C7)

    _____ Senior Professional (C8) _____ Expert (C9)

    _____ Other …………………………... (Please specify)

7. Secretariat/Bureau

    _____ Secretariat of the House of Representatives

    _____ Bureau of Inter-parliamentary Organizations

    _____ Bureau of International Relations

    _____ Bureau of Foreign Languages

    _____ Secretariat of the Senate

    _____ Bureau of Foreign Affairs _____ Bureau of Languages

8. Do you have a computer at your working place?   _____ Yes _____ No

9. Have you ever learned about KM through the computer? _____ Yes _____ No

10. Do you believe in "Knowledge Management" in your workplace?

    _____ Yes _____ No

Part II: Information about Knowledge Management (KM) of the Thai
        Parliament

This second part is designed to solicit your opinion on implementation of KM in your Secretariat. Please, indicate level of your opinion by marking 'X" merely one number that best describes your opinion to every statement. Your answer in each and every question will be highly appreciated.

5-Point Rating Scales 0.

Score 5 = Very mostly possibility

Score 4 = Mostly possibility

Score 3 = Medium possibility

Score 2 = Less possibility

Score 1 = Least possibility

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
		KM in Organization				
11	Knowledge as a resource that is much more important than financial resource.					
12	Knowledge is seen as a power to drive organization toward the future.					
13	Technology, culture, process, and system are a foundation based on knowledge.					
14	Knowledge as a powerful tool in the organization needs to be developed and shared so that others can utilize.					
15	Knowledge system consists of acquisition, creation, storage, analysis, and data mining, transfer and dissemination, application and validation.					
16	Knowledge is both tacit and explicit.					
17	There are four types of tacit and explicit – tacit to tacit,					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	explicit to explicit, tacit to explicit, and explicit to tacit.					
18	Knowledge management storage can help staffs to determine where they can find information.					
19	Knowledge storage system consists of learning need, objectives of working, user expertise, use of information and information storage.					
20	Team work to distribute knowledge in the Secretariat consists of team work to build understanding (i.e. to explain learning competency, providing rewards) and team work for process (i.e. to share knowledge, determine technology).					
21	Strategy of knowledge management consists of sharing					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	responsibility, collecting data, transfer knowledge, learning system from external organization, building activity to promote learning, think and learn creatively, rewards for innovators, training staffs about KM, building knowledge related to the need and value of organization, and building mechanism for KM.					
22	Bringing in technology to the Secretariat to organize knowledge will, in turn, increase a chance of effective and efficient management.					
23	Technology can increase competency of KM.					
24	Technology can impact KM by changing infrastructure, coordinate differently at all					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	level, create new work environment, and change in structure management.					
25	KM process consists of five stages – determine of wisdom capital, build or search what we would like to know, manage knowledge as a system, share/ distribute knowledge, and application.					
26	Factors supports KM in the Secretariat are leadership, belief, value, organizational structure, culture, behavior, technology, communication, reward, and measurement.					
27	Other tools that can be utilized for KM may include non-formal networking, consultant, seminar, experiences (i.e. success/failure),					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	question and answer.					
28	KM success requires networking of learning in the Secretariat. This will create knowledge base and wisdom intellectual for the Secretariat.					
Characteristics of KM						
29	KM is process, including the explanation of responsibility of the team work.					
30	Staffs always share knowledge to each other, including motivation, morale, financial support, and providing other facilities.					
31	Staffs have opportunities to freely learn and share knowledge.					
32	Staffs can organize, build, and transfer knowledge.					
33	Staffs always monitor for changes that may impact to KM process.					
34	Each and every staff sees the					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	importance of KM.					
35	KM is the process of strategy that connects to work in the Secretariat for *Learning Organization*.					
36	KM process consists of five activities – discovering, generating, evaluating, sharing, and leveraging knowledge.					
37	Building a KM process as a strategy starts at planning and evaluation through top leaders who act as supporter rather than act as decision-makers.					
38	The Secretariat's climate enhances KM process.					
39	Building team work should create cooperation, competition, and synergy through KM process – both inside and outside your Bureau.					
40	Building sharing of knowledge					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	can create the Secretariat's KM success.					
