

**INNOVATION OF TRANSMISSION PROCESS IN NETWORKS
COMMUNICATION FROM BUSINESS ALLIANCES TO
EDUCATIONAL ALLIANCES**



Tanyaluck Thanapakit

**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Communication Arts and Innovation)
The Graduate School of Communication Arts and Management
Innovation
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ABSTRACT

Title of Dissertation	INNOVATION OF TRANSMISSION PROCESS IN NETWORKS COMMUNICATION FROM BUSINESS ALLIANCES TO EDUCATIONAL ALLIANCES
Author	Tanyaluck Thanapakit
Degree	Doctor of Philosophy (Communication Arts and Innovation)
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This research is a qualitative research, aimed to study a transmission process, success and failure factors and to design a model of a network communication from business alliances to educational alliances. The research methodologies are a documentary analysis, a participatory observation and in-depth interviews with 33 key informants who are the opinion Leader of the organization, operational executives, heads of network groups, an academician, stakeholders, and alliances in both business and education sectors. The finding reveals that the convenient store business company applies concretely a network communication by establishing the Office of Business Networking Management (BNM) and transferring the networks from the business to educational organization (the corporate university). Furthermore, the findings are as following 1) According to the S-M-C-R communication process, the Office of Business Networking Management (BNM) is a “Sender” and Educational Networking Unit (ENU) of the corporate university is a “Receiver”. The transmitted message of the communication is to introduce publicly the educational organization towards good relations and opportunities for a future collaboration with network alliances by using the Guanxi-Relationship Concept. The major channel in the network communication is a face-to-face meeting while communicating occasionally via some devices, i.e. e-mails, telephone, and social media. 2) From the network analysis perspective, the networks are divided with different responsibilities based on the type, size, and location of business organizations, connected by both centralized and decentralized communication networking patterns formally and informally. The network members exchange and utilize common resources regularly. However, the level of intimacy among members is different through various kinds of

activities. 3) The transmission process is divided into four phases: network forming, extending, moving, and maintaining. Among these four phases, the network-building phase is the most difficult and challenging. 4) Four success factors are the organization's top leader, celebrity of the organization, mutual benefits, and qualified personnel in networking teams. 5) Four failure factors are a lack of understanding of networks, a shortage of qualified personnel, repeated and insufficient information transmitted in the communication process.

Two innovations in the transmission process in the network communication from business alliances to educational alliances are found in this study: 1) "Concept" Innovation; in the way that the criteria of a personnel recruitment is changed from graduates' grades and the celebrity of a university to their multi working skills, especially communication skills. 2) "Process" Innovation; in the way that knowledge, experiences, and expertise in business are transmitted from business organizations to the educational organization via a network communication. A model of the transmission process in the network communication, comprising sixteen steps, is designed from the research findings as beneficial guidelines for other organizations.

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CHAPTER 1

INTRODUCTION

1.1 Statement and Significance of the Study

Nowadays communication plays a great role in connecting the world together or we can say that it is the borderless communication era. The integration of European and ASEAN countries reflects the wider communication network, and global citizens inevitably communicate one another towards common goals. Accordingly, the concept of communication networks has been developed continually at all levels: interpersonal, group, organizational, social, national and global. Besides, advanced technology and communication equipment enhances the expansion of social network and social changes rapidly. Regarding communication network in Thailand context, a network has been considered as a Thai wisdom since the old day. It is believed that possession of a network is a kind of social or cultural capital. To illustrate this, ancient Thai people perceived that to have a great number of friends or a wide network gave a person a power to accomplish any activities or work more easily. (Kanjana Kaewthep, 2009) In each network, people necessarily communicate to one another to bring about connectivity and relational engagement. Although communication network has been used long ago, the establishment of creation is not so easy, especially now most people use online communication, even with unfamiliar people. Thus, to initiate a good relationship, to establish a tight and cohesive network, and to maintain such network effectively, especially a network transmission from an organization to the others with different contexts and culture is highly challenging.

In 2015, Thai Government declared the policy of Thailand 4.0 aimed to develop the national economic structure using innovation, technology, and creativity, from the body knowledge gained from academic research of universities in cooperation with private and business sectors in the form of entrepreneurship development towards

professionalism. The smart enterprises or start-up enterprises are driven by innovation and technology, including elevating low-skill labors to skillful labor is also included in the policy. The government gives high importance to economic structure, research, and education reform simultaneously. In short, the policy of Thailand 4.0 connects what already exists and what is far away for development, and to do so successfully, it requires an important role of many institutions, namely research institution, universities, the private sector, finance, and banking sector. All these concerned institutions need to be conglomerated through a networked force within the nation or with extended relations with other nations. Such network needs to be connected by interpersonal communication, communication within a community, organizational and inter-organizational communication. Consequently, cooperation among organizations and communication is a crucial factor in driving the policy, especially the cooperation and communication between business organizations and universities, which is “the corporate university”.

It is apparent that at present business organizations must be capable of adaptation to catch up with all rapid changes. Several organizations pay high attention to advance innovation and technology. As an example, a giant company in Thailand has declared its policy, “A Move towards Innovative Organization,” since 2009 under the slogan, “Innovation creates wisdom, value adding, and practicality.” This means that innovation is not only valuable imagination, but it also requires action leading to a true added – value. Any organization contains value facilitating the implementation of innovation, that organization will have no fear of competition nor crisis. This organization was ranked one of the ten most innovative organizations of Thailand in 2009 in the project, “2009 Thailand Most Innovative Companies,” organized by the Faculty of Commerce and Accountancy, Chulalongkorn University, and Bangkok Business Newspaper, which divided types of innovation into four types: product, process, service, and business model innovation. Therefore, culture focusing on innovation should not be only an option for an organization, but it becomes a necessity that every organization needs to collaborate in creating such culture. “Innovation” is thus very vital for the sustainable growth of organizations. (CP All Public Company, 2016)

In the past, business organizations concentrated on profit-oriented and business expansion while universities emphasized producing graduates and research – oriented. However, once business organizations lacked skillful and experiential personnel while universities could not provide a professional path for their graduates because both performed their focused roles without mutual coordination. It is unquestionable that skillful workers are an important factor in business expansion and stability. From the information of the Office of National Statistics, Ministry of Labor, in 2015 there were 34,540 job seekers. While there were 40,182 empty jobs, only 30,451 applicants were employed. This figure illustrates that the number of accepted employees is insufficient for the needs of the labor market. The main cause of this is partly because graduates possess knowledge and skill incompatible with the needs of the labor market, so after their graduation, they cannot get into the area of work they graduate.

“The Corporate University” is thus a tentative plan guided by business and academic sectors. Namely, the business sector needs workers with high knowledge, skill, experience, and ability ready to work while the academic sector intends to produce graduates suitable for the labor market. Therefore, instruction requires integration of body knowledge from case studies that occur in the business world or found from the job-training. In addition, instructors must be of high experience beyond their academic textbooks. For such collaboration, it is essential to use network from business organizations related to an area of studies to complement their learning in class, including the network from universities, which supports knowledge exchange and practical research at national and international level. Because of all reasons, The Corporate University plays an increasing role in a society. Under this circumstance, many organizations look for ways in selecting and developing workers with quality and quantity enough for the business expansion by cooperating with universities; however, it still cannot solve the problem until the emergence of the Corporate University. The concept of the Corporate University is not new in foreign countries and there have been many corporate universities around the world, such as Walt Disney Institute, Hamburger University of McDonald, Boeing University, Apple University, Sberbank University in Russia, Telkom in Indonesia, etc. (Global Council of Corporate University, 2016) For Thailand, the concept of corporate university was initiated in 2007 by several organizations who established their own educational and business institutes

at higher education. There are three forms of the networking with the corporate university in Thailand:

1) Networking between a state enterprise and the educational sector, i.e. Kamnoetvidya Science Academy School (KVIS) and Vidyasirimedhi Institute of Science and Technology (VISTEC) of PTT (Public) Company Limited.

2) Networking between private companies and educational institutes (the corporate university), i.e. Kantana Institute of Kantana Group Public Company Limited, Nation University of Nation Multimedia Group Public Company Limited.

3) Networking between an association, NGO, and educational institutes, i.e. Thai-Nichi Institute of Technology (TNI) of Technology Promotion Association (Thailand–Japanese), etc.

Such conglomerate and collaboration between business and education sector requires communication as a mediator because of its different nature in terms of conceptual paradigm, management approach, and corporate culture. Mediating persons or institutes enhancing the successful connection between the two are thus very vital. By comparing corporate universities in Thailand in terms of communication pattern, the researcher selected to study one corporate university, the biggest corporate university of the country, which adopts a full communication network in the form of “Network Education Center.” (or Education and Network Center) called Panyapiwat Institute of Management (PIM). It is the center for exchanging and connecting learning, expertise, and experience among members to increase their potential for one another. The management is in the form of network, with missions in developing human resources, in uplifting society, and in helping members to have more chances for employment or for earning incomes, through work-based learning, which requires experienced instructors in each field of profession, and requires collaboration between governmental and private sectors to enhance members’ learning fully.

Although in Thailand communication network is widely applied in business and education sector, systematic communication network process producing an efficient outcome is seldom witnessed. Besides, there is a very limited amount of research in communication network transmission from business alliances to educational alliances, the research that can change a paradigm in a communication network in various dimensions. The transmission process of communication networks is a kind of

knowledge transfer based on fundamental theory in a communication network and plays a significant role in connecting people at interpersonal, group, organizational, and inter-organizational level. Therefore, cooperative working between private organizations and universities are ideal for a future world, expected for connectivity through the network integration leading to maximal benefits for organizations, society, and the nations.

The research “Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances” divides the studied process into four phases: building, extension, movement, and maintenance of the network, including factors leading to its success and factors obstructing the transmission. The results of the study are expected to build a new model of communication network transmission in each phase.

1.2 Statement of the Problem

- 1) What is the innovation of a transmission process in networks communication from business alliances to educational alliances?
- 2) What are the success factors of the innovation of a transmission process in networks communication from business alliances to educational alliances?
- 3) What are the obstacle factors of the innovation of a transmission process in networks communication from business alliances to educational alliances?

1.3 Objectives of the Study

- 1) To study the innovation of a transmission process in networks communication from business alliances to educational alliances
- 2) To study the success factors of the innovation of a transmission process in networks communication from business alliances to educational alliances
- 3) To study the obstacle factors of the innovation of a transmission process in networks communication from business alliances to educational alliances
- 4) To design a model of the innovation of a transmission process in networks communication from business alliances to educational alliances

1.4 Scope and Limitations of the Study

1.4.1 Sample Group and Resources

Two organizations with networking operation in private and educational sector: convenient-store business organizations and a corporate university are samples of this study due to its pioneer in adopting the concrete transmission process in communication networks from business organizations to educational organizations which complies with a future educational direction of Thailand.

1.4.2 Timing

Since the sample organizations have been applying transmission process in communication networks since 2010 up to present, the researcher determines time scope for this study from 2010-2017

1.5 Conceptual Framework

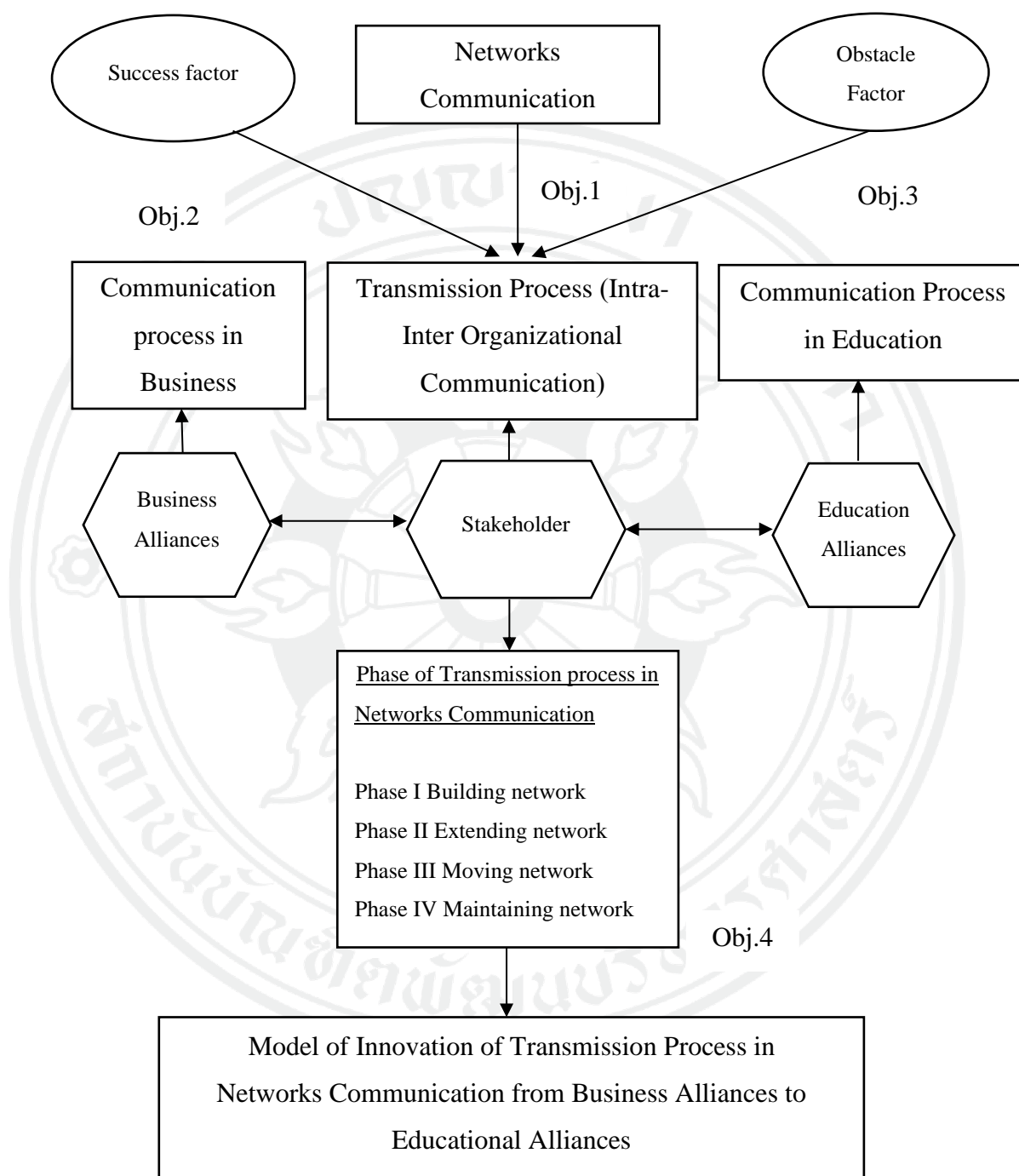


Figure 1.1 Conceptual Framework

1.6 Operational Definitions

1.6.1 Convenient Store Business Organization

CP ALL (Public) Company Limited is an operator of a 7-11 retail business in convenient store type. There are more than 10,000 branched all over Thailand from year 1988. CP ALL establishes a Largest Corporate University named “Panyapiwat Institute of Management”

1.6.2 Corporate University

Panyapiwat Institute of Management (PIM) is a high education level under CP ALL in year 2007 which provide under graduate-PhD. Degree. The University focuses on development of human resources by changing a new paradigm of education to be a Learning organization. The direction of transferring knowledge through Work-based education is to establish an Educational networking unit to coordinate internal and external communication effectively.

1.6.3 Business Networking Management office (BNM)

It was established by CP ALL which aimed to reduce a conflict between CP ALL and alliance companies. The main mission is to select potential alliances, coordinate and maintain existing alliances for new business collaboration and mutual benefits within the network. In 2010 Business Networking Center called as “Sender” or “Transmitters” generalizes existing networks in both business and education to PIM.

1.6.4 Educational Network Unit (ENU)

Network units of a corporate university playing a role in communicating within the network, searching for alliances and partners, coordinating, and maintaining relationships to establish a business, collaboration or interdependence at interpersonal and organizational level with internal and external organizations. In this study, they are called “transmitters.”

1.6.5 Samples

In this study, there are four groups of samples:

- 1) Opinion Leader: the chairman or top executive of convenience-store business organizations.
- 2) Operation Leaders or managers/chief of the network: Operational leader at the level of vice president who adopts policies directly from the opinion leader, and who is the same person in business and educational sector; general manager/director who is the chief of network personnel of convenience-store business organizations and the corporate university, responsible for each network group.
- 3) Alliances or stakeholders in business and educational sector: former or future business partners covering parents, graduates, students, other educational institutes, and communities affiliated in the network of the corporate university.
- 4) Scholars/experts in a communication network: people with knowledge, and/or experience in a communication network for no less than five years.

1.6.6 Process Innovation

Newly-developed network communication steps in the transmission process dimension, from business alliances to educational alliances, which covers from the first up to the last step, enabling to increase the working efficiency.

1.6.7 Networks Communication

Communication pattern among members of the organizations and outside the organizations to help expanding the operation more efficiently. In this study, it emphasizes networks communication patterns used as samples of this study and a protocol for studying the transmission process from business alliances to educational alliances.

1.6.8 Communication Networks

Communication pattern among members of the organizations and outside the organizations to help expand the operation more efficiently. In this study, it emphasizes communication network patterns used as samples of this study and as a protocol for studying the transmission process from business alliances to educational alliances.

1.6.9 Transmission Process

Four transmission steps in networks communication from business alliances to educational alliances: building, expansion, movement, and maintenance. In this study focuses on objectives, type of networks (centralized, decentralized, formal, informal, etc.), patterns (with or without a central or core organization) and the structures (relationship, size, components, position) of networks communication.

1.6.10 Business Alliances

Business Alliances divided by size (small, medium, and large) and by country (China and Taiwan, Korea, Japan, Germany, or any country using English), including governmental and private offices or units, embassies, consulates, and chambers of commerce in Thailand and in foreign countries cooperating with the selected sample organization and sources.

1.6.11 Educational Alliances

Governmental and private educational Institutes at secondary education up to higher education level, tutorial schools, governmental and private institutes supervising education in Thailand and foreign countries cooperating with the selected sample organization and sources.

1.6.12 Success Factors

Factors stimulating and supporting the transmission process in communication networks from business alliances to educational alliances. In this research, they mean eight factors collected from previous research as follow:

- 1) The fame of the organization
- 2) Leadership
- 3) Ethics
- 4) Finance
- 5) Quality (working standard, responsibility, working potential)
- 6) Characteristics of operators/practitioners (trustworthiness, acceptance of ideas, good attitude)
- 7) Timing

8) Activities

1.6.13 Obstacle Factors

Factors obstructing the transmission process in communication networks from business alliances to educational alliances. In this research, they mean eight factors collected from previous research as follow:

- 1) The fame of the organization
- 2) Leadership
- 3) Ethics
- 4) Finance
- 5) Quality (working standard, responsibility, working potential)
- 6) Characteristics of operators/practitioners (trustworthiness, acceptance of ideas, good attitude)
- 7) Timing
- 8) Activities

1.6.14 Weight Role

Sender and receiver in a communication process with role switching by determining the weight of role at 80% for main weight role and 20% for subordinate weight role.

1.7 Benefits from the Research

1) The model of innovation of transmission process in communication networks from business alliances to educational alliances can be applied to increase organizational effectiveness.

2) A protocol of transmission process in communication networks can be adjusted to be used in other organizations, both business and education.

3) The findings and model gained from this research can be used as a preliminary study to forecast educational direction at higher education and vocational education in Thailand in future.

CHAPTER 2

LITTERATURE REVIEW, THEORIES, CONCEPT AND RELATED RESEARCH

The following theories, concepts, and research relating to an innovation of a transmission process in a network communication from business alliances to educational alliances are studied and reviewed:

- 2.1 SMCR Communication Model of Berlo
- 2.2 Theories of Communication and Organization Communication
 - 2.2.1 Meaning of Communication
 - 2.2.2 Communication Process
 - 2.2.3 Roles of Organizational Communication
 - 2.2.4 Benefits of Organizational Organization for an Organization and its Members
 - 2.2.5 Intra-organizational Communication
 - 2.2.6 Intra-organizational Communication Process
- 2.3 The Concept of Network/Networking
 - 2.3.1 Meaning of Network
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 - 2.3.3 Phases of Network
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- 2.7 Concepts of Guanxiology or Guanxi Relationships
 - 2.7.1 Definition and Significant Roles of Guanxi
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 - 2.7.3 Components of Guanxi
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 - 2.7.5 Practical Guidelines
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- 2.10 The Concept of Alliance
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- 2.12 Related Research and Studies
 - 2.12.1 Network Communication/Network Society
 - 2.12.2 The Concept of Guanxi Relationship
 - 2.12.3 Alliance Networks

2.1 SMCR Communication Model of Berlo

Berlo (1960) explains that a communication model comprises four communication elements: source or sender (S), message (M), channel (C), and receiver (R).

Source/Sender: A person, who is skillful in communication, has an ability to encode a message, has a good attitude towards a receiver, and is knowledgeable in the message to be transmitted. Besides, a sender should be able to adjust the level of information appropriate and easy for the receiver to understand, including having common social and cultural background with the receiver to communicate effectively

Message: A communication component relates to content, symbols, and information delivery.

Channel: The way a person transmits his or her message to a receiver through five sensory organs or one of them: hearing, seeing, touching, tasting and smelling.

Receiver: A person who is skillful in communication, has an ability to decode a message, has a good attitude towards a sender, and is knowledgeable in the message to be transmitted back to the sender, including having common social and cultural background with the receiver to communicate effectively.

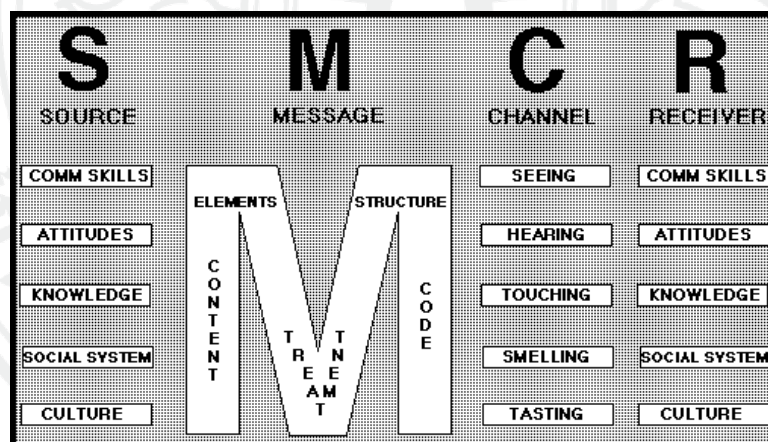


Figure 2.1 S M C R Communication Model

Source: Berlo (1960)

According to this theory, factors that affect the effectiveness of communication on part of the sender and the receiver are:

- 1) Communication skill
- 2) Attitude
- 3) Knowledge level

4) Socio-cultural systems

Francis and Milbourne (1980) identified seven steps of communication process from the sender to the receiver:

- 1) Occurrence of thought
- 2) Encoding
- 3) Transmission
- 4) Receiving
- 5) Decoding
- 6) Feedback
- 7) Action

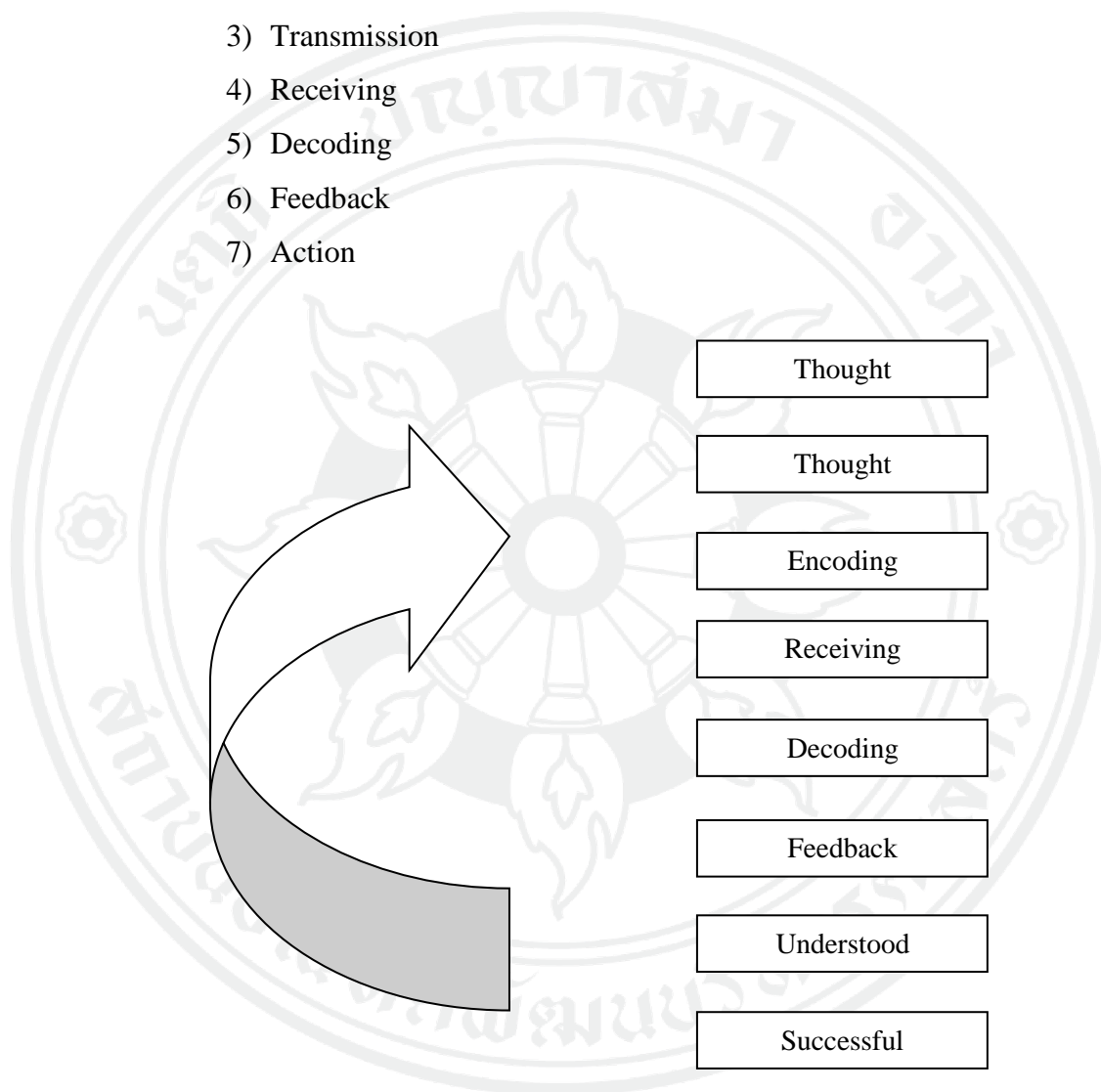


Figure 2.2 Communication Model

Source: Francis and Milbourne (1980)

Four Types of Communication:

- 1) Verbal Communication
- 2) Non-Verbal Communication
- 3) Symbolic Communication
- 4) Visual Communication

Six Elements of Effective Communication:

- 1) Communication Objective
- 2) Intended Message
- 3) Type and Nature of Media
- 4) A receiver's Attributes
- 5) A sender's Potential
- 6) Communication Psychology

2.2 Theories of Communication and Organization Communication

2.2.1 Meaning of Communication

Scholars define “communication” in many ways.

Daniels and Spiker (1994, p. 27) define “communication” as, “Two or more than two people create some shared meaning by verbal and nonverbal language through sensory organs and through interpretation of such meaning”.

Schramm and Roberts (1971, p. 13) defines “communication” as “the transmission of a message between people based on human interaction foundation”.

2.2.2 Communication Process

A communication process comprises three principal elements: a sender, message, and a receiver. Besides, it has “noises” that causes communication ineffectiveness or communication failure. Noises can occur any time during the communication process.

Shannon and Weaver (1949) identify 5 main steps in a communication process:

- 1) An information sources
- 2) Encoding a message through a required transmitter
- 3) A signal or a symbol through an appropriate channel

- 4) Channel or Media
- 4) A Receiver
- 5) Decoding

In a communication process, feedback is essential to indicate if a receiver understands what a sender transmits to him or her. Furthermore, a communication process consists of other variables that can cause communication success or failure, such as encoding and decoding, noises, etc.

2.2.3 Roles of Organizational Communication

- 1) Create an understanding of organizational members in organizational goals
- 2) Plan and develop organization plans to achieve the intended goals and Control organizational operation.
- 3) Manage human and other resources effectively with maximized benefits.
- 4) Select and evaluate organizational members' performance.
- 5) Motivate and establish a climate in which induces employees' satisfaction and willingness to cooperate with the organization properly.

2.2.4 Benefits of Organizational Organization for an Organization and its Members

Organizational Task: Correct and appropriate communication and information facilitates organizational decision-making and helps to prevent and correct the occurred problems and conflicts, especially feedbacks that lead to open communication and thus increase the effectiveness of an organization.

Job Satisfaction: Members of an organizational network will have higher job satisfaction than isolated members. Members who have an opportunity for a face-to-face communication or interaction will have higher job satisfaction, especially if they can receive immediate feedbacks helping them to learn their success or failure in communication. In case of communication failure, feedbacks can correct the mistakes and bring mutual reconciliation timely, while correct information and open communication lead to job satisfaction and good relations with the superiors.

Group Relations: Communication that is more effective harmonizes a group, tightens group relations and reduces group conflicts.

2.2.5 Intra-organizational Communication

A communication can occur in any context, including within an organization or intra-organizational communication, which is important for organizational operations. The failure of intra-organizational communication can cause a difficulty or failure in communicating with people outside the organization as well.

An intra-organizational communication is a type of communication among organizational members in a form of a network in the same unit or between units through oral, written, or symbolic communication to share information.

Zaremba (2003, p. 5) identifies “intra-organizational communication” as an important factor towards organizational effectiveness and helping to inform organizational members of all concerned activities.

2.2.6 Intra-organizational Communication Process

An intra-organizational communication is a process as shown below:

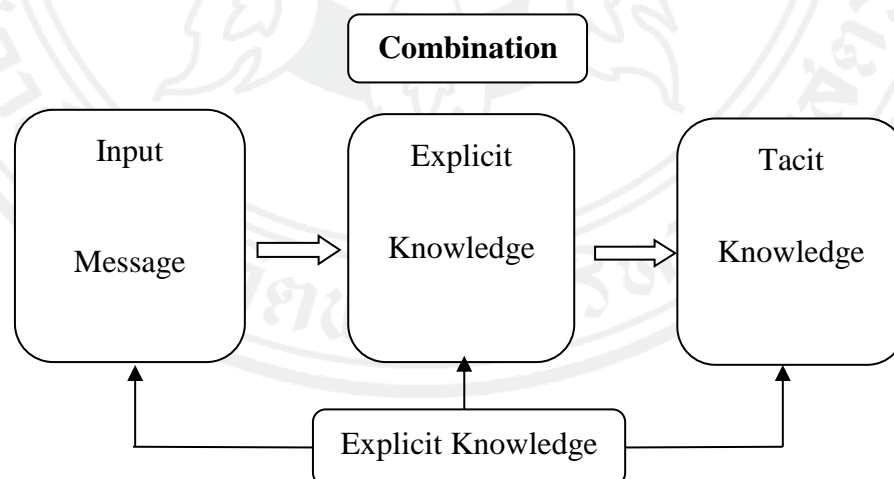


Figure 2.3 Intra-organizational Communication Process

Source: Zaremba (2003)

2.3 The Concept of Network/Networking

2.3.1 Meaning of Network

Mitchell (1968) defines “a network” as direct and indirect relations between a person and other surrounding persons. Such relations can explain all persons’ behaviors within a network, so it becomes a conceptual framework used to study people relations and their behaviors within a society.

Starkey (1997, p. 14) defines “a network” as a grouping of individuals or organizations with a willingness for information exchange or common activities. However, a network will not interfere with the governance of administration of an organization or members' interdependence because each organization will have their separated own way to do so.

Miles and Snow (as cited in Narumon Nirathorn, 2000, p. 1) perceive a network organization as a business organization composing of coordinated experts and individuals by a marketing mechanism rather than a traditional line of authority.

(Kanjana Kaewthep, 1995) gives the definition of a “network” by considering the words, “a net” and “work”. Therefore, “a network” means a joining of works, goals, resources, and benefits to be a net. Despite collaboration, members are independent.

Wichai Sangsri (2009, p. 27) defines a network as formal and informal relations with explicit and clear principles, agreements, and practices between an individual and another individual, an individual and a group, a group and another group, and a network and another network. Networks are interactive relations for knowledge exchange between work units for shared learning within an organization and outside an organization through a group leader. Group members also can allow members of other groups to work or join in their activities. A network thus is a transmission process in which all members can participate. An effective group or network requires good leadership towards common benefits.

Seree Phongphit (2003) defines a network as the relations of individuals or organizations that are willing to coordinate or do some tasks together without losing their independence.

Phra Maha Suthit Aphakaro (2004, pp. 97-103) defines “a network working process” as a common working or a mission of grouping together with a task-oriented

or maintenance-oriented purpose leading to some learnings or social movement. Each network will have a different way of working.

From the above-mentioned definitions, networks are relations at all levels from individual to the organizational level. People in a network comprise a group leader and members working together to exchange and share their goal, resources, and benefits independently. Most organizational networks are from a marketing mechanism and are for learning internal and external organizations towards the organization effectiveness. Besides networks can help to reduce conflicts.

2.3.2 Elements of Network

A number of scholars explain the elements of a network, but this study chose the analysis of Kriangsak Charoenwongsak (2000, pp. 36-44) who finds that a network composes of seven elements as follow:

1) Common perception

A common perception is important for a network to make it easy for a coordination and collaboration. Common perception leads to a common understanding of the goals, but different perception is also allowed for discussion towards the best results of the same purpose, such as understanding of the same problem or experience, etc.

2) Common vision

A group leader of each network must possess common goal with the group or the organization to bring about group power and unity. However, to build a common vision needs time to create a common understanding and mutual trust.

3) Mutual interests/benefits

A network consisting of members with their own needs and interest will face a problem of strengthening the power of a group. Therefore, it is essential that a network must focus on common interests and benefits. Interests and benefits do not mean only monetary ones but can cover the meaning of life value, dignity, fame, potential growth, happiness, satisfaction, etc.

4) All stakeholders' participation

A participation of group members must be a participation of all concerned in a network. A participation covers shared perception, planning, decision-making, and action in various activities. Members should have equal status with horizontal relationship, not vertical relationship, as partners in a network.

5) Complementary relationship

In a network, it is important to use each member's strength, skill, and expertise to complement one another. A member's strength can fix another member's weak points. Therefore, each member will not necessarily start with nothing. To use other members' potential and help will save energy and resources but increase benefits or better outcomes. Thus, the outcome is better than a network in which members work separately.

6) Interdependence

It is vital that every member depends on one another to enhance each complementary role. The interdependence among group members will make each member feel that every part of a network is important and cannot miss any of it. This kind of feeling will lead members to interact more with a network automatically.

7) Exchange interaction

A network can create an interaction among members by regular activities, i.e. through their correspondences, conversation, exchange of ideas, a seminar or meeting, etc. This will lead to a reciprocal exchange, not a unilateral exchange. The more interaction members have, the more cohesive the members will be. Besides, it enables a group to be highly integrated, to gain more learning, and to be more solid.

2.3.3 Phases of Network

This study uses four network phases as follows: (Sarunya Jutanil, 2013)

1) Phase 1: Network formation

It is a stage where group members learn to know one another and to find ways to develop their activities together. A network coordinator needs to find a group leader, shared ideology, and appropriate communication patterns or organizational systems to make a group formation more effective.

2) Phase 2: Network extension

It is a stage where members search for collaboration methods and find how to extend their network to get more new members. Appropriate activities are designed to suit the level of their relationship. In addition, members search for new knowledge and techniques to develop their network.

3) Phase 3: Network movement

It is a stage where members prepare everything ready for a continual work or mission, i.e. time, people, information, capitals, management, and other various resources.

4) Phase 4: Network maintenance

After accomplishing group missions or group goals, members need to maintain good relations and systematic communication among members towards future missions or group existence. A group thus will consistently add new knowledge, review its experiences, and conduct a self-evaluation. This will help a group to have continuing development, adjustment, and learning according to the surrounding occurrences.

2.4 The Concepts of Communication Networks

2.4.1 Meaning of Communication Networks

Roger (1995) defines a communication network as a network formed by interpersonal relations of people with similar characteristics or needs. Members determine an information flow, communication directions, and network analysis methods.

Fischer et al.(as cited in Rogers & Kincaid, 1981, p. 86)summarize that a communication network has an influence on a society and human behaviors widely, i.e. to determine members' attitude, opinions, needs, etc.

Patchanee Cheyjunya, Metta Vivatananukul, and Tiranun Anawasiriwongse (1998) define a communication network as a system of disseminating information among group members. A communication network differs from a communication channel because the latter is only a mediator between a sender and a receiver.

From the above definitions, a communication network means a connected relationship among members in a network, which has an influence on a society and

human behaviors through its structure, information dissemination, and information flow, which may be overlapping.

Regarding a communication network analysis, Rogers and Kincaid (1981) express their opinion about a communication network analysis that it is a method of studying a communication structural system by analyzing information flow and interpersonal relations.

2.4.2 Types of Communication Networks

Leavitt (1964) experimented on communication networks and found two types of communication networks: Centralized and decentralized communication.

1) Centralized Communication

(1) Chain Network is a communication network in which a member can contact or communicate with another member next to him or her. This network is quite limited in terms of broad coordination and interaction among members since it limits only a few communicators and individuals' freedom of communication. Thus, group satisfaction with this network is rather low. Especially, if a prior member of a network conveys incorrect information or has ineffective communication, the damage or negative effect can occur in the whole network.



Figure 2.4 Chain Communication Network

Source: Leavitt (1964)

(2) Y Network is a communication network having two members in the center playing roles as coordinators and information transmitters to other surrounding members. This network is more effective than a chain network in the way that information can flow in more directions instead of only to the next member. Mostly, a member or two members in the center will be more satisfied with this network

than other members will. Therefore, only members in the center will be willing to work or be responsible for the assigned jobs while the rest members of the group will not.

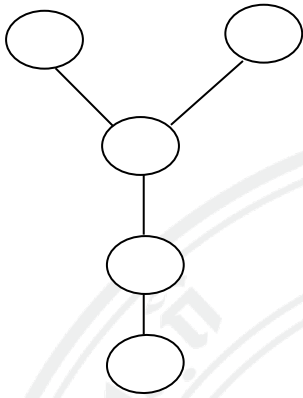


Figure 2.5 Y Communication Network

Source: Leavitt (1964)

(3) Wheel network is a communication network in which one member transmitting the received message to other members. Mostly the member in the center is a genuine and powerful group leader as he or she will be responsible for the accomplishment of the tasks.

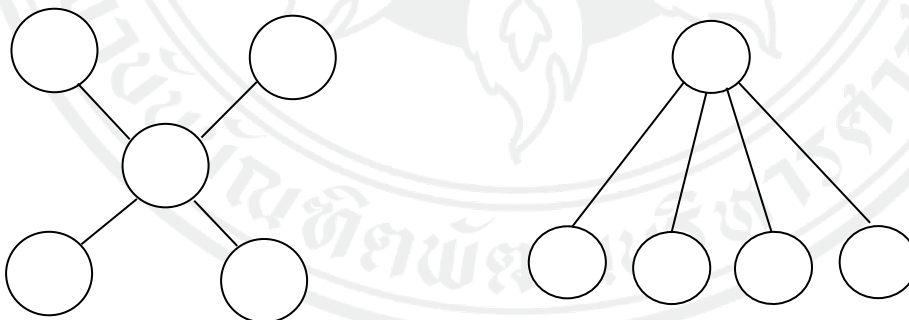


Figure 2.6 Wheel Communication Network

Source: Leavitt (1964)

2) Decentralized Communication

(1) Circle Network is a communication network in which a member can transmit the message to the other adjacent members. Members are satisfied with this network, but it is hard to find a responsible person since every member is equal.

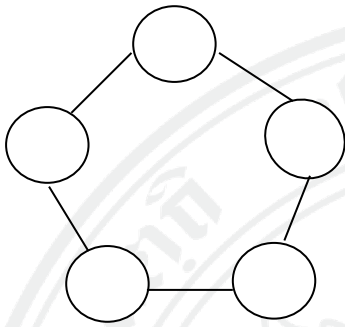


Figure 2.7 Circle Communication Network
Source: Leavitt (1964)

(2) All-Channel Network is a communication network in which every member can interact with and transmit the message to other members directly. It can be considered as the complete network and provides feedback the most.

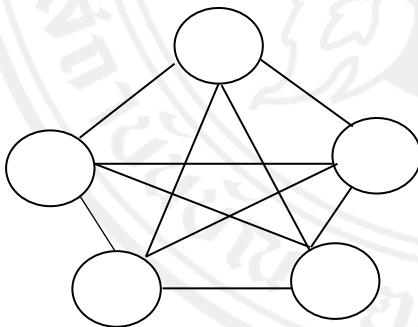


Figure 2.8 All-Channel Communication Network
Source: Leavitt (1964)

Kilduff and Tsai (2003, pp. 4-8) divide types of networks according to a unit of analysis or network analysis into 4 types: (1) Individual level network (2) Business

level network (3) Organization level network and (4) Other level network or inter-organizational level network.

Narumon Nirathorn (2000) identifies criteria in dividing the types of networks:

- 1) Divided by operation areas, or network in the same area or neighboring area.
- 2) Divided by types of activities or issues of problems or network for the same goal.
- 3) Divided by occupations or social status or network of the same circle or business
- 4) Divided by relationship structure or patterns, which divides to be vertical network (a hierarchical network in which members have unequal intimacy and relations or have a higher or lower status) and horizontal network (a network in which members have an equal status) that can be an expansion from the old network or the new network formed by the old members

Ronnachart Butsaenkhom, Phanita Kongsuk, and Weeraphan Wibulphan (2004) identify another two main types of communication networks;

- 1) Informal Network or Emergent Communication Network. This kind of network occurs from informal interpersonal communication and no one assigns or designates to use any channel for communication, i.e. daily activities or interaction, personal relations, family members, etc. Members in this kind of networks freely interact with others with different frequencies and depth of communication. From the studies, this network gradually became an unstructured source when time passed by.
- 2) Formal Network or Prescribed Communication Network. It is a network where members have planned interaction. This network has a prescribed structure and a designation of members' roles and status.

2.5 The Concepts of Social Network

2.5.1 Meaning of Social Networks

Borgatta and Borgatta (1992, p. 1887) defines "Social Network" as a social phenomenon portraying the "Patterned Arrays of Relationship" of members in a society.

Bruce and Yearley (2006, p. 239) defines “Social Network” as a “Pattern of Social Relationship” of individuals. Sociologists count individuals as units of analysis from the study through observation before writing as an “Interaction Mapping”.

Alter and Hage (1993) identify a “network” as a social pattern of individuals that provides an opportunity to encourage interaction among organizations for idea exchange, unity creation, and collaboration. A network can comprise both structured and unstructured organizations but all of them have equal status.

Boissevain (1979, p. 22) defines a social network as a social relationship of individuals where members interact and exchange benefits for one another.

Phra Maha Suthit Aphakaro (2004, p. 6) defines a social network as a relationship in a society at all levels: individual, individual and group, group and group, and group and network. It is an explanation of related behaviors and relations of all things, i.e. activities, communication, collaboration, interdependence, learning exchange, etc. that are structured relations in various forms.