41	Building KM in the Secretariat should have learning dynamic, organizational change, knowledge, and technology.					
Implementation Process						
42	The Secretariat commits to KM.					
43	The Secretariat encourages the commitment to KM.					
44	The Secretariat provides financial support to KM.					
45	The Secretariat enforces KM implementation.					
46	The Secretariat follows up about KM implementation regularly and continuously.					
47	Your Bureau has been installed computers and IT networks connected to internet for working in KM implementation.					
48	Your Bureau has supportive staff					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	(i.e. administrative, technical, ICT, etc.) to support KM implementation.					
49	Your Bureau has a standard and appropriate IT system for KM implementation.					
50	Officials in your Bureau are committing to KM process and its implementation.					
51	Officials in your Bureau are working together in a good teamwork of KM process and implementation.					
52	Officials in your Bureau are working together efficiently related to KM process and implementation.					
53	Officials in your Bureau have good relationship in working together related to KM process and implementation.					
54	Officials in your Bureau shared knowledge and experiences					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	during working after KM implementation.					
	Outcomes					
55	The Secretariat has outcomes of KM implementation explicitly.					
56	Your Bureau has a standard security system of data.					
57	In your Bureau, officials are well-trained on the use of equipment and they understand KM process.					
58	In your Bureau, officials have skills to search for the relevant knowledge.					
59	Regarding to KM implementation, officials have capability to coordinate with others.					
60	In your Bureau, officials are able to control and integrate the decisions of sub-units regarding to KM process and implementation.					
61	In your Bureau, officials are					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	willing to take part in KM and do the KM implementation.					
62	During the implementation of KM, officials can manage the problems or obstacles when occurred.					
63	One of the outcomes is officials' sharing their ideas, provided information, join the meeting, seminar.					
64	Your Bureau has a representative to attend the meeting or communicate with KM team.					
65	Officials in your Bureau are being more professional after KM process and implementation.					
66	Officials in your Bureau have more knowledge and capacity after participating in KM process and implementation.					
67	Officials in your Bureau have more knowledge and capacity					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	after KM process and implementation.					
	Factors to Success					
68	Your Bureau has sufficient officials for KM implementation.					
69	Your Bureau has sufficient training provided to officials in which making them understand the project and able to perform KM implementation.					
70	Technology for KM, such as LAN to create value chain for learning, exchange information through e-mail or submit job on the just-in-time approach can be helpful for the Secretariat.					
71	Technology is utilized to collect, analysis, and transfer information as a part of KM.					
72	Your Bureau receives technical support adequately to fulfill KM.					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
73	Your Bureau receives a sufficient allocation fund for KM.					
74	Your Bureau receives adequately computer allocation to perform KM.					
75	Your Bureau receives IT equipment allocation to perform KM adequately.					
76	There is sufficient meeting or communication to report the progress and other issues of KM process for implementation.					
77	Top leaders of the Secretariat send the positive signals to support KM.					
78	Leader is able to develop good working relationship for KM.					
79	Leader can convince officials to take parts in KM process.					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
80	Leader can solve conflict in KM process and its implementation immediately.					
81	Leader has commitment to implementation of KM.					
82	Leader encourages commitment between officials and KM.					
83	Officials have positive attitude toward KM.					
84	Officials are willing to support KM.					
85	Officials are happy to adapt to any changes to KM process.					
86	Officials are eager to learn about KM implementation.					
87	There is enough incentive in KM to support and motivate officials to KM process and implementation.					
88	Officials are willing to support KM process since they received incentive (i.e. overtime payment).					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
89	Officials' involvement in KM process and implementation will have an impact on the officials' promotion.					
90	The officials' involvement in KM will influence on their career-path development.					

Part III: Recommendation to KM of the Thai Parliament

This third part is designed to ask for recommendation to implementation of KM at the Thai Parliament. Please suggest or notify information that you think it will enhance effectiveness of KM implementation at the Thai Parliament, accordingly.

Topics	Problem/Obstacles of KM Implementation	Recommendation towards Effectiveness KM of Implementation
Support from the Secretariat		
Resources for implementation/operation (i.e. staff, budget, computers, etc.)		

Topics	Problem/Obstacles of KM Implementation	Recommendation towards Effectiveness KM of Implementation
<u>Capacity</u> of the officials		
<u>Attitude</u> of the officials		
<u>Leader</u> competency		
<u>Incentive</u>/motivation scheme		

Thank you for completing this questionnaire! Your time and participation are very much appreciated, and will contribute to a growing knowledge based on experiences in "Knowledge Management" for the Thai parliament.

Pakpoom Mingmitr
August 2014

APPENDIX B

2nd Round Survey Questionnaire

Questionnaire for the Parliamentary Staffs (Foreign Affairs Officers)

Dissertation Title: Implementation of Knowledge Management: A Comparative Study of the Secretariat of the House of Representatives and the Senate of the Thai Parliament

Program: PhD in Development Administration (International), The Graduate School of Public Administration, National Institute of Development Administration (NIDA)

Thank you for your agreeing to participate in this research study! Please note that the information collected in this questionnaire is completely confidential and will only be used for the purposes of this research study.

Part I: Demographic Data - Please mark "X" on the true answer(s)

1. Gender   _____ Male   _____ Female

2. Age   _____ 20-30 _____ 31-40 _____ 41-50 _____ 51-60

3. Years of Experience _____ 0-5 _____ 6-10 _____ 11-15 _____16-20
                                   ____ 21+

4. Education   _____ Bachelor's Degree
                                   _____ Master's Degree
                                   _____ Doctorate's Degree
                                   _____ Other …………………………… (Please specify)

5. Level of Position: ____ Practitioner (C4 - C5)

                                     ____ Professional (C6 - C7)

                                     ____ Senior Professional (C8)

                                     ____ Expert (C9)

                                     ____ Other ……………….......... (Please specify)

6. Secretariat/Bureau

       _____ Secretariat of the House of Representatives

       _____ Bureau of Inter-parliamentary Organizations

       _____ Bureau of International Relations

       _____ Bureau of Foreign Languages

       _____ Secretariat of the Senate

       _____ Bureau of Foreign Affairs

       _____ Bureau of Languages

Part II: Information about Knowledge Management (KM) of the Thai Parliament

This second part is designed to solicit your opinion on KM implementation in your Secretariat, so please indicate level of your opinion by marking 'X" only one number that best describes your opinion to each statement.

<u>5 – Point Rating Scales</u>

Score 5 = Very mostly possibility

Score 4 = Mostly possibility

Score 3 = Medium possibility

Score 2 = Less possibility

Score 1 = Least possibility

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
KM in Organization						
7	The Secretariat commits to KM.					
8	Parliamentary staffs are eager to learn about KM.					
9	In your Bureau, knowledge is an asset.					
10	Knowledge is both tacit and explicit, which has four types – *tacit* to *tacit*, *explicit* to *explicit*, *tacit* to *explicit* and *explicit* to *tacit*.					
11	Parliamentary staffs have positive attitude toward KM.					
12	The Secretariat uses technology to change infrastructure, coordinate differently at all level, create new work environment, and change in structure management.					
Characteristics of KM						
13	Staffs always share knowledge to each other, including motivation, morale, financial support, and providing other facilities.					
14	Staffs have opportunities to learn and share knowledge.					
15	Staffs can organize, build, and transfer knowledge.					
16	Staffs always monitor for changes that may impact to KM process.					
17	Staffs see the importance of KM.					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
	Implementation Process					
18	The Secretariat enforces KM implementation.					
19	KM process consists of five stages – determine of wisdom capital, search to know, manage knowledge, share knowledge, and application.					
20	Your Bureau has been installed computers and IT networks connected to internet for working in KM implementation.					
21	Officials in your Bureau are committing to KM process and its implementation.					
22	Officials in your Bureau shared knowledge and experiences after KM implementation.					
	Outcomes					
23	The Secretariat has outcomes of KM implementation explicitly.					
24	In your Bureau, officials have skills to search for the relevant knowledge.					
25	After KM implementation, officials can manage problems / obstacles when occurred.					
26	After KM implementation, officials shared their ideas, provided information, and joined the meeting.					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
27	Your Bureau has a representative to attend the meeting or communicate with KM team.					
28	Officials in your Bureau have more knowledge and capacity after KM implementation.					
29	Officials in your Bureau are being more professional after KM implementation.					
	Factors to Success					
30	Your Bureau receives a sufficient allocation fund for KM process.					
31	Your Bureau receives IT equipment allocation to perform KM adequately.					
32	Top leaders of the Secretariat send the positive signals to support KM.					
33	KM success requires networking of learning in the Secretariat.					
34	KM success requires positive attitude toward KM.					
35	Incentive is enough to support / motivate officials to KM process.					
36	Officials' involvement in KM process will have an impact on the promotion.					
	Challenges					
37	Dealing with *tacit knowledge* and utilizing IT will affect KM process.					