Krittiya Rujichoke and Kesinee Pratumsuwan (2012) defines a social network as a pattern of social relations of individuals, groups, and organizations via social interaction in various forms i.e. activities, communication, collaboration, interdependence, learning exchange, etc. that are structured relations in various forms but with shared goals.

From the above definitions, a social network is an interactive relationship at individual, group, and organizational level in various forms, like a net covering a vast area, through activities, communication, and collaboration towards the same goal, either by a direct or indirect network.

2.5.2 Pattern of Social Networks

Phra Dao Nua Bootsitha (2014) reviewed studies on social networks and summarized that the patterns of the social network were different depending on kinds of members, areas, purposes, operational structure, and activities that each group or network users establish as shown in Table 2.1

Table 2.1 Summary of Types and Patterns of Social Network

Types and Patterns of Social Networks	SonthayaPonsri (2007)	SereePongpit (2005)	PhraMahaSuthitAphakaro (2004)	NarumonNirathorn (2000)	KriangsakCharoenwongsak (2000)	RungrotePhetraburanin (2003)	Robbins (1983)	Frenandes& Cesar (1994)
1.Multidimensional / complex	√	X	X	X	X	√	√	X
2.Space /spatial	√	X	√	√	√	X	X	X
3.Artificial	√	X	X	X	X	X	X	X
4.Genuine	√	X	X	X	X	X	X	X
5.Horizontal	√	√	X	√	√	X	X	√
6.Intimate	√	X	X	X	√	X	X	X
7.Informal	√	X	X	X	X	X	X	X
8.Decentralized	√	X	X	X	X	√	√	X
9.Learning	√	√	X	X	X	X	X	X
10.Large-sized or generalized	√	X	X	X	√	X	X	X
11.Expanded	√	X	X	X	√	X	X	X
12.Assigned	√	X	X	X	X	X	X	X
13.Single-layered	√	X	X	X	X	X	X	X
14.Heterogeneous	√	X	X	X	X	X	X	X
15.Resources	√	√	X	X	X	X	X	X
16.Formal	√	X	X	X	X	X	X	X
17.Nature	√	X	X	X	X	X	X	X
18.Corporate	√	X	X	X	X	X	X	X

Types and Patterns of Social Networks	SonthayaPonsri (2007)	SereePongpit (2005)	PhraMahaSuthitAphakaro (2004)	NarumonNirathorn (2000)	KriangsakCharoenwongsak (2000)	RungrotePhetraburanin (2003)	Robbins (1983)	Frenandes& Cesar (1994)
19.Homogeneous	√	X	X	√	X	X	X	X
20.Hybrid	√	X	X	X	X		√	X
21. Private/Private-sector	√	√	√	X	X	X	X	X
22. Government/Governmental	√	√	√	X	X	X	X	X
23. Centralized	√	X	X	X	X	√	√	X
24. Secondary/Secondary-group	√	X	X	X	√	X	X	X
25. Community/community-level	√	X	X	X	X	X	X	X
26. Interpersonal/dyad	√	X	X	X	X	X	X	√
27. Individual, group, and Organizational	√	X	X	X	X	X	X	√
28. Institution/Institutional	√	X	X	X	X	X	X	X
29. Multi-layered	√	X	X	X	X	X	X	X
30. NGO	√	√	√	X	X	X	X	X

Source: Phra Dao Nua Bootsitha (2014)

2.5.3 Characteristics of Social Networks

Sonthaya Polsri (2007, pp. 264-265) summarizes important characteristics of networks as follow:

- 1) A leader and solid members, being able to operate and expand effectively its network.
- 2) A wisdom, expertise, and knowledge body owned by group members or a local community where members belong to or gained from outside the community, or occurred from the proper integration of both sources of wisdom with the network
- 3) Good relationships among members and are ready to build relations with outside world to expand their network towards a smooth, acceptable, and successful network operation.
- 4) A collaborative learning among members, providing a learning channel or stage for their learning exchange, and for convenient operation to enable members to gain knowledge and exchange their ideas continually
- 5) Continuing activities that enables members to think and conduct their activities regularly without cease to create good relationships.
- 6) Sufficient resources and sharing the resources provided by the network or from an exchange with other networks or organizations to help run the activities effectively.
- 7) A learning and innovation through all kinds of processes to enhance the creation and usage of innovation either in the form of new knowledge and technologies.
- 8) Communication that enhances convenient and rapid sharing of updated and useful information.
- 9) Good management appropriate for types of network operation and leading to effectiveness and efficiency.
- 10) Effective follow-up and evaluation with sufficient database to support the members timely and properly.

2.5.4 Communication through Social Media and Personal Media

Lazarsfeld and Menzel (1968, p. 45) believe that personal communication is more effective than mass communication and online social media because of four specific attributes of personal media:

- 1) For personal media, it is hard to avoid the message reception while online media, the receivers can select what they want to receive.
- 2) A face-to-face communication can adjust and change the content quite fast and with more flexibility.
- 3) A personal communication is simple, intimate, and easy to persuade.
- 4) Receivers trust people they know or have seen before more than people they do not know, or they have never seen before

Monge (1987) also gives more importance to personal media and describes the roles of a liaison that it is a role of connecting one person to another person and can compare with a Star role or a person who can connect to many people. Besides, it accords with the concept of teams' roles based on group members' personality and characteristic of Belbin (1981) who defines "a coordinator" as a person who manages and helps connect group members to participate and achieve the group's goal. Another concept that talks about the role of a communicator are "The Law of the Few".

Gladwell (2000) explains about the Law of the Few that in every society or circle, there will be a group who is more special and important than others or according to the rule of 80/20 Principle". These 20% people own special characteristics, i.e. curiosity, good human relations, easy-going character, and knowing a great number of people, knowledge and readiness in disseminating information to other people, coordination skill, and high persuasion skill, especially a gift of social affiliation that cannot be found in most people (80%). Gladwell also divides these special people into three types: connectors, marvels, and salespersons.

1) Connectors

Connectors are gifted people who can connect all parts of a society or join subcultures into one Pyramid-like network. A connector will be on the top of the pyramid being able to access people hierarchically within the network widely and rapidly. The reason why these people know several people is that they are friendly,

sociable, and curious, including having human relations, and a good understanding of people. Despite a weak tie, these people can still contact people in the network.

2) Marvens

Marvens tend to be an information source. They know a broad range of information that other people do not know. These people like reading, collecting things, searching for new information, exchanging information, and especially they like to support people with their knowledge and information for their decision-making.

3) Salespersons

While a “Connector” plays a role of “social glue” and a “marvel” a data bank, the rest of 20% of the people are like an adept salesperson with very good skill in persuasion and can convince people very easily.

These three types of people are distinguished in creating a social connection. They are important parts of a communication network that uses “personal media” mainly

2.6 Organizational Networks

2.6.1 Characteristics of Organizational Networks

Seree Phongphit (2005, p. 201) summarizes the characteristics of an organizational network as follows:

- 1) It is a group of organizations or people in an organization gathering together to perform their roles to achieve the intended goal of an organization or to serve their common interest.
- 2) It is a stage for social activities by exchanging their learning.
- 3) It can maintain its group for a long-term (not necessarily a specific mission for a short time) by continual communication.
- 4) Members feel connected with the structure they collaboratively develop and exert joint responsibility.
- 5) The group has the main principle of being a co-owner, owns shared equipment and methods, and determines to achieve their intended goal.

Narumon Nirathorn (2000, pp. 21-22) describes network characteristics as follow;

1) A network is an explicit cognitive structure. No matter how far the development reaches, concerned people in a network still express similar conceptual frame and expectation towards their network.

2) Inter-organizational network connectivity is at the horizontal level without a hierarchy and is independent of one another. However, the level of freedom and solidity of each organization may be different.

3) A network organization has a division of labor. The purpose of joining a network is for interdependence and for idea exchange. Thus, an organization that cannot lead into an interdependent state will find a difficulty in mobilizing within a network.

4) The strength of networked organizations can lead towards the overall strength of the network. Therefore, it is essential that it needs mutual support for the development of each network organization.

5) A network organization can exercise its self-regulating system to work together. Therefore, for working together in a flat structure, people need highly a harmony via direct democratic management style. This covers inter-organizational negotiation on internal management to help achieve the goal.

6) The success of a network organization does not occur in one day but is time-consuming in cultivating some values, tightening relationship, strengthening faith and trust, including constructing ways to keep information updated and enhancing creative joint problem- solving. Most of all, a collaboration across network organizations must be done continually.

Tippawan Lawsuanrat (2013, pp. 437-440) elaborates the structure of network organizations as follow;

1) Relational Embeddedness

Granovetter (1973, pp. 1361-1363) defines that “Tie strength” as an integration of relationship development time, emotional attachment, intimacy, and mutual support. Network relationships are divided into two types: A weak tie and strong tie. A weak tie reflects a distant relationship and a low-frequency contact. However, a weak tie might be advantageous when the concerned groups or organizations are located within a reach and when knowledge transfer is simple and explicit. A strong tie covers tight relations between people or organizations that express their mutual trust

and emphasizes equality, such as a joint venture, Joint research R &D, etc. Due to its strong tie, an organization needs very few coordination but exercises a large amount of information sharing and corporate understanding. A strong tie has two benefits: partners can teach one another, which strengthen their interdependence, and to develop more trusts. Besides, it leads to more profound understanding, better information processing, and more tacit knowledge sharing that are ready to be transferred across organizations. In addition, it helps members in an organization with a strong tie to bear all difficulties during the crisis.

2) Closure and holes in the network

According to Burt's Theory of Structure Holes (Burt, 1992, p. 18) structure holes between two groups of people mean that each group determines to do its activities without paying attention to other groups. An organization can create an advantage over its competitors if it can expand its network inclusively. On the other hand, if any member of a network whose structure hole needs costly information or is ineffective in acquiring needed information. In addition, an organization with high structure holes will get benefits under close supervision.

3) Embedded interactions

Embedded interactions open an opportunity for an interactive system and returned value. The comparison between structure holes and the network intimacy helps to illustrate nature of each network organization. Rowley (as cited in Tippawan Lawsuanrat, 2013, p. 440) points out that to make an organization understand if the competitiveness is at organizational or network level, one must consider from the benefits condition as a result of cohesiveness or solidity of the network. Therefore, a major common aspect of a network organization is the relationship, intimacy, and shared responsibility within a network. Cultivation within a network requires time and it is not only a gathering of people for a short-time specific mission.

2.6.2 Structure of Organization Networks

According to Seree Phongphit (2005, p. 204), an organization network can be formal or informal. Both structures are different. For a formal organization network, it shows a clear coordination structure while an informal network does not but depends on goals, resources, (time, money, people), and members' needs on organization

management. For informal networks, it may be convenient for informal exchange of information. However, most organizations need a formal structure to achieve certain goals; especially they need coordination to avoid overlapping work. Nevertheless, a network is rather flexible, or an organization can change it. Some network can start with a loose structure and adjust it to be more formal or more systematic over time. On the contrary, some networks start with strict or formal structure and become more loose or flexible later. Thus, at last members will determine what kind of structure they need.

Boissevain (1979) summarizes the major structure of a network as follows;

- 1) Size of a network.

It comprises people with actual interaction or genuine relationship and numbers of members in a network

- 2) Density of a network

It means a level of members' relationship, communication, and mutual exchange frequency

- 3) Involvement in a network

An organization can measure its network involvement by network density or members' relations that may occur or have occurred, and network accessibility. For accessibility level, an organization can measure from the number of members connected in a network with the closest distance.

- 4) Members' position and status in a network

This indicates the level and kinds of occasions of communication with focal

- 5) Clusters of members' relations in a network

As a network can comprise several groups. In some groups, members have higher relations and are more intimate than other groups in a network. Therefore, the relations within a group is higher than the relations outside the group.

Tippawan Lawsuanrat (2013, pp. 80-86) further explains the eminent attributes of network structures or network organizations that they are not hierarchical but highly flexible and regulated by marketing mechanism rather than administrative procedure. A network structure is based on core competencies of an organization but can acquire resources from its alliances outside an organization. A network structure is dynamic and occurs from needs at a certain time rather than from an anticipated plan.

The interaction within a network may go slowly or rapidly. Once an interaction occurs, dyadic or interpersonal communication takes place without passing through an organizational line of authority. Consequently, values of network organizations emphasize an exchange and collaboration more than possession and emphasize trust more than suspicion. Power comes from knowledge and relationships, not from work positions. An effective network organization can manage problems as well as good opportunity rapidly. Whether an organization will face a success or failure, it can gain increased learning. A network organization starts from a small unit as a part of a network of each unit. Mostly the organizational design will start first within an organization with the least management sectors. Besides, the design focuses more on working procedure than organizational structure by applying technologies for its working. Teamwork, which is personal media, are also important parts. A network organization is appropriate for organizations requiring high flexibility and quick response to changing environment.

2.6.3 Patterns or Systems of Organizational Network

Starkey (1997) classifies network models into several patterns as follow;

- 1) A network in which the organization or its member relates to the principle organization but not with other organizations within the network, i.e. collaboration for serving members of external networks or organizations.

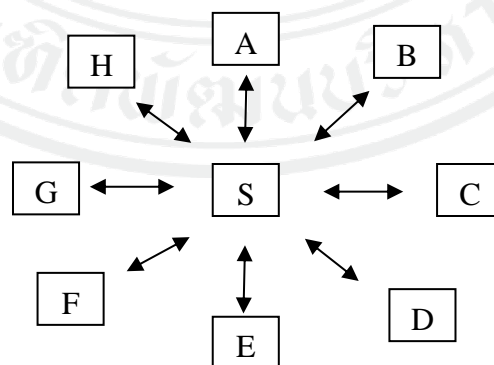


Figure 2.9 Centralized Organizational Network

2) A network in which the organization or its member relate with one another without a principle or central unit. It is a complete network and hard to find.

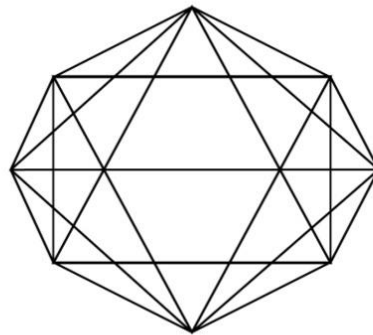


Figure 2.10 Decentralized Organizational Network

3) A network in which some parts or some members of the organization relates with one another through a principal or central unit.

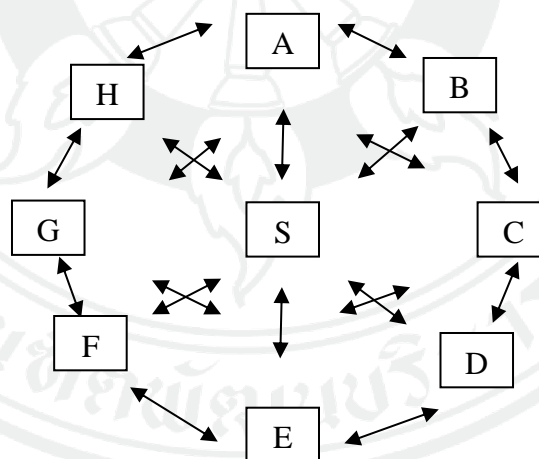


Figure 2.11 Semi-Centralized Organizational Network

4) A decentralized network in which the organization or its member can contact the principle organization and with other organizations or members by having a secretary to perform as a facilitator within the network.

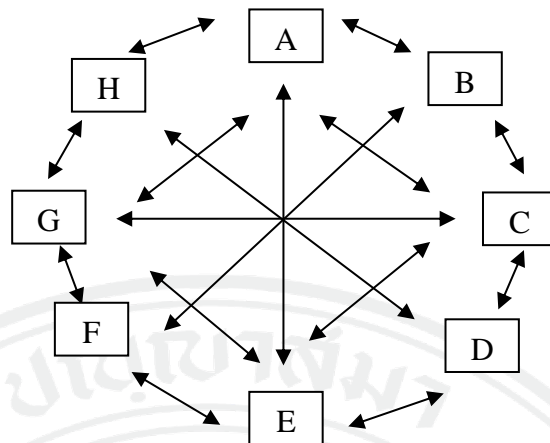


Figure 2.12 Decentralized Organizational Network as a Facilitator

Besides Adler and Elmhorst (1996) classify an organizational communication network into three types;

1) Internal and external organizational communication network

An internal organizational communication network comprises various communication channels, i.e. memorandum, announcement, emails, etc., while there are several channels of an external organizational communication, such as advertising, public relations, social media, and other channels that customers or outsiders can send their suggestions or opinions to an organization.

2) Formal and informal organizational network

A formal organizational network is a network established formally by an organization to inform members to comply with organizational patterns in transmitting information and to let each member report through an organizational chart or line of authority.

An informal organizational network is not established by an organization. Sometimes, it is called, “Grapevine communication”. Davis and Newstrom (1989) divide organizational networks into four types;

(1) Single Strand: a member sends a message to another member and goes on.

(2) Gossip: a member sends a message to all members.

(3) Probability: a member randomly sends a message to other members.

(4) Cluster: a member chooses to send a message to other members.

3) Organizational Networks divided by communication directions

There are four types of organizational Networks divided by communication Directions;

(1) Top-down or downward communication is a designated organizational communication from a superior to a subordinate.

(2) Bottom-up or upward communication is an organizational communication from a subordinate to a superior. The issues transmitted by a subordinate to a superior is

- a) a report that a subordinate is working on or finishes
- b) a report of working problems needed for a help
- c) Suggestions or opinions for improving an organization
- d) Revealed information about a subordinate's feeling or attitude towards his or her work, co-workers, and an organization.

(3) Horizontal communication is communication between co-workers or between superiors at the same level. The purposes of horizontal communication are

- a) For coordination and assignment
- b) For giving information about plans or activities
- c) For problem-solving
- d) For creating mutual understanding

The often-used patterns of horizontal communication are meetings, information exchange after work, conversation on the phone, a memorandum, social activities, training, and quality control. Horizontal communication plays a great role in tightening relations and in creating common responsibility and participation among members. Nevertheless, an obstacle to horizontal communication is the lack of trust. Therefore, it is essential to create a good working climate and a fair promotion system.

(4) Cross-functional communication is an information exchange between subordinates or between superiors of different functions or organizational units, such as a member in the purchasing department makes orders for the marketing department or the training department works with sales department, etc.

2.6.4 Success Factors of Social Networks

As this research aims to study success factors of the transmission process in communication networks from business alliances to educational alliances, which is the context different from those studied in other pieces of research. The previous studies in other contexts are as below;

Somkul Thavornkit (2000) views the degree of a network's success depends on 14 factors which are

- 1) Unity and harmony of entire members in the network
- 2) Shared morale, motivation, and determination to work towards intended goals.
- 3) A sacrifice of network members: strength, wisdom, and assets or resources.
- 4) Good planning and management systems and proper for each circumstance including a good understanding of members' needs and interests.
- 5) Regular and consistent communication, follow-up, and evaluation.
- 6) An audit system to evaluate task effectiveness according to PDCA.
- 7) A leader with wide vision, decision-making, and coordination skill.
- 8) All members give importance to group benefits, not personal benefits
- 9) Continual Activities
- 10) Participation of members and all concerned.
- 11) Maintenance of old networks while expanding new networks without cease.
- 12) Members' mutual sincerity, faith, and respect including shared learning.
- 13) Proper rules and regulations for members and group operation.
- 14) Sufficient resources for network operations that can be audited.

Scheuing (1994) offers another 6 success factors of network organizations;

- 1) Strong Commitment

A strong commitment can take place when members have common ideology and relations after working together and consulting one another continually and consistently no matter the outcome is successful or unsuccessful.

2) Continual Improvement

An organization must evaluate the members' needs and expectation, including their strength and weakness. While working together, they need to communicate clearly what each need and expects all the time. It is also important to evaluate the networks' situation facing both internal and external problems. Benchmarking is useful for comparing the network performance with that of other networks with similar characteristics. The findings from the evaluation will be fruitful information for developing the networks in future.

3) Long-Term Commitment Maintenance

To maintain long-term commitment among network members plays an important role in network development continually. This is because a network with long-term attachment and with common benefits can induce exchange of resources, collaborative works, and creation of beneficial outcomes for the network. However, to do so it requires a gathering of resources and long-term investment. In addition, to strengthen faith among members communication plays a role in building their relationship. To illustrate this, common working experiences does not cover only work but also friendship and shared happiness and difficulties together.

4) Empowerment

Empowerment means to support network members to have an opportunity to express their capabilities of themselves and of the organizations in solving problems together. Examples of activities for empowerment are an activity in strengthening relationships within the organization, funds raising, searches of resources necessary for network operations, etc.

5) Shared Value

Shared value of network members affects working behaviors of the network, i.e. quality-orientation, flexibility, openness, people-orientation, teamwork, etc.

6) Leadership

Leadership of the network means the establishment of strategic vision, an ability in persuading other people to understand the importance of collaborative work within the network and an ability in supplying resources essential for the work, to help

strengthen members' relations and lead to the success of the network. A leader must possess several characteristics, i.e. honesty, diligence, sacrifice for group benefits, etc.

Teerapong Kaewhawong (2001, pp. 257-258) points 6 important success factors of the networks;

- 1) The networks have consistent communication process comprising of information, techniques, methods, experiences, and developments to promote continual exchange. Besides, they have regular progress reports about members' activities.

- 2) The networks pay attention to all members in various aspects by focusing greatly on their needs. In addition, idea exchanges, perspectives towards development, or the goals towards cooperative activities leading to shared decision-making in determining common goals can enhance members' implementation of the plans and hence can increase their collaboration.

- 3) The networks have effective co-operation organizations and network structure, which can respond to a call for coordination, prevent domination of other organizations, reduce conflicts between members and the networks, and establish equal participation throughout the networks.

- 4) The networks must give importance to members' shared decision-making at various steps of operation so that innovation and cooperation norms can be created.

- 5) The networks need to develop and gather all concerned resources continually and effectively by having proper plans to let the networks have continuing activities.

- 6) The networks need to publicize the role of the networks and of the members to be well known to gain collaborations and to create good understanding to the members and the public. This can ensure the more stability and help to expand the networks.

Seree Phongphit (2003, p. 134) states that a community network can grow and be successful with the following six factors;

- 1) The network possesses a network culture. In other words, it must encourage horizontal more than vertical relationships. All members need to respect one another and maintain their relationship with other members sincerely without hidden agenda.

2) Members have a chance to interact with one another regularly to maintain their relationships.

3) The network needs to have a clear goal that all members have a common understanding of its meaning.

4) The network needs to have shared plans, activities, and investment, i.e. a community enterprise, cooperatives, etc., which require members to meet and jointly work continually.

5) The network has a group of leaders performing a role of a director and coordinator of the network with strong determination.

6) Members have a high degree of collaboration and help one another without competitions within the network.

2.7 Concepts of Guanxiology or Guanxi Relationships

2.7.1 Definition and Significant Roles of Guanxi

The concept of Guanxi Relationships is influenced by Confucianism, which is based on the belief that individuals all connect to one another. Social order and the strength of social networks depend on the relationships with appropriate interpersonal roles, i.e. a king and people, a father and son or daughter, a husband and wife, a friend and friend, etc. To connect those relationships requires a great attention to the families of all concerned. This concept is different from western concepts that focus on a single family and independence.

Luo (2007) defines Guanxi Relationship as a communication that facilitates or support long-term personal relationships by giving friendships and benefits to others, i.e. a private company or a governmental office, without expecting to get something back. Guanxi is a mutual help upon request or it is simply called as, “friendship and interpersonal relations”.

Guanxi might be perceived as a bribery but in fact, it is different from a bribery. Guanxi is a kind of a friendship establishment in the form of personal visits and interaction to create a network or to learn the needed help. In spite of its reciprocal nature, it is not necessary that each person get equal help. The assistance is not in the form of monetary offers, precious or high-priced gifts. Guanxi relationships are great

mobilizers in Chinese business and have been adopted widely for decades. At present, Guanxi is the main key in evaluating an organizational potential. Therefore, Chinese and other foreign business companies seem to be under the influence of Guanxi because no organizations can be successful without an expansion in Guanxi relationships.

2.7.2 Level of Guanxi

There are three levels of Guanxi Relationships:

- 1) Macro Level: families, societies, etc.
- 2) Semi-Macro Level: Any organizations involving policies, management, human resources, corporate culture, etc.
- 3) Micro Level): everyone in certain social status or in a family network, etc.

2.7.3 Components of Guanxi

The cultivation and maintenance of Guanxi are in many forms as follow;

1) Transferable

The business cooperation in China often comes from an introduction from acquaintances or from previous Guanxi relationships. As an example, A has a Guanxi relationship with B, and B with C so B introduces A to C. Whether this transferred relationship will succeed or not depends on the strength of B's Guanxi relationships with A and C.

2) Reciprocal

Guanxi relationships need a consistent reciprocity and support. Without this, one can easily lose one's face while the other will lose confidence in that person. Reciprocity of each time may not be equal or the same, but the most important thing is consistency.

3) Intangible

The establishment of Guanxi relationships is an infinite exchange of generousness without any written agreement. Thus, Guanxi is like a spirit contract or promise. To lose Guanxi, it might cause an invaluable social defamation.

4) Utilitarian

Guanxi gives importance to non-monetary benefits or profits. Mostly, Guanxi may be a result of friendship relations but sometimes it may not. Nevertheless, Guanxi starts from interpersonal relations. An organization emphasizes Guanxi relationship with its members or staffs and hence these staffs bring their personal relationship in the organization. They will be proud to introduce their organization or network to others and this enables the organization to gain benefits from their reciprocity to fulfill their resources in either way.

5) Contextual

The cultivation of Guanxi may bring about direct and indirect benefits. A gift-giving is one possible way that leads to a relationship-establishment with people around a person who has built a prior Guanxi relationship, i.e. a gift-giving to a family member (a husband, wife, or son) towards personal and network benefits.

6) Long-term Relationship

Confucianism gives importance to a relationship at all levels and concerns greatly on the balance or equilibrium. Despite the conflicts or differences, it still believes in a balanced conflict, such as Yin and Yang. No matter how much assistance one receives from Guanxi relationship, the most important thing is consistency and accessibility or timely response when needed. Therefore, Guanxi focuses on long-term relationships with consistency and regularity until it becomes good relationships from generation to generation.

7) Personal Relationship

Guanxi is a tight relation with another person so it is a personal relationship. If a person who built prior Guanxi relationships resigns from an organization, it means that an organization will lose Guanxi relationship with another person this person connects. It is thus different from an organizational relationship that will not depart when a person departs from an organization, as it owns less intimacy and firmness.

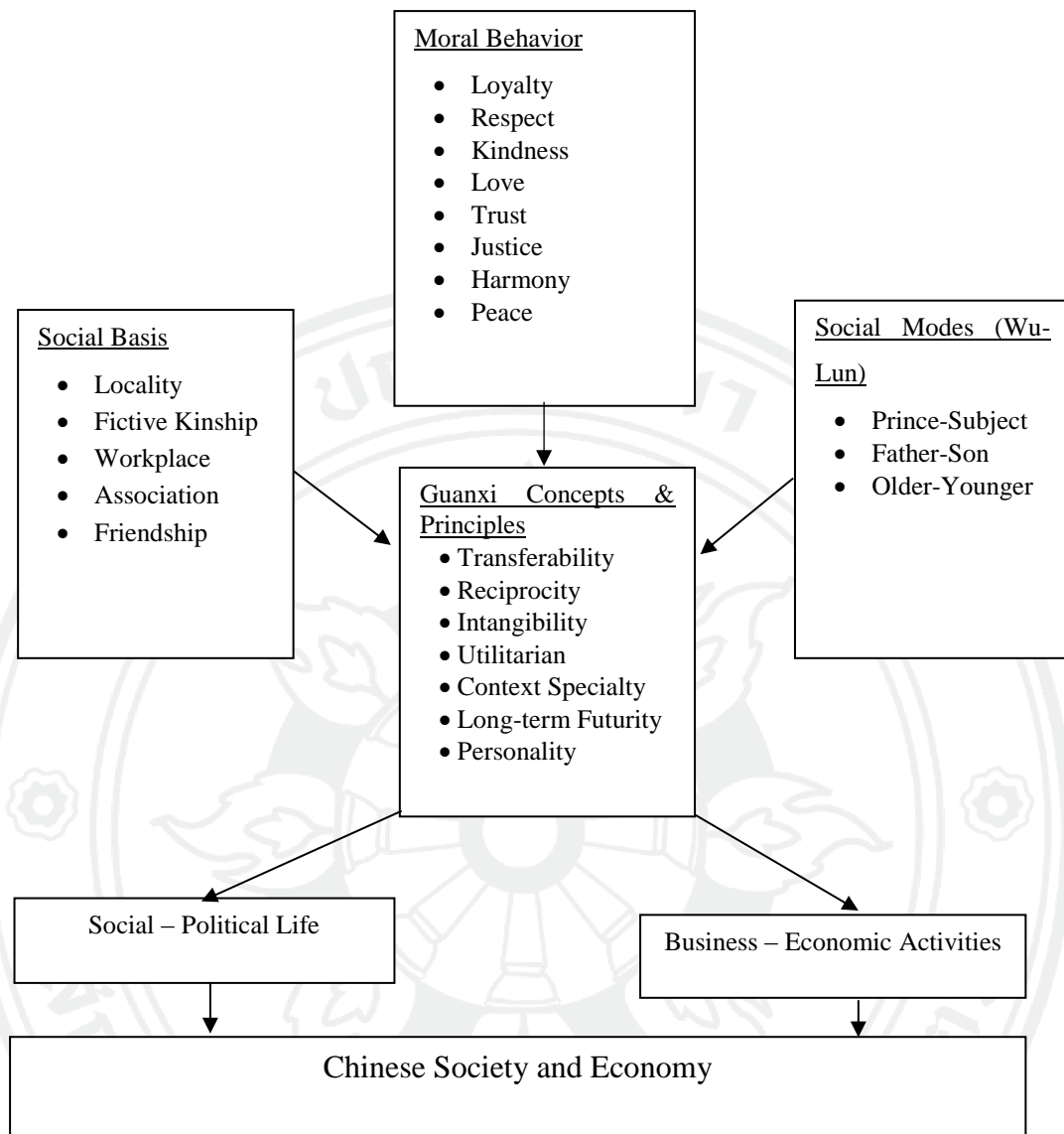


Figure 2.13 Core Elements in the Conceptual Framework of Guanxi

Source: Luo (2007)

2.7.4 Organizational Networks and Guanxi Relationships

As aforementioned, an organization can lose Guanxi relationships if a connecting person departs from an organization. Therefore, Guanxi becomes important organizational assets, especially if Guanxi relationships come from a key manager. A lot of organizations and theorists have paid high attention to network organizations during these past decades. Theorists from several schools have tried to describe this concept. For instance, Galaskiewicz (1985) states that no theories can explain about

inter-organizational networks well. Oliver (1990) adds that before going to connect or build a relationship with other organizations, an organization needs to interact and communicate multiple contingencies. In addition, Pfeffer and Salancik (1978) believe that organizations need interdependence and require information from a variety of parties or units to run their operation. Whenever an organization faces insufficient resources, it is necessary to exchange their resources with other organizations. By doing so, it can reduce the threats an organization may confront.

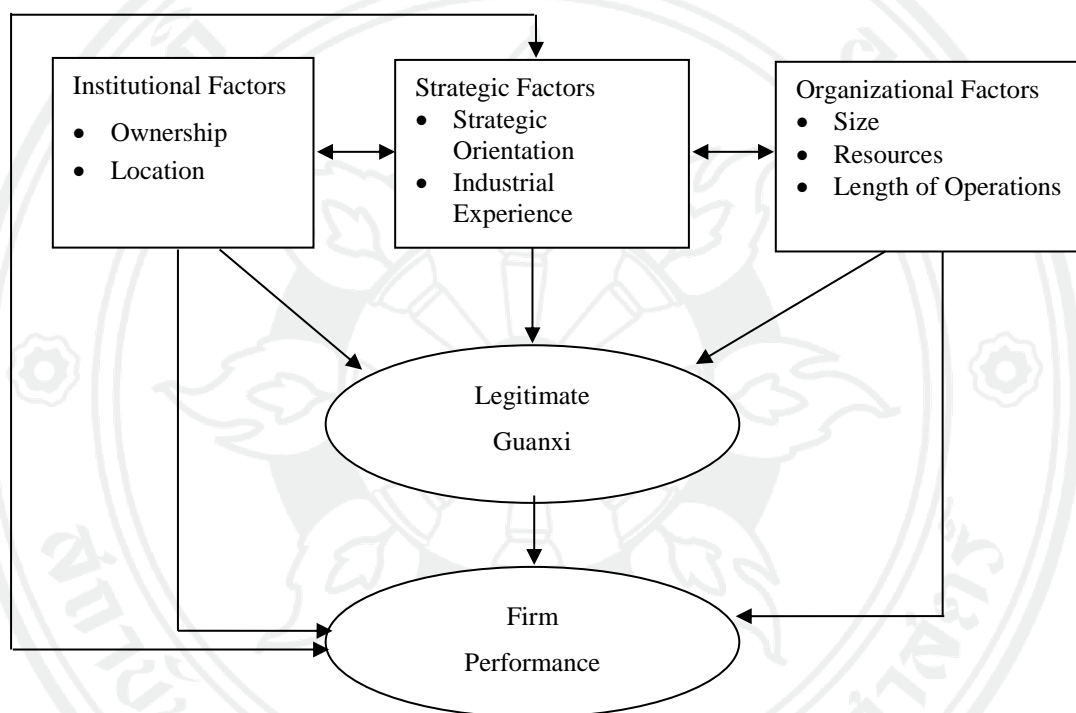


Figure 2.14 Guanxi and Organizational Dynamics

Source: Luo (2007)

2.7.5 Practical Guidelines

1) Constructing one's own networks

Guanxi relationships are the network establishment and transmission from outside into inside through a face-to-face assistance with agreed understanding. This relationship may be a small gift giving, a reception party, or even a concern on

details of another person. In the business world, people tend to do their business with someone they feel intimate.

2) Utilizing Intermediaries

One can establish Guanxi relationships through personal media by introducing one's friend to another friend or a prior Guanxi to a new Guanxi.

3) Searching for a right people

For Guanxi establishment, it needs to connect with private and governmental organizations to search for a person with dominant power or who can make decisions in the organizations. Mostly these people are the top management of the organizations.

4) Transforming or implanting individual Guanxi to the organization

Organizational Guanxi depends on individual Guanxi or Guanxi needs to pass from an individual to an organization. If the organization does not record its body of knowledge of how to connect relations with their individual employees, once these employees resign from an organization, the knowledge and Guanxi relationships of those people will disappear with them. Therefore, an organization should design its strategies in transferring knowledge and Guanxi relationships from an individual to the organization as well.

5) Hiring locals and dispatching ethnic Chinese

Guanxi involves a recruiting process. An organization should recruit its employees of different positions at the various levels of significance. This is because each person will have his own network or Guanxi and have different skill in establishing Guanxi relationship. In the recruitment, an organization should consider the level of Guanxi each person has and its usefulness for an organization.

6) Monitoring Guanxi within an organization

Monitoring Guanxi within an organization means 1) the extended benefits of Guanxi by transferring Guanxi from one part to another part of the organization. 2) to investigate organizational Guanxi without common benefits and to analyze its growth of adopting the strength and weakness of established Guanxi 3) to match the demand and supply of Guanxi network establishment appropriately. An organization should concern about how strong and stable an individual Guanxi transferred to an organization is. An individual Guanxi comprises 4 kinds: 1) Strong

blood (family members) 2) Weak blood (relatives) 3) Strong social (colleagues) 4) Weak social (friends of friends). A Guanxi establishment is a social investment and Guanxi can occur when needed. However, if only one party gains the benefits, it can weaken the network or make the relationships less stable.

7) Maintaining Guanxi relations

Maintaining Guanxi relations requires continual social interactions. The technique in strengthening Guanxi is to multiple Guanxi, which enhances collaboration and makes the relations tighter. The maintenance of Guanxi depends on the level of intimacy. The more intimate the relationship is, the more trust occurs. Besides, continual reinforcement in tightening the relationship is essential, i.e. common activities, visits, etc.

8) Improving credibility

Credibility and trust are important keys for Guanxi relationship, which requires mutual understanding, flexibility, and compromises.

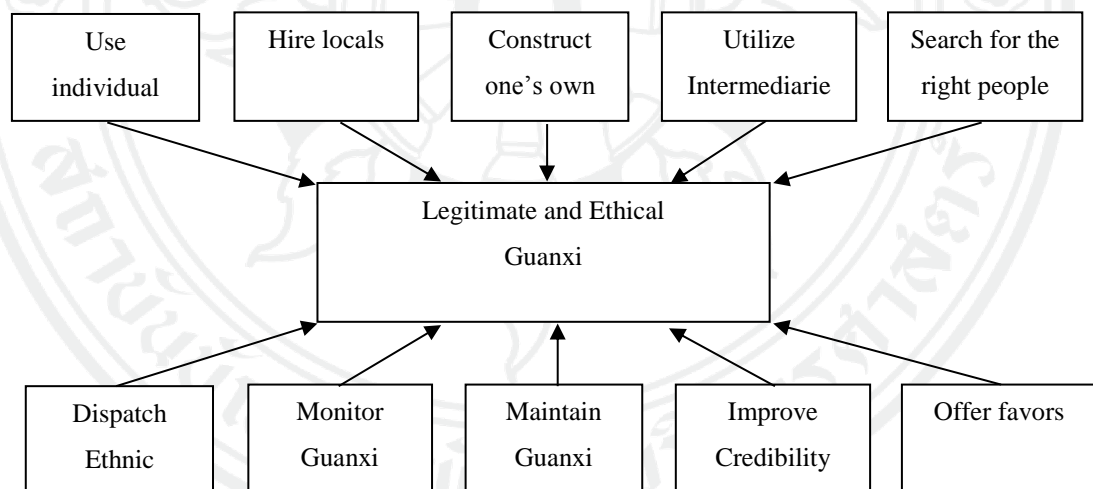


Figure 2.15 Guidelines for Developing Legitimate and Ethical Guanxi

Source: Luo (2007)

2.8 The Concept of Bamboo Networks

Bamboo networks are ethnic relations in which people tend to trust other people of the same ethnicity. The predominant characteristics of this network are its leniency,

flexibility, and tolerance, but strong like bamboo whose nature is lenient despite its strength and endurance.

Weidenbaum and Hughes (1996) in *The Bamboo Network: How Expatriate Chinese Entrepreneurs are creating a New Economic Superpower in Asia* stated that successful foreign business in China does not only come from the understanding of Chinese language and culture, but also from the understanding of Chinese basic beliefs. Bamboo networks or networks of ethnic relations are success factors for an investment in China since most executives are Chinese, such as Chinese overseas (Chinese ethnics in Taiwan, Hong Kong, Singapore, etc.) including the understanding of Guanxi relationship. From previous studies, they found that same ethnicity, kinship, family names, and hometowns led to common faith, confidence, and trust, in doing business together despite the distance. “The Expatriate Chinese found that kinship, dialect, or a common origin (in a clan, a village, or even a county) provided a basis for mutual trust in business transactions, even ones conducted at great distances.”(Weidenbaum & Hughes, 1996)

Research works on Bamboo Networks in large organizations have been conducted widely. For instance, one of these studies is “The Making of Thai Multinationals: A Comparative Study of the Growth and Internationalization Process of Thailand’s Charoen Pokphand and Siam Cement Groups” (Pavida Pananond & Zeitham, 2001). This study showed that a huge corporation like Charoen Pokphand or CP, which is the first foreign company that receives the first Foreign Investment License (No. 001) in China has applied Chinese culture and concepts in establishing its networks and expanded its use to other subsidiary or affiliating companies, i.e. CP All Public Company Limited.

This study is a comparison study of CP groups and SCG groups in terms of their network establishment capacity. The results show that a network establishment has been a major success factor in expanding a business, both local and abroad, since 1997. The companies used different resources from the alliances to fill up the shortage or to maximize their benefits. There are three types of network relations found in the companies: finance or investment, technology, and politics. Furthermore, Weidenbaum and Hughes (1996) expressed their ideas in *The Bamboo Network: How Expatriate Chinese Entrepreneurs are Creating a New Economic Superpower in Asia* that many

foreign companies that wanted to invest in China, i.e. Heineken, Telecom Asia, Wal-Mart, Pepsi-Co, etc., perceived CP as an effective business partner. This is because it has networks at many levels: from Chinese Government to local people.

2.9 The Concept of Knowledge Transfer

2.9.1 Definition and Knowledge Hierarchy

Many philosophers studied about knowledge a long time ago, i.e. Socrates and Plato. However, scholars still questioned the definition of knowledge by distinguishing between “data”, “information”, and “knowledge”. (Skyrme & Amidon, 1997). Later, some philosophers explicated the differences between these three words. “Data” is raw numbers and facts that have not been classified, categorized, or analyzed. “Information” is processed data, while “knowledge” is authenticated information that passes classification, categorization or analysis and is accountable. (Alavi & Leidner, 2001; Dretske, 1981; Vance, 1997). In 1998, Davenport and Prusak’s further defined “knowledge” as a fluid integration of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. However, knowledge originates from a person’s brain through interpretation process and a person uses that knowledge to serve the intended objective. Knowledge is different from expertise. For expertise, it is specialized and needs deep knowledge and understanding in certain field or area, which is higher than average level. It is gained through experiences, training, and education. An expertise takes time to build up and will embed in a person for good, (Bender & Fish, 2000) as explained in figure 2.16

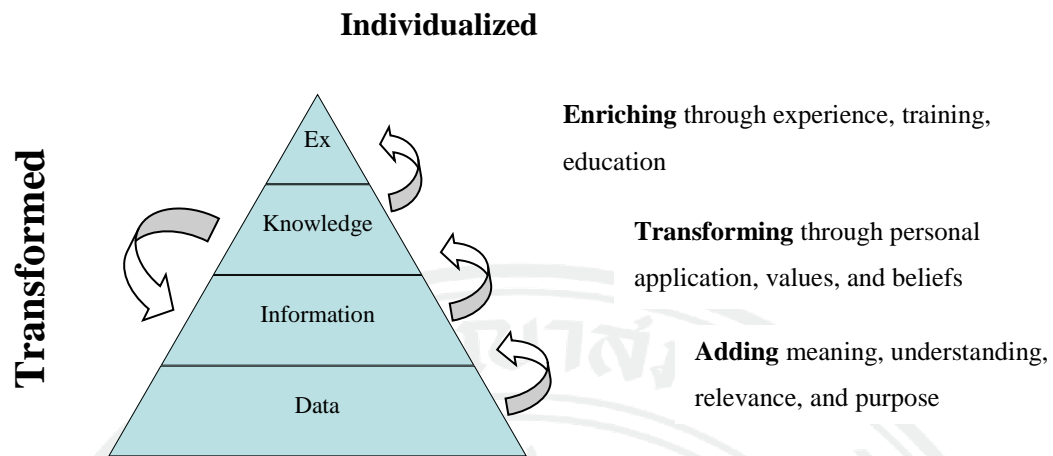


Figure 2.16 Knowledge Hierarchy

Source: Bender and Fish (2000)

2.9.2 Types of Knowledge

There are two types of knowledge divided by the level of complexity on knowledge continuum: tacit knowledge and explicit knowledge. (Koulopoulos & Frappaolo, 1999)

1) Tacit knowledge is non-verbalized and unarticulated but intuitive. (Polanyi, 1962) It is the uncaptured knowledge from human brain requiring decoding. (McAdam & McCreedy, 1999; Nonaka & Takeuchi, 1995; Wong & Radcliffe, 2000) However, compared to explicit knowledge, tacit knowledge is more valuable for an organization.