No.	Statement	Very mostly possibility (5)	Most possibility (4)	Medium possibility (3)	Less possibility (2)	Least possibility (1)
38	Secretariat should pay attention to human resources to increase awareness of KM process.					
39	In your Bureau, knowledge is often stored rather than shared.					
40	Officials who share knowledge and expertise are often considered naive, instead of being rewarded for their valuable behavior.					

Part III: Recommendation to KM of the Thai Parliament

Please suggest or notify information that you think it will enhance effectiveness of

KM implementation for the Thai Parliament. (Comment in Thai language is also welcome.)

Topics	Problem/Obstacles of KM Implementation	Recommendation towards Effectiveness KM of Implementation
Support from the Secretariat		
Resources (i.e. staff, budget, computers) for operation		
Incentive/ Motivation		

Topics	Problem/Obstacles of KM Implementation	Recommendation towards Effectiveness KM of Implementation
Capacity of the officials		
Attitude of the officials		
Leadership		

Thank you for completing this questionnaire! Your time and participation are very much appreciated, and will contribute to a growing knowledge based on experiences in "Knowledge Management" for the Thai parliament.

Pakpoom Mingmitr

August 2014

APPENDIX C

Pilot Interview Based on Research Questions

Question#1: What are KM characteristics at the Thai parliament?

1. What do you think about "creating knowledge", "learning" and "management of that knowledge" in your own opinion?

2. From the survey questionnaires, as the researcher I have found that most parliamentary staffs do not understand about characteristics of KM in the parliament. What do you think about it? Do you agree or disagree about such preliminary finding?

3. Have you understood that KM characteristics are combined with "KM Complexity (i.e. network, tacit& explicit knowledge, Cops)" and "KM Application (i.e. sharing of knowledge)"? (For some, this may be skipped as it is too difficult to ask the ideas from the informants, who are supposed to have enough background of KM, in general.)

Question#2: What are processes of KM implementation at the Thai parliament?

4. How many processes do you understand that KM implementation at the Thai parliament has implemented at the moment (up until 2013)?

5. In your own view, do you think that the Secretariat should inform (both directly and indirectly) those process, in full detail of each stage, to all parliamentary staffs?

6. Could you please tell me if you have ever joined or shared in any stage of the KM process of the Thai parliament?

7. Have you ever "shared" your knowledge to others? (Do you think that "knowledge sharing" is the most important stage of all?) (Agree/ Disagree)

8. Do you believe that after the KM processes have been done, staffs can perform their work much better, is that true?

Question#3: What are outcomes of KM implementation at the Thai parliament?

9. Could you tell me "the specific results" after the KM process had been done?

10. Do you understand the difference between "output" and "outcome" of the KM implementation process in the Secretariat?

11. Have you ever join the "Learning Organization" Day, which is one of the KM activities of the organization? What do you get from that participation?

Question#4: What are success factors of KM implementation at the Thai parliament?

12. Going into your work and experience, what are some of the things you thought that they are important to know successfully and complete KM implementation in the Secretariat?

13. Have you ever used the given database, provided by the Secretariat, which stores all useful information you are looking for? Have you ever accessed into intranet/internet to search for information you need?

14. In your own opinion, in the Secretariat, are there any role models for KM implementation? (i.e. Executive, Director, Staff)

15. Do you think that technology is important to support KM implementation for the Secretariat? Is it really support KM implementation process successfully?