2) Explicit knowledge is articulated in formal language that is easy for transmission among people (Koulopoulos & Frappaolo, 1999). Explicit knowledge might be in the form of document or computer system as well. (Magd & Curry, 2003)

2.9.3 Knowledge Transfer in Communication

1) Definition and forms of knowledge transfer in communication

Knowledge transfer is the conveyance of knowledge from one place to another place or from a person to another person or from a knowledge owner to others. (Carlile & Rebentisch, 2003) The success of knowledge transfer results in creative usage and successful application of knowledge in an organization. A number of researchers

offered the models of knowledge transfer. Edward and Cordey-Hayes (2000) collected many models and frameworks of knowledge transfer and compared all of them until they got one main model that is classified into two streams of models;

(1) Node models: describe nodes or each part of knowledge and discrete steps that are each gone through in a knowledge transfer process.

(2) Process models: describe a separate process of knowledge transfer at each step

Knowledge Transfer Theory stems from Shannon and Weaver (1949) mathematical approach and basic idea of the collaboration and communication between a source (or a sender), and a receiver. In social science perspectives, knowledge transfer can be explained in two points: 1) The source or sender who shares the knowledge and the receiver who acquires the knowledge, and 2) Environmental or contextual factors surrounding the process.

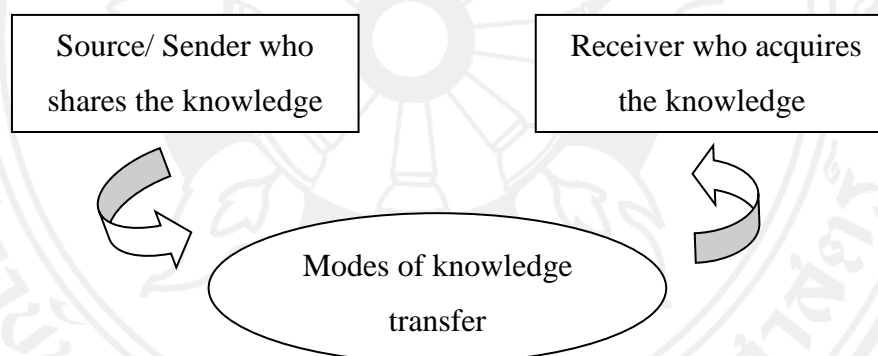


Figure 2.17 Knowledge Transfer in Communication

Source: Nonaka and Takeuchi (1995)

Nonaka and Takeuchi (1995) offer four forms or modes of knowledge transfer or conversion;

Socialization - Transformation of tacit knowledge held by a person into a tacit form to another person with whom he or she interacts in an organization.

Externalization - Transformation of tacit knowledge into explicit through concepts, theories, analogies, etc.

Combination - Conversion of codified knowledge into new forms of codified knowledge by combining different bodies to obtain new categories of knowledge that can be transmitted or communicated in various channels.

Internalization - Transformation of explicit knowledge in a tacit form that reflects a learning process through teaching and training to achieve some tasks.

Table 2.2 Forms of Knowledge Conversion

Internalization	Externalization
Explicit – tacit conversion, i.e. learning from reports, etc.	Tacit-explicit conversion, i.e. dialogues between team works, answering questions, etc.
Socialization	Combination
Tacit-tacit conversion, i.e. team meeting and group discussion, etc.	Explicit-explicit conversion, i.e. emails, reports, etc.

Source: Nonaka and Takeuchi (1995)

2) Knowledge transfer process in communication

Cranefield and Yoong (2005) pointed that successful knowledge transfer in an organization does not only need the capacity in acquiring and absorbing knowledge but needs also a capacity in using the acquired knowledge maximally.

Four important factors of knowledge transfer process are;

(1) Knowledge awareness: The ability to identify the appropriateness and value of knowledge.

(2) Needs to share. A source or a sender must be willing to share his information or knowledge.

(3) Needs to acquire. A receiver must be willing to acquire knowledge and information.

(4) Knowledge acquisition: A receiver's capacity in absorbing information and knowledge.

As aforementioned, knowledge transfer process comprises of 1) a source or sender who wants to share the knowledge and 2) a receiver who wants to acquire the knowledge. Thus, the first step is knowledge awareness or the ability to identify the appropriateness and value of knowledge and knowledge acquisition or the needs and capacity in acquiring knowledge. (Zahra, Shaker, & George, 2002) Consequently, knowledge will then be transformed into useful knowledge and during this stage, it requires a mechanism of transformation, multiplication, and deduction of information or so-called, “information interpretation” (Kalling, 2007). Associated knowledge will then be transmitted to a receiver who uses such knowledge to apply in his or her organization. From a number of studies, i.e. Alavi and Leidner (2001) Cohen and Levinthal (1990), it is found that knowledge application is the most important step in a knowledge transfer process. This is because there is no performance measurement and value creation during the perception, transformation, and knowledge association whereas during knowledge application, it requires these two things including communication skills and strong collaboration. (Alavi & Leidner, 2001)

A knowledge transfer process is a one-way process in which only receivers gain the benefits. However, successful knowledge transfer should be beneficial for both transferors and transferees. Through steps of knowledge transfer, it seems that the process is complete but in fact, it lacks a major component, which is “networking”. Since a knowledge transfer process needs intimacy, cohesiveness, interaction, and effectiveness at individual, team, organizational and inter-organizational level, a strong collaboration through networking will enhance the increased effectiveness of knowledge transfer. (Liyanage, Elhag, Ballal, & Li, 2009) Additionally, there are still other influences affecting a knowledge transfer process: intrinsic influence, i.e. individuals, culture, organizations, etc., and extrinsic influence, i.e. environment, technology, politics, social condition, etc., as explained in figure 2.18.

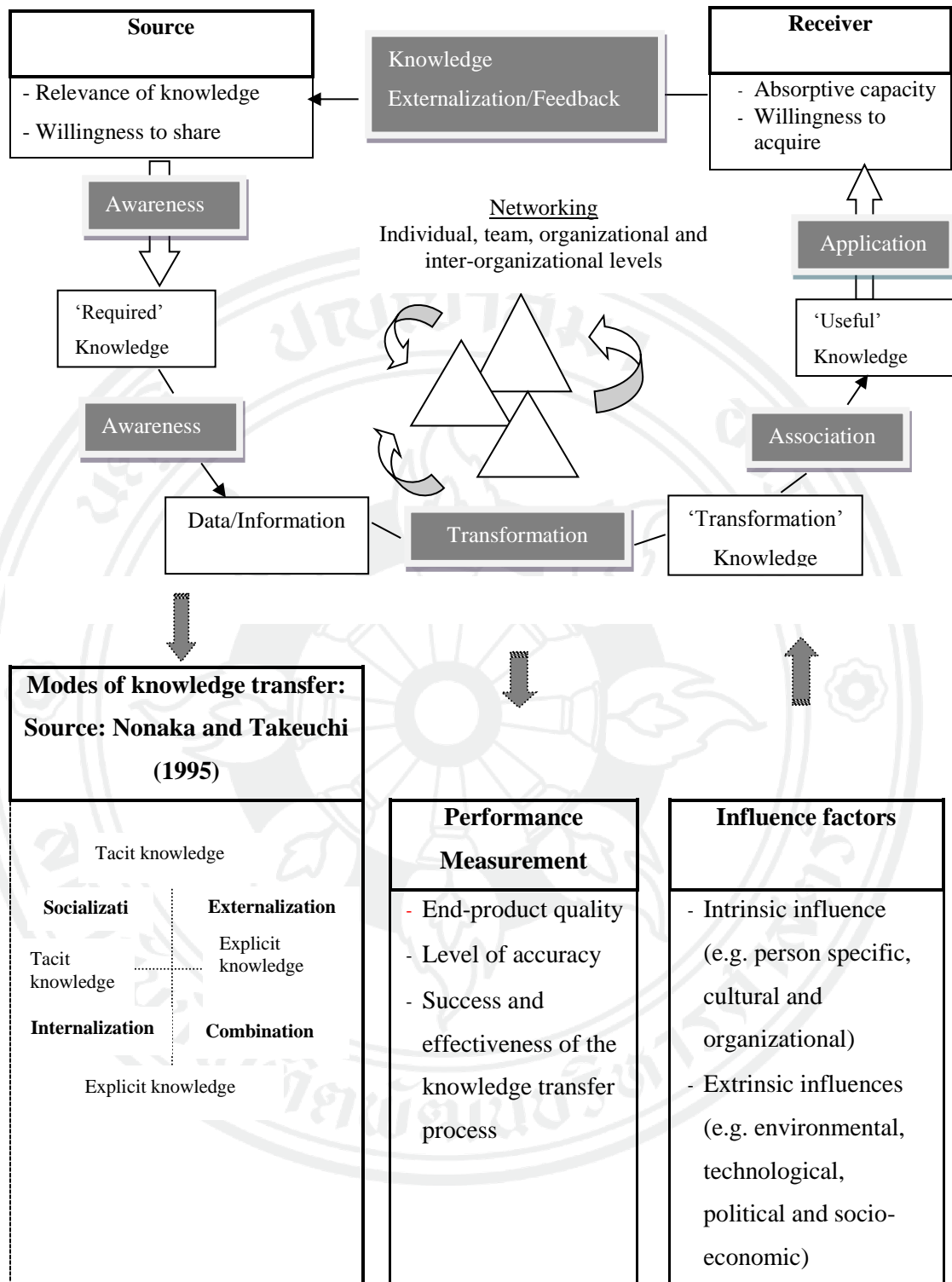


Figure 2.18 Knowledge Transfer Process

Source: Zahra et al. (2002)

2.10 The Concept of Alliance

2.10.1 Definition

Kuglin and Hook (2001, p. 3) defined “alliances” as “the collaboration between two parties or more in developing the competitiveness using common resources, skills and experiential learning to create a competitive potential to commonly develop products, service, promotion, or distribution”.

Teerayut Wattanasupachoke (2005, pp. 113-114) defined “alliances” as a cooperative operation of two parties or more in the form of collaboration comprising three main components: 1) Shared operation to achieve a common goal in future. Collaborative alliances need to have congruent goals to be able to plan to work together in future. 2) Shared responsibility and benefits among all alliances involved. 3) Exchange of resources, knowledge, skills, experiences, and expertise to enhance shared learning and development.

Yuda Rakthai and Suphawadee Wittayapropund (2001, p. 12) defined, “alliances” as an agreed collaboration in conducting some activities to respond to one’s own needs owing to the limits or shortage of some resources (people, budgets, technology, etc.).

From the above definitions, “alliances” mean a collaboration of two parties or more in conducting some activities to develop competitiveness. They are a collaboration in terms of the usage of common resources and knowledge and emphasize mutual trust, credibility, and connections to enhance competitive potential and reduce costs or budgets to increase higher potentials for oneself and organizations.

2.10.2 Forms of Alliances

From studying forms of alliances, there are many forms as follow: (Lorange & Rooks, 1993, as cited in Yuda Rakthai & Suphawadee Wittayapropund, 2001, pp. 22-26)

1) Ad Hoc Pool: a short-term and specific coalition, mostly unprepared in advance, towards some benefits. This kind of collaboration does not exert high investment but determines the expected benefits that might be monetary or non-monetary.

2) Joint venture: shared investment of two parties or more to establish new organizations and own legal engagement. Alliances will collect or get back monetary benefits, but physical resource investment and collaboration remain.

3) Consortium: A collaboration of many organizations with the certain timeframe and designated responsibilities. Increasing investment is possible. This kind of collaboration focuses on a coordination like Ad Hoc Pool, but it is a longer term with more planning.

4) Partner: A collaboration of two organizations or more, starting with trust building and visions in working together for a long term.

2.11 The Concept of Innovation

2.11.1 Definition

“Innovation” is derived from a Latin word “Nova” that means “new”. (R. Katz & Nattaya Sintrakarnpol, 2006, p. 20). There are several definitions of innovation as follow:

Nord and Tucker (1987, as cited in Keerati Yodyingyong, 2009, p. 5) explained that “innovation” means a process of offering genuinely new things for a society by changing traditional values, beliefs, or value systems completely.

R. Katz and Nattaya Sintrakarnpol (2006, p. 20) described “innovation” as the collection, integration, or creation of new knowledge involving and increasing the value of new products, processes, or services.

Keerati Yodyingyong (2009, p. 7) defined “innovation” as a process of creation, invention, or development that can be practical and be publicized to communities in the form of newness, which never appears before, or it can be an adjustment from what exists before to increase economic values and to apply for commercial purposes.

Burachai Sirimahasakorn (2009, p. 229) defined “innovation” as new inventions or methods or the adoption of old things or methods towards new development or improvement to solve the problems.

Chai-na-pol Akkarasupasethi (1997, p. 17) explicated that innovation is a large process of creation, research and development, invention, and management of what is created.

Woraphat Poocharoen (2007, p. 9) stated that innovation is any act of bringing resources to enhance new capacity limits in a better way.

Preeda Yangsuksathaphorn (2006) defined innovation as new things created from the use of knowledge and creativity that are useful for economics and societies.

From the above review of all definitions, innovation is something an individual or an organization creates for developing old or existing things. Either new creation or extension from what exists is for increasing the effectiveness of products, methods, or processes towards better economic and societal benefits.

2.11.2 Process Innovation

This research aims to create a networking model of communication transmission process that relates to a process innovation since it is newly developed to be more systematic.

Several scholars defined a process innovation differently as follow;

Keerati Yodyingyong (2009, p. 11) defined process innovation as the development of production methods or treatment that are different from the traditional ones to increase the effectiveness and efficiency while to decrease production costs. A process innovation comprises innovation in the technological and organizational process.

Panu Limmanond (2005) stated that a process innovation is an establishment of changes in various steps of old or existing working procedures, responsibilities, nature of the task, and information transmission to produce new products and service for an organization.

Somneuk Uejirapongpan (2010) explained that indicators for measuring the capacity of a process innovation compose of continual improvement, adoption of new knowledge regarding product development, consistent transmission process to let employees be informed regularly, clear future for improving a working process, and fluidity in adjusting working methods to help solve the problems effectively.

In summary, a process innovation is an adoption of new knowledge, technology, and methods to improve the working process of an organization. It includes a transmission process to let employees be informed of operation plans towards increased effectiveness and efficiency.

2.12 Related Research and Studies

2.12.1 Network Communication/Network Society

Ha, Lee, and Feiock (2016) studied “Organizational Network Activities for Local Economic Development” and found that each organization had different factors in creating its network, except community development organizations. Local government network was found to have a statistically significant relationship with offered compensation and public organization network with governmental structure. Differently, the networks of local development organizations were found to have a statistically significant relationship with financial condition and civil protest. Since each network of local development organizations determined the factors affecting its network activities in terms of economics in advance, the promotion of economic development activities and factors in stimulating the activities of each organization were different.

Inoue and Liu (2015) found that networking was a management that enhanced the higher quality of organizational performance. Inter-organizational networks equipped with a variety of mechanism that affected the increased capacity of strengthening the network and the ability of systematic information connectivity. The study found the following success factors of the organizations: a) participation in production, knowledge creation, and information sharing, b) development of the strategic organizational network, c) expansion of shared capital resources, d) transparency, and e) interaction among participants.

Chuikina and Ekberg Tamminen (2012) studied event communication for society from the network perspectives of PEAB Company, which was one of leading construction companies in Scandinavian regions and found that because of top executives’ vision of sustainability and strategies of event communication for society, PEAB gained an effective channel of communication with its stakeholders. PEAB assigned a working team functioning as a connector with the network by using a network creation approach. Besides, an intimacy with business partners was a major strategy in bringing about the sustainability of managing construction industry.

Bonardo, Paleari, and Vismara (2011) studied “Valuing University-Based Firms: The Effects of Academic Affiliation on IPO Performance” and found that during

1995-2003, 131 out of 499 small and medium enterprises (SME) in technology in Germany, Great Britain, France, and Italy were university-based firms by a merger with a university. By doing so, firms got benefits from investors. From the economic point of view, such consolidation increased value, especially if academic benefits were offered to top executives. However, the research found that in the long term, companies without a merger with any university could manage their organizations better than those merged with a university could.

Heck and Vervest (2005) studied “Smart Business Networks: How the Network Wins” and found that many successful businesses in America used business networks. The more members each network has, the more useful the network will be. As an example, AMAZON, a leading E-tailer company, operated its business by joint marketing with its alliances who were its business partners. AMAZON acted as a mediator of the network providing facilities for product inquiry, distribution system management, finance, inspection of the credibility of will-be-sold products, including the credibility of sellers and buyers. Likewise, eBay also operated its business in an auction pattern with over 222 million people throughout the world. At the end of 2006, Skype, another network organization, became the leader of telephone services with over 171 million members.

Pongsada Chaloecklin, Viroj Jadesadalug, and Nantana Oon-Charoen (2016) studied “The Causal Relationship and Effect of Network Strategy Capability: An Empirical Evidence of Hotel Business in Thailand” and found that the perception of competitiveness degree and awareness of business relations had a positive relationship with network potentials. The positive relationships were found in four dimensions: 1) competency in knowledge sharing, 2) integration of joint operation forces, 3) maintenance of co-benefits based on trust, and 4) co-creation of decent values across organizations.

Napassanun Ampai (2015) studied “Pook Pinto Kao Communication Network for Development of Alternate Organic Rice Market in Aung Tong Province” and found that in the network there were three main groups: leaders or opinion leaders, non-chemical rice farms, and consumers. Members communicated through Facebook and Line including face-to-face communication to create a common perception of visions, exchange interactions, and mutual enforcement. In establishing members’ participation,

the network used strategies on the part of sender's message design, media usage, and receivers. Factors influencing members' consolidation were their volunteer spirits and media usage, which caused interaction among network members and fair commerce based on an alternative marketing approach.

Rujira Jittangtrong (2014) studied "Personal Communication Strategy to Create Communication Network to Develop Organic Farming" and found that most of the farmers participated in the network as receivers or media users while opinion leaders performed as senders, producers, and policy planners and setters. Farmers accepted "Organic Agriculture Network" emerging in the village as they viewed that the participation in such network was useful for farmers and for the community.

Sarunya Jutanil (2013) studied "Network Administration of the Community Organizations Development Institute in the Northeast of Thailand" and found that network connectivity was important in coordinating the collaboration from all concerned parties, both at the policy level of both governmental and private units and at the educational level of academic institutions and local administration organizations. Regarding credibility, the institute increased its credibility by creating members' needs and motivation towards helping to solve the problems of each community and by stimulating their awareness of the necessity for a merger as a network. In doing so, trust was necessary before inducing them to participate in some activities that helped them to gain experiential learning. The study found some obstacles and problems, such as problems of communication, discrepant understanding, misunderstanding of some governmental networks, a lack of trust between government officers and villagers, personnel problems, unreadiness in knowledge and understanding relating to network administration, and an insufficient number of practitioners.

Pisit Thepkraiwan (2011) studied "the Development of Collaborative Network Model for Quality Management in Small-Sized Primary Schools" and found six stages of a network creation process. These stages were 1) awareness of the necessity in creating a network, 2) coordination of organizations or network organizations, 3) establishment of shared commitment of the network, 4) network administration, 5) relationship development of the network and 6) maintenance of continual relationships. In addition, the research found the components of collaborative networks for quality educational management of small primary schools. They were 1) major activities for

enhancing the effectiveness of network performance, 2) scopes and missions of educational administration, 3) techniques or methods in developing network members, 4) empowerment process of the network, 5) good characteristics of network leaders, and 6) network operation and its feedback.

Siyathip Pienpak (2011) studied “Communication network and Development: The Case Study of Ampawa Floating Market, Samutsongkram Province” and found that the communication network of this community is a wheel-shaped centralized network. The important components of the network are 1) shared perspectives, 2) shared visions, 3) common benefits and interests, 4) the members' participation throughout the network, 5) mutual reinforcement, 6) interdependence, and 7) interactive exchanges. In addition, leaders organized a meeting and public hearing from various parties as a starting point of group formation and leading to a network expansion in developing Ampawa Floating Market. The community network development was in three phases. The first phase was the awareness of the problems and a group formation within the network. The second phase was a network expansion, and the third phase was a network growth. Communication methods and issues for establishing and expanding the network was different in each phase of the network development through both formal and informal communication.

Wichai Sangsri (2009) studied “An Analysis of Development of School Network Administration Model in Northeastern Rural Area” and found that 1) in general the problems of network administration of this area were at “high” level in all missions. The missions in which problems were found the most were “personnel management”, “budget administration”, “general administration”, and academic administration respectively. The problems were caused by no clear pattern of network administration, no supporting rules and regulations, and a lack of development participation of all concerned in the area. 2) Successful network administration of educational prototype was the administration that all involved parties participated in planning the development of quality learners, that gathered local resources to support educational administration, that determined clear roles and missions, that leaders owned high leadership, and could coordinate all involved parties to participate in moving and following the outcome of learners' quality development.

Atchawat Saensri (2009) studied “Communication Networks and Cultural Adaptation of Exchange Students” and found that the roles of a communication network, both Thai and foreign, in supporting students were at the high level and students in the exchange programs communicated the most with Thai people, whose support was emotional support. For instrumental support, students communicated with foreign classmates studying in the same university the most. The students’ interpersonal communication skill was found at a medium level, same as their positive personality and English proficiency. Furthermore, positive personality was found to have a statistically significant relationship with the students’ adaptability. Personal factors affecting the students’ adaptation were their motives and expectation in spending their lives abroad and interpersonal factors were their communication network of Thai people.

Worawan Areeprachapirom (2004) studied “Communication Process for Successful Partnership Networking in Life Insurance Business” and found that the communication of life insurance networks was horizontal but with a leader-centered group formation. Communication patterns divided into two parts: in-group and intergroup communication. In-group communication used three kinds of communication patterns: one-way, formal two-way, and informal two-way. Inter-network communication was communication between life insurance agents and the company, the company and the Association of Life Insurance Agents, and the agents and the association.

Siriporn Dejsing and Penphaka Temcharoensuk (2003) studied “Factors Supporting Effective Knowledge Transfer in Multinational Company: A Case Study of Boots Retail (Thailand) Company” found that there were six factors supporting effective knowledge transfer, which accorded with the studied concepts. The six factors of internal organizational communication were the company’s vision, mission and organizational strategies, business procedure, executives and leaders, employees’ characteristics and management structure. The other three factors: corporate culture, technology, and personnel management, had no significant relationship with effective knowledge transfer.

Pakamard Thanapattanapong (2002) studied “Communication Network Analysis for Agricultural Development of Agricultural Mass Media Association of

Thailand” and found that the communication network of Mass Media Club of Thailand was heterogeneous and leaders-centered. The network comprised an opinion-leader group, member groups, and alliance groups. Communication within the network was horizontal. There were six factors influencing the network formation: opinion leaders’ characteristics, ideological concepts of the club, interpersonal network usage, the needs in benefits, opportunities in reflecting agricultural problems, and social contexts. Seven factors affecting the network expansion were found: mass media new casting, word-of-mouth in the network, a participation in agricultural tours, a diversity of members, agricultural knowledge needs, experiential exchange needs, and social contexts.

Oranan Woothisen (2000) studied “The Communication and Information Network of Sea Bass Fishermen Club in Amphur Yaring, Pattani Province” and found that a communication process of Sea Bass Fishermen Club passed three phases: 1) group formation, 2) contacts with governmental agencies, and 3) The establishment of the club. The communication during the formation phase was both formal and informal two-way communication between members, and between opinion leaders and governmental officers. For the communication during the network expansion, it comprised 1) a coordination among various groups, 2) a connection between groups through informal two-way communication and all-channel network. Besides, the research found four success factors of group formation: 1) kinship, 2) Muslimism, 3) common problems, and 4) the needs for governmental support.

From the above studies on network communication and network society, it is apparent that communication networks have been used widely within the country and abroad for developing communities, business, agriculture, industries, politics, and education. The purposes of network formation are to reduce problems and obstacles of the existing conditions. Most networks enhance the effectiveness, add values, and increase higher potentials in operations. Types and patterns of networks are varied but members gather into a network with the same purpose of getting the expected benefits. Factors found to increase a network success are characteristics of leaders or opinion leaders, characteristics of members or employees, members’ participation in the network, etc. However, not all networks are successful, some networks fail because of a lack of trust, unreadiness of the network, etc.

2.12.2 The Concept of Guanxi Relationship

Zhu and Zhang (2007) studied “Understanding Guanxi (Connections) from Business Leader’s Perspective” by exploring Guanxi personal relations in business operation and found that Guanxi was the main factor leading to positive success in negotiation. To establish and to maintain Guanxi relationship was very vital. Besides, leaders of many organizations viewed that Guanxi was a social network involving business ethics, friendship formation, business culture, and meaningful business.

Servaes (2016) studied “Guanxi in Intercultural Communication and Public Relations” and found that Guanxi contained a cultural value. Especially in China, it was important to connect good relationships with an understanding of the local culture that gave a high importance to a harmony and to emphasize Asia centism in conducting public relations work.

Wee (2014) studied “An Integrative Perspective on Guanxi: Dispelling Myths to Facilitate Business in China” and found that personal networks were influential drives in China. However, some misunderstanding still occurred, especially from the point of view of westerners. Due to the complex nature of this delicate culture, most westerners misinterpreted Guanxi as a corruption. However, from the multilayered analysis, it was found that Guanxi was one of the best tools in enhancing effective business administration and in facilitating decision- makings in marketing.

Murray and Fu (2016) studied “Strategic Guanxi Orientation: How to Manage Distribution Channels in China” with Chinese-nationality companies as their subjects by interviewing with their business partners (or alliances). The interview aimed to question about how they adopted Guanxi concepts as their strategies in managing their resources towards competitive benefits. The research found that there were three parts of using Guanxi strategies: uncertain roles of concerned institutions responsible for determining goals, strategies, benefits, and budgets in developing Guanxi. The study also offered some guidelines for foreign companies intending to invest in China.

Wu, Chen, and Cui (2016) Studied “Stakeholders and Power Distributions in Guanxi-Related Practices in the Chinese Public Relations Profession: A Comparative Study of Beijing and Hong Kong”. This study compared the Guanxi patterns used in public relations work in Beijing or Peking and Hong Kong by conducting a focus group interview with four groups of stakeholders. The research found that public relations

practitioners of both countries used Guanxi concept differently despite same Confucianism influence and same Chinese culture. Beijing PR practitioners adopted Guanxi concepts to build a relationship with government sectors, which paid high attention to a “face” in a society and to privileges, more than those of Hong Kong. PR practitioners of Hong Kong tried to distinguish each relationship more carefully. The differences came from the different level of intimacy, an origin of the network, and principles of building a relationship with government sectors.

From the above studies on the concept of Guanxi relationship, it is remarkable that Guanxi relationships are the concepts influenced by Confucianism rooted in China. Guanxi is one important success factor requiring good relations and negotiation skills and is an effective tool in business administration and marketing decision-making. However, Guanxi is often perceived as a corruption especially because the origin of the network comes from close relations with government sectors.

2.12.3 Alliance Networks

Jessada Pongpiriyakarn (2010) studied “The Influence of Business Alliance Type on Brand Equity: A Case Study of Developing the Business Alliance between Credit Card and Restaurant Business in Bangkok and Surrounding Area” and found that in general, there were four patterns of business alliances: Ad Hoc Pool, Consortium, Project-Based Joint Ventures, and Full-Blown Joint Venture. Classified by each pattern, Full-Blown Joint Venture was the most influential, followed by Project-Based Joint Venture, Consortium, and Ad Hoc Pool respectively.

Suparadee Samranrueen (2012) studied “Impact of Strategic Business Alliance on Competitive Advantage of Promoted Business in Thailand”. From analyzing the relationships and effects, it found that business alliance strategies had a positive effect on competitive advantages. Therefore, an organization could make use of them in planning, developing, and improving its business practices and in enabling it to compete and adapt in accordance with future changes towards organizational effectiveness and sustainable competitive advantages.

Patcha Chaichanapan (2013) studied “Collaboration Patterns in Construction Industry for Sustainable Business Alliances Development” and found that due to insufficient capacity of organizations, organizations need organizations with

specialized expertise. In addition, they need a distribution of responsibilities, an increased credibility potential, and a decrease of investment costs in building their competitive advantages. In considering alliances in a construction industry, the main qualifications were good financial status, quality works, working potentials, and appropriate prices and three kinds of collaboration were used: business partners, a joint contract of collaboration, and joint ventures. Factors affecting sustainable relationships among business alliances in a construction industry were divided into two parts. The first part relating to what executives highlighted were ethics, finance, work quality, work performance, and time factors. The second part relating to what practitioners highlighted time factors, work quality, work performance, ethics, and finance respectively.

Chonnikarn Rugeehirunyapakrit (2011) studied “Business Alliances of Small Freight Forwarders in Thailand” and found that the pattern of alliances chosen the most by international courier companies was Ad Hoc Pool. The most mentioned motivation for business alliances was extrinsic motivation, especially the benefits for customers to get a variety of service and more complete services. The obstacle factors found the most were unaccountableness in business information exchanges, an avoidance to bearing risky burdens with the alliances, and unreadiness of the executives in planning, determining goals and business agreement with the alliances.

Panut Ngao-Chai and Rungnapa Pitpreecha (2012) studied “Factors Influencing Fame of SCG from the Stakeholders’ Expectation” and found that one of the seven factors affecting the creation and maintenance of the organizational celebrity was well-known and socially acceptable leaders of the organization, especially those with clear visions, good governance, and professionalism.

From the previous studies on alliances, it is obvious that various kinds of business have a merger with alliances with an expectation to increase the organizational effectiveness and to fulfill what the organizations miss, including creating more business competitive advantages. A merger can be in various forms, i.e. full-blown joint venture, consortium, knowledge, and benefits exchange, etc. However, a merger with business alliances may not always be successful. Most problems found are unaccountableness, an avoidance of bearing risks or costly investments, unreadiness of an organization or a company, etc. For research works on knowledge transfer, it found

that communication process is one of the main success factors. Therefore, this study aims to explore network communication relating to transmission process from business alliances to educational alliances, which can be considered as new emerging innovation and there has been no prior research about this dimension yet.



CHAPTER 3

RESEARCH METHODOLOGY

The study “Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances,” is a qualitative research aimed to study and create a model of transmission process in communication networks from the business sector to the education sector. Besides, success and obstacle factors affecting the transmission process in communication networks from the business sector to the education sector are also studied, including recommendations leading to an effective transmission process in the network communication. Research methodology and data collection is presented in sequence as follows;

3.1 Research Methodology

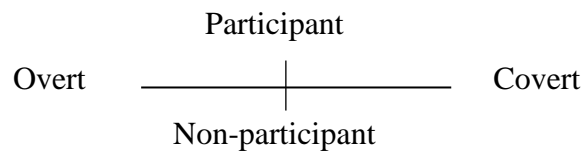
To obtain correct and precise information, the following methods are used for this study.

3.1.1 Documentary Analysis

Document is divided by production process criteria: personal output, official output, organizational output, mass media output, and virtual output, by analyzing internal and external factors.

3.1.2 Participatory Observation

The researcher worked in an organization and played a role of “the transmitted” or “a receiver,” and “a researcher.” In this research, overt observation was conducted.



3.1.3 In-depth Interview

In communication networks of the subjects, there are various groups divided by their responsibility in the organizations, including groups that are networks outside the organizations, as the researcher assumes that in a communication process, there should be a variety of groups. Therefore, this quality research using in-depth interview aims to search for a diversity of information. After gaining the data, the research categorizes the gained data to frame concepts in creating a model afterwards. The in-depth interview is dyadic or a person-to-person communication and is a semi-structured interview. Besides, from the interview the researcher can search deeply for the informants' meaning and understand their ideas and experiences. It is a suitable method for this study accordingly.

3.2 Research Subjects and Source of Information

This research used purposive sampling by choosing only 34 highly experienced subjects of the selected organizations:

1) Executive practitioners of business networking management (BNM) who are responsible for handling all networks classified by the size of business (small, medium, and large) and by nations (China & Taiwan, Korea, Japan, Germany, and other countries using English as their formal English). This group was studied as “a transmitter”.

2) Representatives of educational institutes who were studied as “receivers”. This group divides by faculties and units, specifically 10 faculties, 21 areas of study, and 7 academic offices (i.e. Academic Service Centers, Students Development Office, the Center of Educational Networks and Innovations). Subjects or samples of this study in business and education alliances are as following;

(1) Business alliances are groups of companies or partner organizations, i.e. government and private offices, embassies, consuls, chambers of commerce in Thailand and in foreign countries involving with business operation.

(2) Education alliances are formal and non-formal educational institutes at secondary up to higher education level.

The Research methodology and Sample, source of information was summarized as Figure 3.1

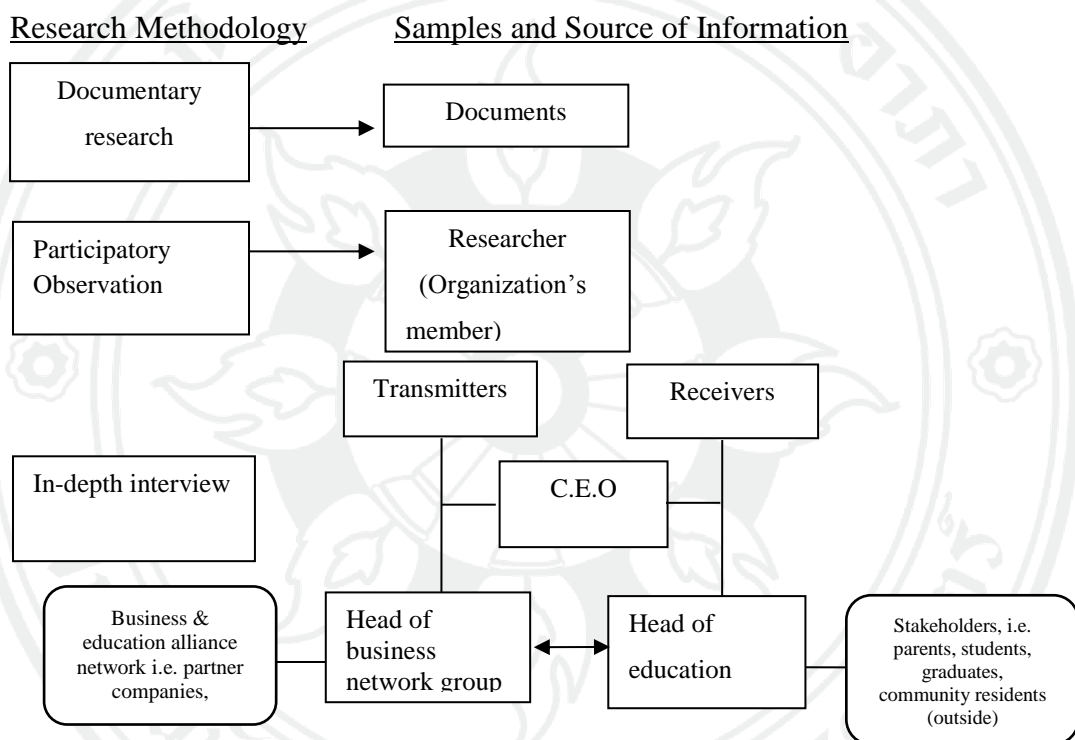


Figure 3.1 Research Methodology, Samples, and Source of Information

From Figure 3.1 samples of this study are classified into four groups as follow;

3.2.1 An opinion leader, or a chairperson, or top executive of a convenience stores business organization.

3.2.2 Eleven Executive practitioners or chiefs of networking management, i.e. a Vice-President who adopts a policy directly from an opinion leader, who mostly is the same person in business and education sectors. Samples of this group transmit organizational policies or visions to others in a lower position. This group

includes general managers, directors, or the chiefs of networks of convenience store business and educational organizations.

3.2.3 Twenty-one Alliances and stakeholders in business and educational sectors, i.e. former or future business partners, including parents, graduates, students, other universities, and communities connected with the network of university-base business organizations.

3.2.4 One Scholars and network experts or those who have knowledge and/or experiences in networking for more than five years.

The 34 name lists of sources of Information was divides into 4 groups. The name list of group 1: Opinion Leader was shown in Table 3.1

Table 3.1 Name List of Group 1: Opinion Leader

No	Name/Position	Organization (Government, Private, State Enterprise)
1	Korsak Chairasmisak Vice Chairman	CP ALL Public Company Limited

The 11 name lists of group 2: Practitioners at top management level and chief of network management was shown in Table 3.2

Table 3.2 Name List of Group 2: Executive Practitioners or Chief of Networking Management

No	Name/Position	Organization (Government, Private, State Enterprise)
1	Siam Choksawangwong Vice-President	Panyapiwat Institute of Management and CP ALL Public Company Limited
2	Chokechai Dejsiri-udom Senior General manager/ chief of business networking management in China	CP ALL Public Company Limited
3	Mana Amatanon General manager / chief of business networking management in Japan, Korea, and European countries	CP ALL Public Company Limited
4	Somyod Viriyatarangkul General manager/ chief of business networking management in Germany	CP ALL Public Company Limited
5	Phornvit Patcharintanakul Vice-president in academic affairs	Panyapiwat Institute of Management
6	Parichart Buakao President assistant (corporate communication)	Panyapiwat Institute of Management
7	Tipawan Apiwanworarat Dean of Faculty of Liberal Arts	Panyapiwat Institute of Management
8	Usanee Kulinthornprasert, Ph.D.	Panyapiwat Institute of Management

No	Name/Position	Organization (Government, Private, State Enterprise)
	Director of International Relations Office and Foreign Academic Network	
9	Chantima Surarat Director of Students' Affairs Office and Domestic Academic Network	Panyapiwat Institute of Management
10	Denchai Pringthaisong Director of Student Development Office and Academic and Business Expansion Network	Panyapiwat Institute of Management
11	Tamonwan Ausavesana Acting Director of Marketing and Special project Office & Business Network Development Center to Business Expansion Network	Panyapiwat Institute of Management

The 21 name lists of Group 3: Alliances and stakeholders in business and academic sectors which subdivided into 2 main group composed 5 alliances and 16 stakeholders was shown in table 3.3 and 3.4 respectively.

Table 3.3 Name List of Group 3: Alliance

No	Name/Position	Organization (Government, Private, State Enterprise)
1	Natrapa Hena OEM Manager	Uni-President (Thailand) Ltd.
2	Manus Prasong-ngarn Personnel management manager (recruitment and hiring)	King Power International Co., Ltd.
3	Peerapon Kuakomondej Human Resource Manager	Courtyard by Marriott Bangkok

No	Name/Position	Organization (Government, Private, State Enterprise)
4	Surangrat Sarinthu Human Resource Director	Siam Gems Group
5	Yada Thasanabunjong Manager	KlomKlaew Kindergarten School

Table 3.4 Name List of Group 3: Stakeholders

No	Name/Position	Organization (Government, Private, State Enterprise)
6	PhimonphanPengpinit	The 3 rd year student
7	Rebecca Yeh	The 2 nd year student
8	MingkamonTanwattana	The 3 rd year student
9	Supakarn Sukkon	The 3 rd year student
10	Kunthirat Choosri	The 2 nd year student
11	Patcharanun Akrabunphanit	Graduate of Panyapiwat Institute of Management
12	Auykarn Rianchaicharoen	Graduate of Panyapiwat Institute of Management
13	Karnchanun Tangsakul	Graduate of Panyapiwat Institute of Management
14	Angsumalin SaeChoen	Graduate of Panyapiwat Institute of Management
15	Pongsakorn Trongpunyachote	Graduate of Panyapiwat Institute of Management
16	Pongsakorn Pongcharoen	Graduate of Panyapiwat Institute of Management
17	SuppapornTangsakul	Parent
18	Chamroen Ruangsri-arun	Parent
19	Champa Chutipongsasawat	Teacher

No	Name/Position	Organization (Government, Private, State Enterprise)
20	Marasri Phurinun	Community resident
21	Aphinya Srimanee	Community resident

The name lists of group 4: Scholar / Expert was shown in Table 3.5

Table 3.5 Name List of Group 4: Scholar/Expert

No	Name/Position	Organization (Government, Private, State Enterprise)
1	Associate Professor Thippaporn Mahasinpaisan, Ph.D.	Director of Academic Promotion Office

Each group of members of the networks in Business and Educational sectors are classified in Figure 3.2

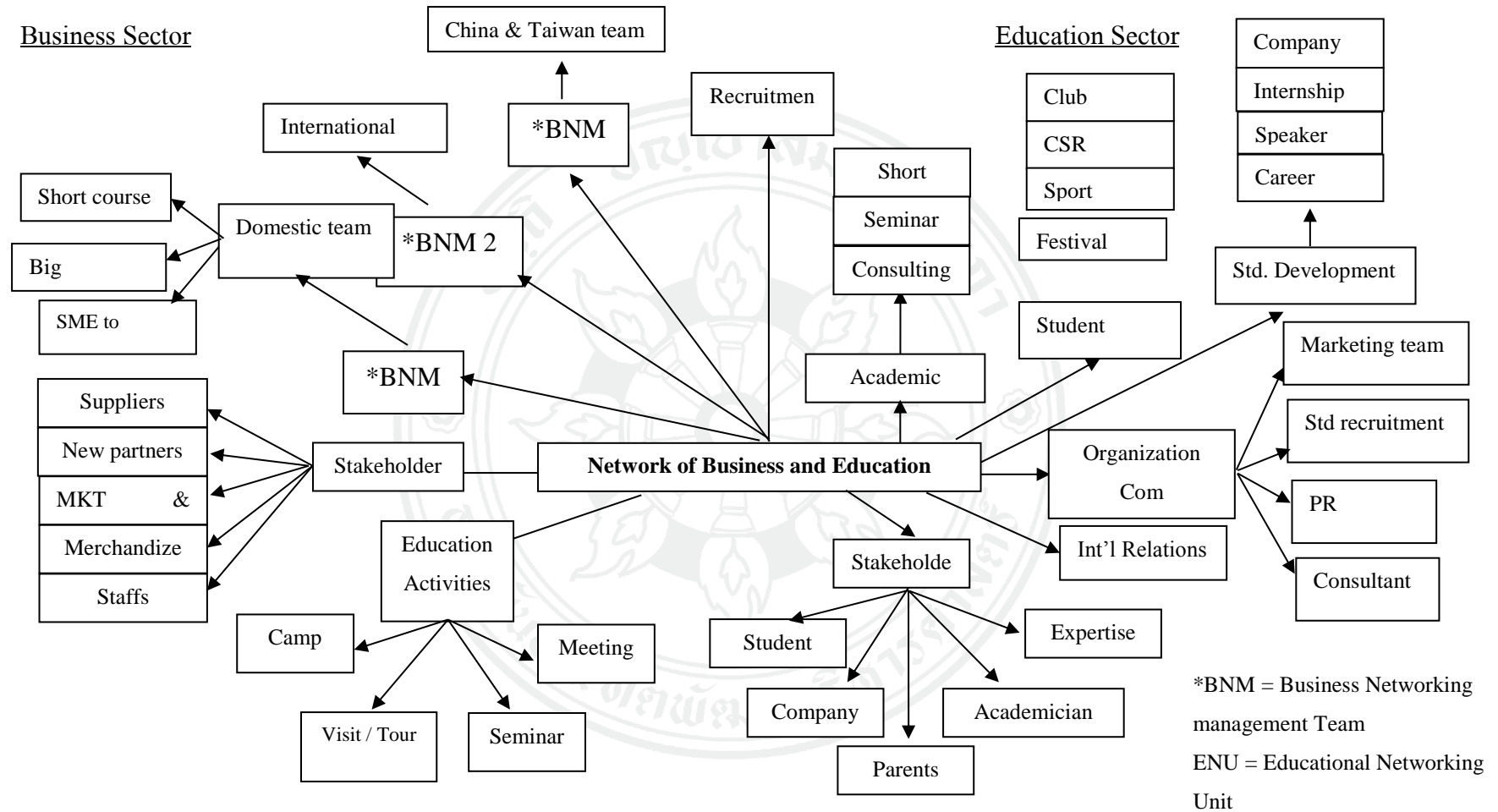


Figure 3.2 Network Members in Business and Education Sector

3.3 Research Tools

The main research tool of this study is an interview guide comprising main topics and issues for questioning four groups of key informants who are both organizational members and people outside the organizations. Interview issues are divided into three sets;

3.3.1 Questions for Opinion Leaders (Set A)

The questions emphasize ideas behind network communication applied in an organization, success and obstacle factors, and recommendations

3.3.2 Questions for Executive Practitioners or Chief of Networking Management Chief who act as Transmitters and Receivers (Set B)

The questions emphasize S-M-C-R transmission process in each stage, patterns and methods, transmission in network communication in four stages: formation, expansion, movement, and maintenance of the networks, success and obstacle factors in network communication from business alliances to educational alliances, and recommendations.