16. How is about the Organization's structure? Is it too big to make KM implementation success? If not? Why?

17. In the preliminary survey-questionnaires questions, some provide the information that leadership is so much important to lead KM success for the organization. In your own opinion, what do you think about this factor?

APPENDIX D

Critical Incident

In reflecting on the time that you have been working at the Thai parliament, please recall one particular occasion while working on your tasks regarding to knowledge implementation:

In 2-3 short paragraphs, please describe that experience (สามารถเขียนเป็นภาษาไทยได้):

- Do you think that you really understand <u>KM characteristics</u> of the Thai parliament? If yes, please name one characteristic from your perspective.

- What were you thinking <u>you should share</u> your knowledge?

- What are you <u>trying to achieve</u> in sharing of knowledge?

- How do you fell about the relationship between "knowledge sharing" and "knowledge management" in the Thai parliament?

- What is the <u>most important factor</u> in your mind for effective KM implementation?

_____
_____
_____
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_____

Thank you so much! Your perceptions are very helpful to me in trying to understand the "knowledge management" in the Thai parliament.

APPENDIX E

Consent Form
National Institute of Development Administration (NIDA)
The Graduate School of Public Administration

Part 1: Research Description

Researcher: <u>Pakpoom Mingmitr</u>

Research Title: <u>Implementation of Knowledge Management: A Comparative Study of</u>
<u>the Secretariat of the House of Representatives and the Senate of the Thai Parliament</u>

      You are invited to participate in a research study that explores the knowledge sharing. Your participation in this research study requires an interview during, which you will be asked questions about your opinions and attitudes relative to your experience in knowledge sharing. The duration of the interview will be approximately 60 minutes. With your permission, the interview will be audio taped and transcribed, the purpose thereof being to capture and maintain an accurate record of the discussion. Your name will not be used at all. On all transcripts and data collected you will be referred to only by way of a pseudonym.

      This study will be conducted by **Pakpoom Mingmitr**, a doctoral candidate at Graduate School of Public Administration, National Institute of Development Administration. The interview will be undertaken at a time and location that is mutually suitable.

Risk and Benefits:

This research will hopefully contribute to understanding the knowledge sharing, and so the potential benefits of this study is improvement of the knowledge management practice in the Thai parliament. Participation in this study carries the same amount of risk that individuals will encounter during a working activity. There is no financial remuneration for your participation in this study.

Data Storage to Protect Confidentiality:

Under no circumstances whatsoever will you be identified by name in the course of this research study, or in any publication thereof. Every effort will be made that all information provided by you will be treated as strictly confidential. Al data will be coded and securely stored, and will be sued for professional purposes merely.

How the Results Will Be Used:

This research study is to be submitted in partial fulfillment of requirements for the degree of Doctor of Philosophy program in Development Administration, Graduate School of Public Administration (GSPA), National Institute of Development Administration (NIDA) Bangkok, Thailand. The results of this study will be published as a dissertation. In addition, information will be used for educational purposes in professional presentation(s) / educational publication(s).

Part 2: Participant's Rights

- I have read and discussed the research description with the researcher. I have had the opportunity to ask questions about the purposes and procedures regarding this study.
- My participation in this research study is voluntary. I may refuse to participate or withdraw from participation at any time.
- The researcher may withdraw me from the research at her professional discretion.
- If, during the course of the study, significant new information that has been developed becomes available that may relate to my willingness to continue to participate, the investigator will provide this information to me.
- Any information derived from the researcher that personally identifies me will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- If at any time, I have any questions regarding the research or my participation, I can contact the researcher, **Pakpoom Mingmitr**, who will answer my questions. The researcher's cellphone number is 8833-4042, and office

number is 0 2357 3100 ext. 3160. I may also contact the researcher's faculty advisor, Professor **Ploy Suebvises**, at 0 2727 3877.

- I should receive a copy of the Research Description and this participant's Rights document.
- Audio taping is part of this research. Only the principal researcher and the members of the research team will have access to written and taped materials. Please check one:

( ) I consent to be audiotaped.

( ) I do NOT consent to being audiotaped.