3.3.3 Questions for Alliances and Stakeholders Sectors (Set C)

The questions emphasize benefits gained from being network members and recommendations

3.3.4 Questions for a Scholar and Network Expert (Set D)

The questions emphasize the same questions as set A and B by gathering and summarize the previous results and asking the scholars to verify them from academic perspective with additional opinions.

3.4 Interview Questions

3.4.1 Set A: Eight Questions for the Opinion Leader

- 1) Background of the transmission process in communication networks
- 2) Networking personnel recruitment

- 3) Objectives of business network
- 4) Objectives of education network
- 5) Success factors of the transmission process in communication networks
- 6) Obstacle factors of the transmission process in communication networks.
- 7) Lessons and benefits gained from the transmission process in communication networks
- 8) Recommendations for transmission in network communication

3.4.2 Set B: Five Parts of Questions for Executive Practitioners

- 1) Part 1: Personal Data of Key Informants
- 2) Part 2: S-M-C-R Communication Process
- 3) Part 3: Network analysis (objectives, typology, patterns, structure, activities, etc.)
- 4) Part 4: Transmission process in communication networks divided by stages: formation, expansion, movement, and maintenance)
- 5) Part 5: Success and obstacle factors

3.4.3 Set C: Questions for Alliances and Stakeholders

The questions emphasize the efficiency and feedback of transmission in network communication in three parts;

- 1) Part 1: Personal data of key informants
- 2) Part 2: Transmission process in communication networks in four stages (rationales, benefits, effectiveness, efficiency, recommendations)
- 3) Part 3: Success and obstacle factors

3.4.4 Set D: Questions for the Scholar/Network Expert by Verifying the Results Gained from Set A and B

- 1) Analysis of communication networks (business and education sectors)

2) Analysis of research results of the transmission process in communication networks

3) Recommendations

3.5 Data Collection

This research is qualitative, conducted by documentary research, participatory observation, and in-depth interview. The process of data collection of this study is as follows;

The researcher analyzed from the documents of the concerned organizations and from the media relating to network communication in business and education sectors and a knowledge transfer process. The researcher also performed as a participative observant and a receiver in the organization in which the researcher was a member and had real experiences. Besides, the researcher observed and experienced the transmission process in communication networks that are the sample and source of information for this study. In-depth interview with key informants was also conducted. An informal interview with the opinion leader who was the top executive of the selected organization and other concerned practitioners were conducted.

The researcher extended the results gained previously from key informants by interviewing with other informants, i.e. a scholar and stakeholder outside the network. The study collected data from a multi-methodology such as face-to-face semi-structured interviews with open-ended questions, together with observing behaviors to get information in detail with deeper insight. The researcher recorded all interviews and transcribed them in combination with note-takings. All research results were analyzed according to the research questions and literature review.

3.6 The Validation of Data

The researcher validated the gained data from a documentary research, in-depth interviews, and a participatory observation by “triangulation”. Specifically, data from observation was validated by interviews with target samples to test the reliability, and the data from one group of informants were validated or compared with data from other group of informants to see their congruence and to see if there was any needed

additional information. To test the data among one another is a universal method since all informants will have common perception and understanding of the same question issues, which helps to gain complete and accurate information as much as possible.

In details, the study used “Triangulation” approach for testing the research’s validity and reliability as followed;

3.6.1 Multiple Source

This study used several samples and sources of information, i.e. selecting representatives of the practitioners divided by the responsibility of the teams in the network. For alliances outside the organization, most business and education alliances had different networks despite some overlapping. Besides, this study included a scholar/network expert. The study used this variety of data from different sources to classify for a comparison to find commonalities and differences and to lead to further analysis.

3.6.2 Multiple Investigator

The researcher was one of the samples as a participatory observant. The data gained from the observation were investigated for the accuracy and correctness by data from the representatives of various groups. After the summary of the study, the scholar or network expert investigated the findings, and gave opinions to make the results of a transmission process in networks communication more accurate and complete.

3.6.3 Multiple Theories

This study used several theories, i.e. communication networks and social networks, knowledge transfer, innovation, alliance, etc. Social media are concepts explaining a communication in a society since the past where people gather together from small groups of acquaintances to societal groups. Communication networks are the study of communication directions, i.e. centralized and decentralized, etc. All these theories helped to understand the patterns and methods of a transmission process in networks communication from business alliances to educational alliances.

3.6.4 Multiple method/Instrument

The researcher used three methods of data collection; a documentary research, a participatory observation, and in-depth interviews. A participatory observation was to observe an overview of a transmission and communication process of the networks in every stage. In-depth interviews of almost the same questions were conducted for three groups: 1) representatives of each group in the organization, 2) alliances & stakeholder outside the organization, and 3) a scholar or network expert. This was to see if their responses were in the similar direction and to cross check all information gained from the interview. All interviews were recorded for being able to check their correctness afterwards.

1) Validity of Interview Questions

The researcher designed the questions for an interview and conducted an IOC test by using the designed questions in the in-depth interview with three target samples. After the pilot test, the researcher modified and adjusted the questions to reach more validity.

2) Validity of Participatory Observations

(1) Compare the recorded information gained from each interviewer as this study used many interviewers.

(2) Cross-check the research findings by the Triangulation approach.

(3) Train an observer how to observe and record information.

3) Validity of In-depth Interviews

(1) The Key informant who gave an interview was a scholar or an expert who had deep knowledge in the research topic.

(2) Face validity can be more confident as the researcher was the interviewer.

(3) This research studied in an actual context.

3.7 Data Analysis

Data analysis was conducted while collecting data by interpreting the results from the participatory observation and in-depth interviews and classifying into categories according to the planned objectives. The analysis was based on Logic

Principles in relations to theoretical concepts to explain the connection and its successive approximation. This led to the understanding of the transmission process in the network communication. Varying data was analyzed to find the relationships, components, situations, and conditions, including internal and external factors affecting the transmission process as questioned in this study.



CHAPTER 4

DATA ANALYSIS AND RESEARCH RESULTS

The research findings are presented to answer the four research objectives which are;

Objective 1: To study the innovation of a transmission process in networks communication from business alliances to educational alliances

Objective 2: To study the success factors of the innovation of a transmission process in networks communication from business alliances to educational alliances

Objective 3: To study the obstacle factors of the innovation of a transmission process in networks communication from business alliances to educational alliances

Objective 4: To design a model of the innovation of a transmission process in networks communication from business alliances to educational alliances

Data collection was obtained from documentary research from articles, books, documents, internet, and a participatory observation of the researcher as a member in the studied organization who observed a networking operation of each group inside and outside the organization in business and educational sectors in every step. A dyadic in-depth interview was also conducted by using semi-structured and adjustable questions according to the samples who respond to those questions. In addition, the researcher observed behaviors during the interview and recorded all interviews for summarizing and analyzing the research findings.

A Framework for Presenting Research Findings

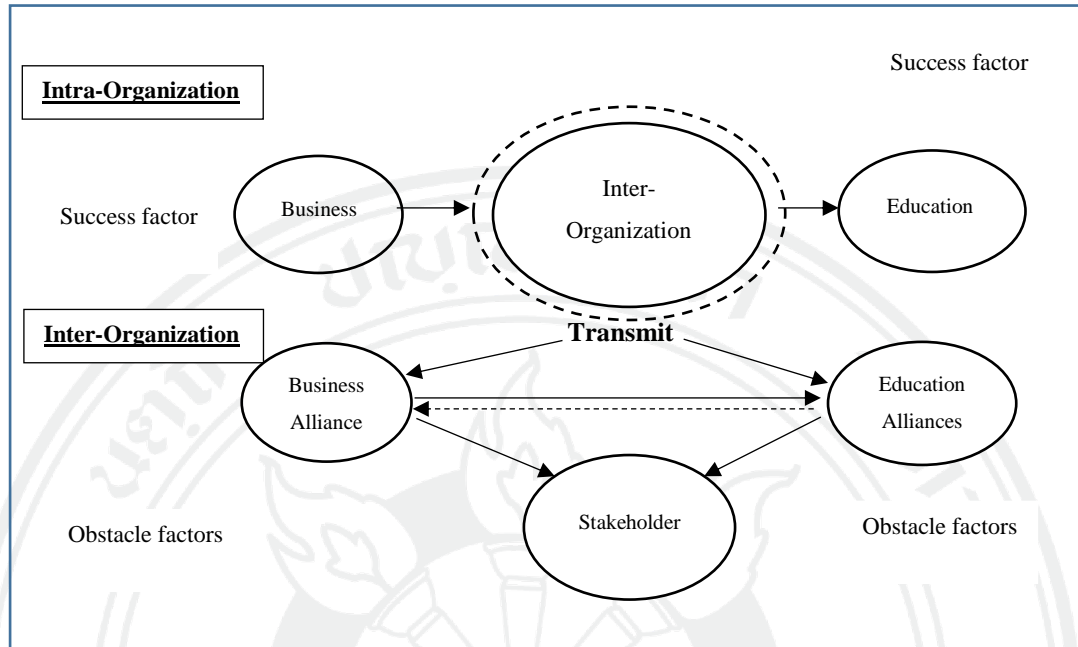


Figure 4.1 A Framework for Presenting Research Findings

4.1 Context of Networking in Business and Education Sectors

From the documentary research, in the networking mergers between business and educational organizations, three groups of networking are found that;

4.1.1 Networking between State Enterprises and Educational Institutions

The examples of networks between state enterprises and educational institutions are Kamnoetvidya School (KVIS), and Vidyasirimedhi institute (VISTEC) of Petroleum Authority of Thailand Public Company Limited. (PTT) PTT Public Co., Ltd., and the affiliates or PTT Group established KVIS, a secondary boarding school, in 2015, with an emphasis on teaching sciences, mathematics, and English. In the same year, they established VISTEC Institute, a higher education institute, in parallel. Both educational institutes are in Wangchan Valley District, TambonPayupnai, Amphur Wangchan, Rayong Province. Both give high importance to creative research and innovation. Because of the great success of students and researchers of these two

institutes, several private and governmental organizations, including foreign educational institutes, are interested in collaborating with them in terms of learning exchange, visit tours, MOU, etc. Financial supports from several organizations reflect the importance of knowledge-based collaboration, especially from large business organizations. The goal of the collaboration is to produce “quality human resources” as main supporters for the country’s development. Besides the establishment and support of these two institutes, PTT is still one of the private sectors who support educational policies of the government by participating in “Civilian Power: Public and Private Collaboration Project” or “Sarn Palung Pracharat” Project, the project of building fundamental education and leadership development. PTT participates in the form of a committee and is one of the twelve private companies who established “Leadership for Sustainable Education Development Project” or Connex ED. This project aims to;

- 1) Develop the excellence in future technological research and support innovation creation of young generation leaders towards being the education center of the region

- 2) Mobilize and upgrade fundamental education standards, including developing a leadership, which is a foundation of the country’s development and is an essential mechanism in developing human resources of the nation to increase competitive competency and decrease the inequality within the society sustainably.

From an interview with Mr. Tevin Vongvanich, C.E.O. and Managing director of PTT, he pointed

“PTT Groups have supported both educational institutes since the establishment and the initial stage of operation and planned to continue our support. We realize that a vital factor that enables a business organization to maintain its business for a long time successfully is the far vision to see the importance of education, learning, and the creation of new knowledge. Not only does it strengthen the stability of an organization, but it also helps to develop growing young people to be a major force for driving the country in future”.

4.1.2 Networking between Associations, NGOs, and Educational Institutes

The examples of networks of this group is Thai-Nichi Institute of Technology (TNI), an affiliate of Technology Promotion Association (Thailand-Japan) (TPA).

From an interview with Associate Professor Bandhit Rojarayanont, the President of TNI, a transmission process in network communication is from Non-Profit Organization or NGO to educational organizations. Likewise, TPA (a transmitter) transmits its knowledge to TNI (a receiver). TPA was established formally in 1973 from the collaboration of the alumni who got ABK scholarships, JTECS, and METI, Japan. The objectives are to promote and support technological growth, industries, education, human resource development, language, translation, local and international cooperation, including investment and joint ventures, with non-political associations.

In 2007, TPA established TNI with the purposes of producing and developing human resources in engineering, advanced technology, and management in Thailand. Besides, it aims to create new science and knowledge and be one of the channels for imparting knowledge to a society. (Thai-Nichi Institute of Technology, 2017) What TNI receives are training places, job assignment, teaching and learning equipment, including private and governmental networks from Japan. However, TNI is not a corporate university because it was not established by a business organization, but by an NGO. Thus, it has different patterns of cooperation and has no central office performing as a coordinator or as a network connector. The institute is only a specific task unit responsible for organizing a meeting or consulting when information of any part of the network is needed. Still, information and network exchange for mutual collaboration remain.

“TNI is not counted as a Corporate University because the principal organization is not a profit organization. The communication between TPA and TNI has no central office but both have a monthly co-meeting. Most existing networks of TPA are Japanese companies while connecting embassies, private and governmental offices to TNI for training, equipment support, Career Day activities, or a job hiring. Of course, there are also some resource exchanges. TNI may invite experts from TPA for co-teaching. Sometimes, when there is a short course in which TPA specializes, TNI

will send to TPA to handle.” (Bandhit Rojarayanont, personal communication, March 19, 2017)

4.1.3 Networking between Private Companies and Educational Institutions

The examples of this group are Kantana Institute, an affiliate of Kantana Group Public Company Limited, and Nation University, an affiliate of Nation Multimedia Group Public Company Limited.

Kantana Institute is a private higher education institution specializing in entertainment media production and management at undergraduate level. The first opened degree in 2010 was Bachelor of Arts Program in Film and Animation Production. In 2011, it offered a program in television program production for cross-media communication. The program was contained in the revised curriculum in 2012 to draw a specialized skill or potential of Thai people as the country’s assets to respond to the growth of the industry leading to the national economic growth and development and to upgrade mass media profession in Thailand to be internationally recognized. (Kantana Institute, 2017)

Nation University or formally Yonok College is a private university offering a bachelor’s and a master’s programs. It is operated by Nation Multimedia Group Public Company Limited under the joint investment with Eastern Asia University to extend the educational license of Yonok College. The first program was the Bachelor of Communication Arts opened at Nation Tower Center, Bangkok, in 2011 and expanded to be 15 programs. (Nation University, 2017)

From the study on the above three organizational networks, all networks are between business and educational organizations. Only a convenience store organization has a central office functioning as coordination between internal and external networks and business alliances, including stakeholders. That is the reason why the researcher chooses to study a communication process between business and educational alliances of the convenience store organization and its corporate university.

4.2 Contexts of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

This part presents a transmission process in network communication from business alliances to educational alliances in four topics;

4.2.1 Background of the Concept of a Network Communication in Business and Educational Sectors

The desires towards decreasing the obstacles and increasing the effectiveness of the organizations induce the emergence of the concept of a network communication. In other words, an organization requires to reduce the conflicts between the organization and its business partners, namely between the convenience store organization and its business partners or alliances, the companies that need to distribute their products to the convenience stores, comprising 2,000 local and foreign small, medium and large companies. Apparently, to work with many companies with different working culture often faces a problem or conflict since every company tries to keep its own benefits. Accordingly, to establish a good relationship between organizations or companies is greatly essential to ensure the smooth operation. Thus, a business networking management (BNM) office to act as a center of communication between the convenience store organization and its business alliances is founded.

In part of educational sectors, the leader of the organization experienced working in Germany, which gives importance to working performance rather than a graduation degree with a belief that “jobs create the nation”. Thus, Germany is model or prototype of a “work-based learning,” the nature of learning that requires a collaboration of several business entrepreneurs. This is because students need an actual practice in a working place in the same area as learners’ focus of studies. What students can learn, and practice is strategic thinking, analysis skill, team working, problem-solving skill, etc. Therefore, networks with good relations between business and educational alliances are reciprocally beneficial and help support one another. That is why the organization adopts “work-based learning” concept to try in Thailand and tries to build a tight- relation network transmission from business alliances to educational alliances.

“BNM Office plays a great role in coordination between business and educational sectors. Only networks with good relations are effective coordinators to create good understanding with the organization’s business partners, affiliated educational institutes, and a society. After the success of the business, the organization then starts to look at human resource production. One of the key mechanisms for this is a provision of a work-based learning, which seemed to be very new for Thailand ten years ago. This method of learning needs to work with business sectors because they can learn from the actual experience and gain business knowledge. The transmission process from business sectors to educational sectors through a communication as a connector and mediator thus occurs.” (Korsak Chairasmisak, personal communication, February 3, 2017)

4.2.2 Objectives/Goals of a Network Communication in Business and Educational Sectors

1) Objectives/Goals of a Network Communication in Business Sectors

The research found that the goals of using a network communication in business sectors are to operate to respond to business policies and plans, increase the organization’s benefits and profits with a collaboration of business partners and offices, both internal and external. However, the main principle of network communication is mutual benefits and interdependence. In connecting good relationships, it requires an understanding of another party’s needs for balanced and harmonious operations with network members, including the needs of internal and external networks. Face-to-face communication is one of the effective channels in a network communication because it can establish better relations and a higher trust than other channels.

“Business goals are set into short-, medium-, and long-term goals in compliance with business plans. To establish a network is under a long-term goal. That was why our company founded a “Business Networking Management” (BNM) as a core for good connections between internal companies and our business partners. Such good relations bring about smooth and satisfactory working operation.” (Korsak Chairasmisak, personal communication, February 3, 2017)

“We communicate through a written communication. The more we write, the more precision we require. Too lengthy or elaborative statements cause a confusion. On the contrary, for a face-to-face communication, we need to elaborate our profound feelings. This moment of the communication is important because it involves emotions and feelings and we cannot establish our relations from the content. The content is only a part of knowledge. We cannot smile while writing nor put the word “smile” in a parenthesis. After writing. We can write words, but we cannot feel them.” (Somyod Viriyatarangkul, personal communication, February 3, 2017)

2) Objectives/ Goals of a Network Communication in Educational Sectors

From the research results, the goals of using a network communication are not so different from business sectors. Education sectors also set their goals in accordance with the organization’s missions and plans for the effective operation. The difference is that educational sectors emphasize the production of human resources to respond to labor sectors of the society or the nation. The main goal is thus to produce a quality personnel for a society. In the past, some failures occurred because of a lack of firm communication leading to diluted educational philosophies. The way to create quality students was to create capable teachers by focusing on the teachers’ academic performance, their articles and research leading to a positional promotion and hopefully to higher educational standards. Such emphasis caused the teachers insufficient time for facilitating the students’ learning out of the classrooms. Therefore, a corporate university needs to hold its strong determined goal to produce quality students through a collaboration of all concerned parties in a network. Especially, teachers must realize their main goals of using a network to create a young generation. Their important mission is not to teach for students’ good grades. The production of quality or capable students does not come from their emphasis on good results from the examination but on their good performance on actual practices. To create such understanding needs to adjust or refine behaviors of involved people, both inside and outside the organizations. They all need to follow the same direction of a thorough communication in combination with working practices. Once the network members have a common understanding, they can collaborate and support one another fully and correctly.

An important key is a communication by explaining three things: past (background), present, and future. Specifically, it requires an explanation of the logic behind the concepts, the goals that the network is trying to accomplish, and the future outcomes. This can do through main activities or media to all network members: executives, staffs, parents, students, entrepreneurs, etc. The National Laboratory of the United States of America reported that teaching by lectures yielded 5% learning, reading 10%, and one-to-one coaching 75%. It is clear that 1:1 learning and actual practices are the most effective. However, teachers must have proper qualifications and are ready to learn new things that business sectors need so that they can improve their teaching content all the time. This concept must be communicated to all concerned as well.

In addition, to connect with external networks help to learn surroundings useful for the network members. Students' internships or training in a company help to know the needs of human resources and to obtain updated knowledge. However, the adoption of a network communication in educational sectors faces a time obstruction. To refine or adjust network members' behaviors to the same direction requires time. Therefore, if an organization has strong determination and a clear goal, it will lead to an effective application of networks and help to expand the networks in future.

“To produce a quality person is like to produce a product with a process to get what you need. Accuracy and correctness are the main factors to determine the quality of the product. Likewise, in the production of quality students, it needs a process. The difference is the output of the process, which is the quality of a human resource, and in the educational process, its output will be a person with various kinds of emotions and feelings, unlike the machines that can be controlled. Therefore, a communication for creating good understanding with teachers is the priority, and then with other network members respectively.” (Phornvit Patcharintanakul, personal communication, February 24, 2017)

“From the line of recruiting job applicants for the affiliated companies, I found that most universities have a difficulty in finding a training place for their students, inviting guest lecturers, organizing a field trip, etc. Thus, a network with business sectors is an important key, which is not an easy task for teachers or scholars.