My signature means that I agree to participate in this study.

Participant's signature: _____ Date: ____/_____/ 2014

Name: (Please print): _____

Investigator's Verification of Explanation

I, PAKPOOM MINGMITR, as the researcher, certify that I have carefully explained the purpose and nature of this research to _____ (participant's name). He/she has had the opportunity to discuss it with me in detail. I have answered all his/her questions and he/she provided the affirmative agreement (i.e., assent) to participate in this research.

Investigator's signature: _____   Date: ____/_____/ 2014

สำเนา

ที่ สผ ๐๐๑๐/ ๕๐ ๗๙

สำนักงานเลขาธิการสภาผู้แทนราษฎร
ถนนอู่ทองใน กทม. ๑๐๓๐๐

๑๙ สิงหาคม ๒๕๕๗

เรื่อง ขอความอนุเคราะห์นักวิเทศสัมพันธ์ สำนักงานเลขาธิการวุฒิสภาให้ข้อมูลการทำวิทยานิพนธ์ปริญญาเอก

เรียน เลขาธิการวุฒิสภา

ด้วย นายภาคภูมิ มิ่งมิตร ผู้บังคับบัญชากลุ่มงานกิจการพิเศษ สำนักองค์การรัฐสภาระหว่างประเทศ สำนักงานเลขาธิการสภาผู้แทนราษฎร กำลังศึกษาในระดับปริญญาเอก ในสาขาการบริหารพัฒนา (Development Administration) ที่สถาบันบัณฑิตพัฒนบริหารศาสตร์ (National Institute of Development Administration) โดยขณะนี้ ได้ทำการศึกษารายวิชาครบถ้วนแล้ว และสอบผ่านการสอบการประมวลคุณสมบัติ (Qualifying Examination) เป็น ว่าที่ ดุษฎีบัณฑิต (PhD Candidate) เรียบร้อยแล้ว คงเหลือแต่ในส่วนของการจัดทำดุษฎีนิพนธ์ เรื่อง Implementation of Knowledge Management : A Comparative Study of the Secretariat of the House of Representatives and the Senate of the Thai Parliament ให้สมบูรณ์ ซึ่งจะต้องดำเนินการ สอบถามความคิดเห็นนักวิเทศสัมพันธ์ จาก ๒ สำนัก คือ สำนักการต่างประเทศ และสำนักภาษาต่างประเทศ ของสำนักงานเลขาธิการวุฒิสภา ผ่านวิธีการวิจัยเชิงคุณภาพ (qualitative method) โดยดำเนินการผ่าน เครื่องมือวิจัย (tools) คือ แบบสอบถาม (questionnaire) จำนวนสำนักละ ๑๐ ชุด การสัมภาษณ์ (interview) จำนวนสำนักละ ๕ คน การใช้แบบสอบถามเชิงวิพากษ์ (critical incident) จำนวนสำนักละ ๕ คน และ การสัมภาษณ์กลุ่ม (focus group) จำนวนสำนักละ ๓ คน

ในการนี้ สำนักงานเลขาธิการสภาผู้แทนราษฎร ใคร่ขอความอนุเคราะห์นักวิเทศสัมพันธ์ สำนัก-การต่างประเทศ และสำนักภาษาต่างประเทศ สำนักงานเลขาธิการวุฒิสภาให้ข้อมูลในการศึกษาวิจัยผ่านเครื่องมือ วิจัยดังที่ได้กล่าวแล้ว เพื่อประโยชน์ในการสร้างองค์ความรู้ในการจัดการความรู้ของรัฐสภาไทย

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณไว้ ณ โอกาสนี้

ขอแสดงความนับถือ

(นางสายทิพย์ เชาวลิตถวิล)
รองเลขาธิการสภาผู้แทนราษฎร ปฏิบัติราชการแทน
เลขาธิการสภาผู้แทนราษฎร

กลุ่มงานกิจการพิเศษ
ส่งที่ ๐๕๙/๒๕๕๗
ว/ด/ป. ๑๔ ส.ค ๕๗
เจ้าหน้าที่รับผิดชอบ

.../ร่าง
.../พิมพ์
.../ทาน
- ๘ ส.ค. ๒๕๕๗   .../ตรวจ

ที่ สว(สนช) ๐๐๐๓/๒๕๖๒

สำนักองค์การรัฐสภาระหว่างประเทศ

สำนักงานเลขาธิการวุฒิสภา
ปฏิบัติหน้าที่สำนักงานเลขาธิการ
สภานิติบัญญัติแห่งชาติ
ถนนอู่ทองใน กทม. ๑๐๓๐๐

๒๙ สิงหาคม ๒๕๕๗

เรื่อง อนุญาตให้นักศึกษาระดับปริญญาเอกเข้ามาดำเนินการขอข้อมูลและการขอสัมภาษณ์

เรียน เลขาธิการสภาผู้แทนราษฎร

อ้างถึง หนังสือสำนักงานเลขาธิการสภาผู้แทนราษฎร ที่ สผ ๐๐๑๐/๕๐๙๙ ลงวันที่ ๑๔ สิงหาคม ๒๕๕๗

                ตามหนังสือที่อ้างถึง สำนักงานเลขาธิการสภาผู้แทนราษฎร ได้มีหนังสือขอความอนุเคราะห์
ให้ นายภาคภูมิ มิ่งมิตร ผู้บังคับบัญชากลุ่มงานกิจการพิเศษ สำนักองค์การรัฐสภาระหว่างประเทศ
สำนักงานเลขาธิการสภาผู้แทนราษฎร ซึ่งกำลังศึกษาในระดับปริญญาเอก ในสาขาการบริหารพัฒนา
(Development Administration) ที่สถาบันบัณฑิตพัฒนบริหารศาสตร์ (National Institute of Development
Administration) เข้าไปดำเนินการสอบถามความคิดเห็นนักวิเทศสัมพันธ์ จาก ๒ สำนัก คือ สำนักการต่างประเทศ
และสำนักภาษาต่างประเทศ โดยดำเนินการผ่านเครื่องมือวิจัย (tools) คือ แบบสอบถาม (questionnaire) จำนวน
สำนักละ ๑๐ ชุด การสัมภาษณ์ (interview) จำนวนสำนักละ ๕ คน การใช้แบบสอบถามเชิงวิพากษ์ (critical
incident) จำนวนสำนักละ ๕ คน และการสัมภาษณ์กลุ่ม (Focus group) จำนวนสำนักละ ๓ คน ความละเอียด
แจ้งแล้ว นั้น

                ในการนี้ สำนักงานเลขาธิการวุฒิสภา ได้พิจารณาแล้วอนุญาตให้ นายภาคภูมิ มิ่งมิตร
นักศึกษาระดับปริญญาเอกเข้าไปดำเนินการขอข้อมูลและการขอสัมภาษณ์ได้

                จึงเรียนมาเพื่อโปรดทราบ

                                                                ขอแสดงความนับถือ

                                                                (นางนิภาพร ศรีสุวรรณ)
                                                        รองเลขาธิการวุฒิสภา ปฏิบัติราชการแทน
                                                                เลขาธิการวุฒิสภา
                                                ปฏิบัติหน้าที่เลขาธิการสภานิติบัญญัติแห่งชาติ

สำนักบริหารงานกลาง
โทร. ๐ ๒๘๓๑ ๙๓๙๒
โทรสาร ๐ ๒๘๓๑ ๙๓๕๘
www.senate.go.th

BIOGRAPHY

NAME   Mr. Pakpoom Mingmitr

ACADEMIC BACKGROUND   Bachelor's Degree with a major in English from Chiang Mai University, Chiang Mai, Thailand in 1995

Graduate Diploma in English for Business Communication from National Institute of Development Administration, Bangkok, Thailand in 1999

Master's Degree in Public Administration from National Institute of Development Administration, Bangkok, Thailand in 1998

Master's Degree in International Relations (English Program) from Thammasat University, Bangkok, Thailand in 2004

Master's Degree in English - Thai Translation from Ramkamhaeng University, Bangkok, Thailand in 2007

Master's Degree in Politics from Lancaster University, the United Kingdom in 2011

PRESENT POSITION   Director of Special Affairs Division

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