An assigned unit or office should handle this task for them.” (Siam Choksawangwong, personal communication, February 24, 2017)

From research findings, the coordination of a business networking management (BNM) helps to reduce inter-organizational conflicts and strengthen good relations towards one another. Thus, the concept of BNM is used in educational sectors since educational institutes need to work with several parties in a society, i.e. business enterprises, governmental and private offices, etc. In 2007, the convenience store organization started to find an educational institute at a higher-education level and brought a network communication system for implementation in 2010. The main principle focuses on a managerial skill. A teacher needs to teach students towards a strategic mindset. A teacher also needs to change their knowledge to be a competence leading to a success and to be able to decide at the right time. In business sectors, management skills are significant. However, a training to get such skills needs a training place. Therefore, the foundation of corporate universities aims to achieve “created shared values” (CSV) as a self-sufficient knowledge that can be useful and solve social problems. This is different from other general foundations that can survive with the support of donors but lack a driving force. Consequently, the goal of producing “people” emphasizes on management skills. Either business or educational sectors all need management skills, the skills that are missing in Thai society. Therefore, this concept gives more importance to producing people with “management skills” rather than with specialized expertise.

“A transmission process in a network communication from business alliances to educational alliances starts with the assumption that “an education cannot grow by itself” but needs a support from business sectors. This is because each university must produce graduates to serve business sectors while business sectors need quality workers. The concept of a corporate university that emphasizes a work-based learning can be successful if both sides can consult what each need and is interested in. This makes the network cooperation go smoothly.” (Phornvit Patcharintanakul, personal communication, February 24, 2017)

4.2.3 The Selection of Personnel in Business and Educational Networks

From the research findings, the top leader (as an opinion leader) of the organization has an idea of using a network communication in the organization; therefore, the organization needs to select a person suited for this responsibility. Especially, a network communication requires effective methods for building good relationships through personal communication or a personal media more than other media. The top leader of the organization then selected the leader at an operational level or the leader who implements the top leader's policies and ideas into action towards the intended goal. In general, the qualifications of a person suited for working in a network communication are as follow;

1) Qualifications

- (1) Good understanding of the organization
- (2) Ability and adroitness in connecting networks useful for the organization and network members
- (3) Friendly and sociable personality, and being able to connect to all types of people
- (4) Optimism
- (5) Strategic thinking
- (6) Having a sense of a giver

The top leader selected the opinion leader with the above qualifications and with 35 year working experience in a recruitment work for a convenience store organization. Due to these qualifications, he was assigned to organize a business networking management (BNM) office and use business networks to transmit to the corporate university in the later time.

2) The Scope of the Network Operation

A transmission process of a network communication is a communication via personal media mostly, so it requires selecting concerned workers with various skills and responsibilities as follow;

- (1) A public relations practitioner responsible for providing information and creating a good image of the organization.
- (2) A Diplomat responsible for creating good inter-organizational relations for a smooth operation

(3) A scholar responsible for information inquiry and collection, including searching for useful innovations or new inventions consistently.

(4) A scientist responsible for experimenting and trying new methods, ideas, procedures, etc.

(5) A Marketing personnel responsible for introducing products and service in the organization for network members, including creating future collaboration opportunities.

“A person working in a networking management position is like a diplomat who must have good instincts, good personality, and be sociable. The primal objective of setting a BNM office was to solve the problems in business operation. At the first stage, we had no ideas yet about founding a university but once it was established, a BNM team has played a great role. They can perform their duties over our expectation, so the size of their teamwork has been increasing by having the chief of each team select their own people with required qualifications.” (Korsak Chairasmisak, personal communication, February 3, 2017)

“A person working in a network needs to have a good personality, especially be so friendly that people want to talk to him or her. He or she must have a wide vision, be optimistic, and be ready to confront any problem with a positive thinking always.” (Parichart Buakao, personal communication, March 1, 2017)

“The key qualifications of persons working in a network are their attitude, their communication competence languages as they have to take care of foreign networks, and good personality because they must interact with lots of people. It might not necessarily be so impressive but at least will not irritate other people.” (Mana Amatanon, personal communication, February 23, 2017)

4.2.4 Characteristics of the Network Organizations in Business Sector (As Transmitters) and Educational Sector (As Receivers)

4.2.4.1 The networks of the convenience store business organization (as transmitters)

The convenience store business organization is one of the affiliated companies in marketing and distribution and responsible for managing 10,206

convenience stores all through Thailand and 11 subsidiary companies with 130,000 employees (Data updated on November 14, 2017). In 2009, the top executive of the organization declared the organizational vision, “Towards an Innovative Organization”. In 2014, this organization was accepted at worldwide level in terms of its innovation by being ranked as the eighth most innovative company in the world from Forbes Magazine.

In 1991, the organization established an office of Business Networking Management (BNM) functioning as a mediator in connecting good relations with its business partners and in recruiting personnel. The networks of this convenience store organization are more than 2,000 business partners who distribute their products or give their service in the convenience stores. Thus, it is essential to divide the networks into groups under the supervision of assigned personnel of each group as follows;

1) Thailand (Domestic Networks)

(1) Existing business partners or alliances

This group comprises 1,500 small, medium, and large companies in Thailand

Who have their products or service distribute in the convenience stores of the organization. They are both food and non-food distribution companies. There are three groups of network team works divided by the size of the business: small, medium, and large.

(2) Potential alliances: manufacturers and distributors of food products who can be future business partners

This group is the companies that have not joined the network yet but tend to become business partners in future in the form of food products or service distribution. The team works of this group will be responsible for screening new networks for business growth.

(3) Potential alliances: manufacturers and distributors of non-food products who can be future business partners

This group is the companies that have not joined in the network yet but tend to become business partners in future in the form of non-food products or service distribution. The team works of this group will be responsible for screening new networks for business growth.

(4) Universities and educational institutes

The network team works will contact this group to be connected to the network by cooperating in organizing camp activities, training, competitions, contests, etc. with the purpose of selecting students to work in their convenience stores and affiliates after graduation. In 2010, it was the first year of transmitting business networks into educational sectors in the form of the corporate university. Furthermore, BNM team works must expand the organizational networks to cover secondary-education students with the purpose of introducing further education and enrolling in the corporate university.

(5) Governmental and private offices

The BNM team works will coordinate with business-concerned governmental offices, i.e. the Chamber of Commerce, the Ministry of Commerce, The Ministry of Industry, The Ministry of Science and Technology, etc., including private sectors, i.e. Thai Wholesalers-Retailers Association, Thai Franchise Association (TFA), The Federations of Thai Industries (FTI), etc.

2) Foreign Countries (International Networks)

There are approximately 500 companies under the coordination of BNM team works in foreign countries. BNM workers, responsible for each country or groups of countries, need to have a good understanding of each country's culture and background since the culture, language, fame, and expertise of networking countries are different. The zones of responsibilities are divided by geographical locations of the countries as follow;

(1) China-Taiwan Business Group

The BNM teams of this group are responsible for coordinating with concerned governmental and private offices in China and Taiwan, i.e. The Embassy of the People's Republic of China, The Embassy of Taiwan, Thai-Chinese Chamber of Commerce, etc. The teams are also subdivided by the regions of China. They are responsible for searching for new business networks for the convenience store business organization.

(2) Japan-Korea Business Group

The BNM teams of this group are responsible for coordinating with concerned governmental and private offices in Japan and Korea, i.e. The Embassy

of Japan, The Korean Embassy (South Korea) in Thailand, Thai-Japanese Chamber of Commerce, Thailand-Japan Technology Promotion Association (TPA), Korean Culture Center of Thailand, other business and industry promotion organizations, etc. The teams are divided into Japan-teams and Korea-teams because both countries have different languages and types of products. The teams are responsible for searching for new business networks for the convenience store business organization.

(3) English-usage countries

The BNM teams of this group are responsible for coordinating with concerned governmental and private offices of the countries using English, i.e. The Embassy, The Chamber of Commerce, Consulate, business and industry promotion organizations, etc. The teams are responsible for searching for new business networks for the convenience store business organization.

(4) Germany and other European countries English-usage countries

The BNM teams of this group are responsible for coordinating with concerned governmental and private offices in Germany and other European countries, i.e. The Embassy, The Chamber of Commerce, Consulate, business and industry promotion organizations, etc. The teams are responsible for searching for new business networks for the convenience store business organization.

(5) AEC countries

The BNM teams of this group are responsible for coordinating with concerned governmental and private offices in ASEAN countries, i.e. The Embassy, The Chamber of Commerce, Consulate, business and industry promotion organizations, etc. The teams are responsible for searching for new business networks for the convenience store business organization.

From data collection, BNM personnel of each group of networking are responsible for connecting, coordinating, and information-exchanging between and across networks in Thailand and in foreign countries as shown in the summary of the division of the BNM team works in the below Figure 4.2

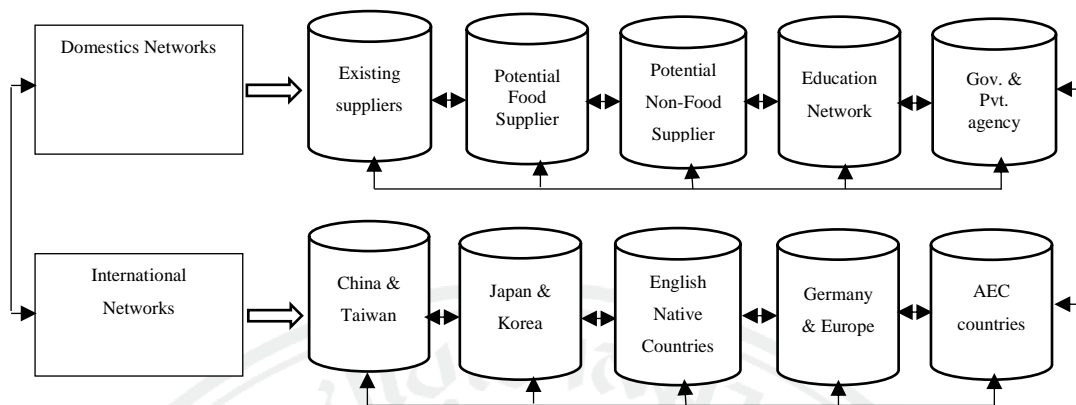


Figure 4.2 The Division of Business Networking Management (BNM)

4.2.4.2 The networks of the corporate university (receivers)

1) Human Resource Office is responsible for selecting workers with qualifications suited for each position.

2) Corporate Communication Office, the Office of Educational Guidance and Enrollment, Academic Service Office, Marketing and Training of Special Event Development Office.

(1) Corporate Communication Office is responsible for the organization's image, public relations, marketing media, and welcoming domestic networks, i.e. mass media, university visitors, etc. from both private and educational organizations.

(2) The Office of Educational Guidance and Enrollment: functioning like a sales and marketing section in business sectors and responsible for initiating the collaboration with secondary schools and educational offices from all provinces in Thailand. Besides, it is responsible for providing information of the corporate university to other educational institutes and networks. Most of them are networks of school executives, parents, secondary-school students all through the country, and governmental and private offices, i.e. the governor of each province, educational service area officers, police officers, soldiers, etc.

(3) Academic Service Office is responsible for organizing learning exchange activities in the form of seminars and training. The participants of

these activities may come from business or private sectors. The activities are for expanding or extending the networks.

(4) Students Development Office is responsible for providing a training place, being a mentor for students during their internship or training, evaluating training outcomes, and settlement at work.

(5) Marketing and training of special event development is responsible for coordinating with a transmission from business networks to education networks to find a collaboration opportunity, to invite experts from various organizations for joining in teaching, conducting a project, exchanging experiences, and providing a company visit for students, which is the key factor, to learn from direct experiences.

(6) Faculties are responsible for developing curriculums and enhancing educational collaboration opportunities by receiving networks from the central office that is responsible for handling education networks.

(7) Education networks are responsible for selecting networks that are educational offices and institutes starting from secondary education.

(8) Governmental office networks are responsible for coordinating with concerned governmental offices, i.e. The Ministry of Education, Office of the Higher Education Commission (OHEC), Office of the Basic Education Commission (OBEC), association, federations, etc.

2) Foreign Networks

International networking team works in educational sectors are divided into groups similar to the network division of business networks because of different culture, fame, and expertise. Contact persons of each network need to understand the cultural background of each country. For the corporate university, there are two offices handling international networks: Foreign Relations Affairs Office and International Marketing Office. Both are responsible for managing international education networks and findings a collaboration opportunity with foreign organizations. The division is as follows;

- (1) China-Taiwan group
- (2) Japan and Korea group
- (3) English-using countries group

(4) Germany and other European countries group

(5) ASEAN or AEC group

The operation of international networks in educational sectors is a joint operation with BNM abroad. Thus, they divide the groups, in the same way, to ensure the congruent operation in the same direction. Nevertheless, there are some additional networks from those in business sectors, i.e. educational institutes and The Embassy of Thailand in all five groups. The division of education networks is shown in the Figure 4.3

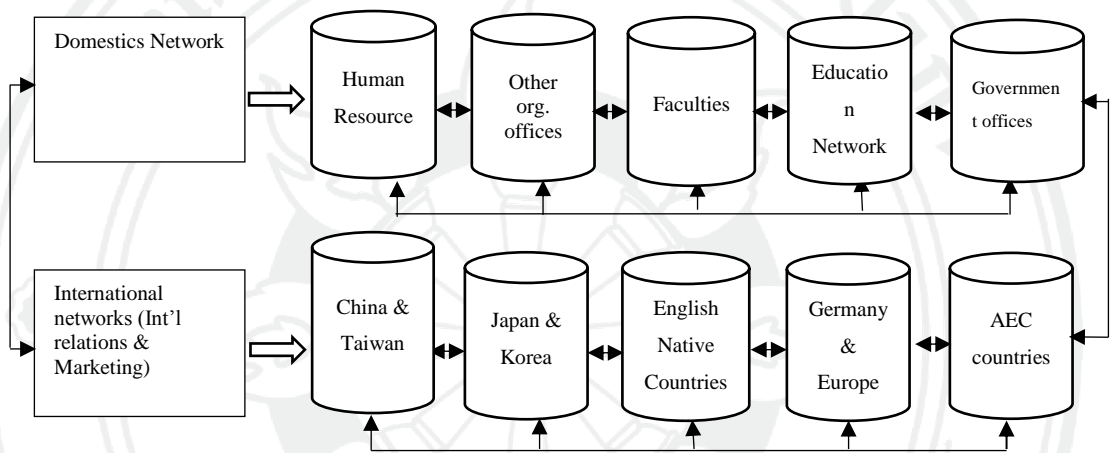


Figure 4.3 The Division of Educational Networks Unit (ENU)

4.3 The Findings of Objective 1: To Study a Transmission Process in a Networks Communication from Business Alliances to Educational Alliances

From the research findings, the transmission process in a network communication from business alliances to educational alliances comprises intra-organizational and inter-organizational communication processes as follow;

4.3.1 Intra-organizational communication Processes divide into three groups:

4.3.1.1 An intra-organizational communication process of business networking management in the convenience store organization

4.3.1.2 An Intra-Organizational Communication Process of ENU in the Corporate University

4.3.1.3 An Inter-Organizational Communication Process between the Convenience Store Organization and the Corporate University

4.3.2 A Network Communication Process with External Networks divides into two groups;

4.3.2.1 A communication process with external business and education alliances

4.3.2.2 A networks communication process with stakeholders, parents, alumni, students, and a community

The researcher presents the research findings by the S-M-C-R Communication Process of Berlo as following;

4.3.1 Intra-Organizational Communication Processes (3 Directions)

4.3.1.1 An Intra-Organizational Communication Process of Business Networking Management (BNM) in the Convenience Store Organization

Firstly, the transmission process of the organization's network communication starts within the organization in accordance with the organization's policies and interest. All BNM teams need to know one another for an easy coordination in future. Since each knows who is and knows what, he or she can contact the right and appropriate person and it will be useful for contacting with other external network members. The network is like a net connecting with all people from all directions. If a person has sufficient information, he or she can perform as a liaison connecting external network members into other networks of the organization. This can make the operation smooth. Therefore, a communication process plays a great role in connecting tasks and people together. Intra-organizational communication processes of the convenience stores organization have two levels;

- (1) Operation or practitioner leaders and chiefs of the networks
- (2) Chiefs of the network and network personnel

From the analysis of the S-M-C-R communication process, the results are as following;

- 1) Senders

The operation or practitioner leaders of the convenience store organization will be the first level of the transmission process by screening information

for BNM teams and connecting the chief of each network to have an opportunity to exchange ideas and information for one another. Once all internal members know one another, it is easier to contact external network members, so the network chiefs will be transmitters at the second level of the transmission process.

2) Message

When an operation leader transmits the organization's policies to network chiefs, such policies will determine the communication direction of the organization in future. After that network chiefs will consult with their network of each team about their interest and strategies for operating the network. The network chiefs will then transmit such information to their workers or personnel of each team, including issues about their collaboration with external network members for creating a business opportunity for the organization.

3) Channel

Two types of communication channels used in an intra-organization communication of the convenience store organization are:

(1) A non-mediated or face-to-face communication channel via personal and activity media, i.e. a weekly meeting, strategic planning meeting, yearly party, etc.

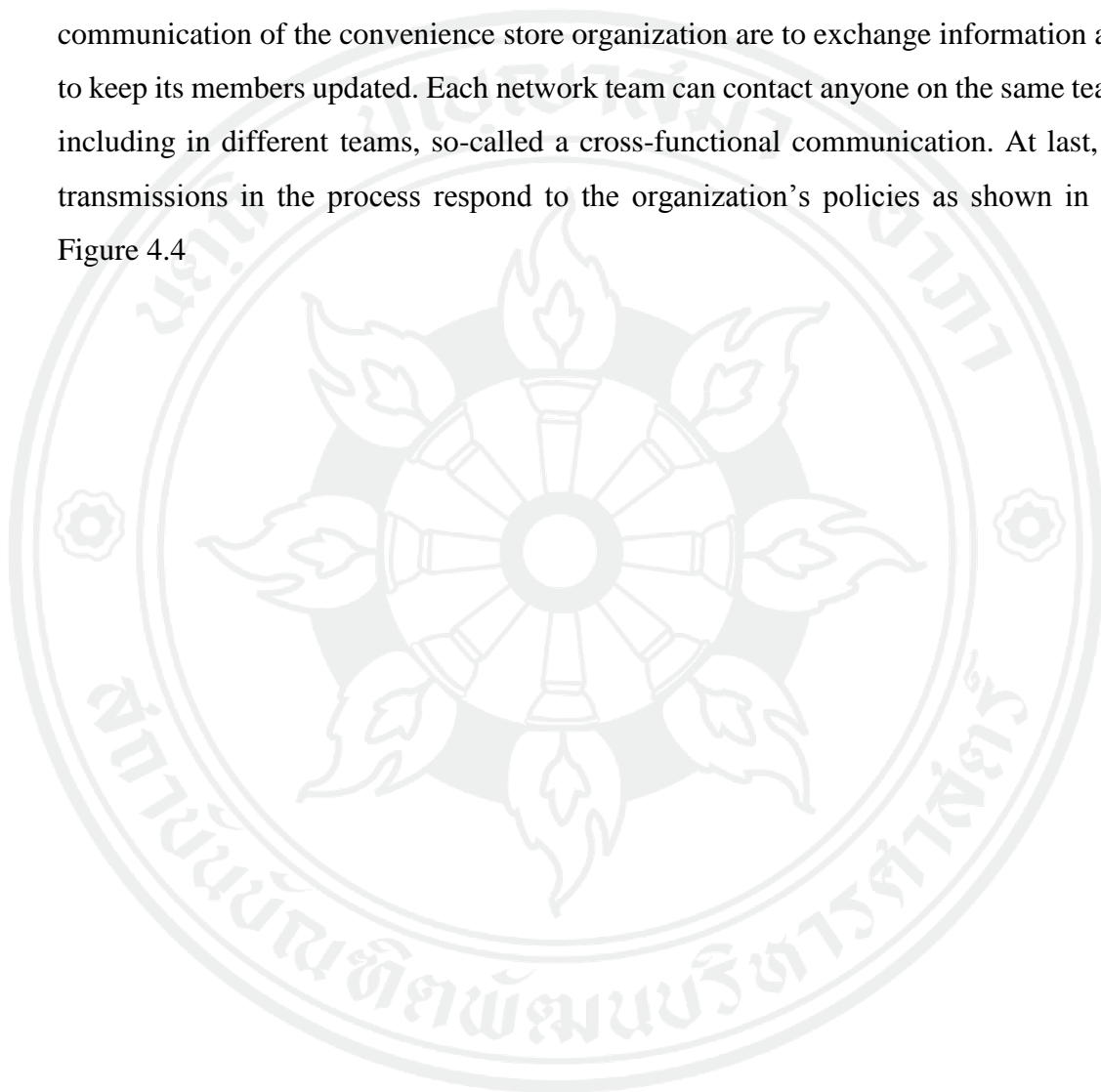
(2) A mediated communication channel, i.e. a telephone, an email, Facebook, Line, or other social media.

4) Receiver

The network chiefs are direct receivers from the operational or practitioner leaders. They will screen content received from the first level of the transmission process and transmit to their own team or the second-level receivers. Thus, the network chiefs will switch their roles to be senders or transmitters, including in the case where they need to communicate with other offices in the organization to achieve the assigned goals, i.e. purchasing division, sales, and marketing division, etc.

In short, from the analysis, it is found that the first-level sender transmits the information to network chiefs of two main groups: domestic and international networks by using a variety of communication channels. However, the main channel is a meeting. In the second level of the communication process, the network chiefs are senders to their network personnel with the same content as the first-

level transmitted information, but they will screen some part of the content. At this level, both formal and informal communication channels are used. The receivers of both levels will send their feedback to the sender of the first level or the operation or practitioner leader but via a formal communication channel only by various media, i.e. a meeting, telephone, an email, etc. The purposes of an intra-organizational communication of the convenience store organization are to exchange information and to keep its members updated. Each network team can contact anyone on the same team, including in different teams, so-called a cross-functional communication. At last, all transmissions in the process respond to the organization's policies as shown in the Figure 4.4



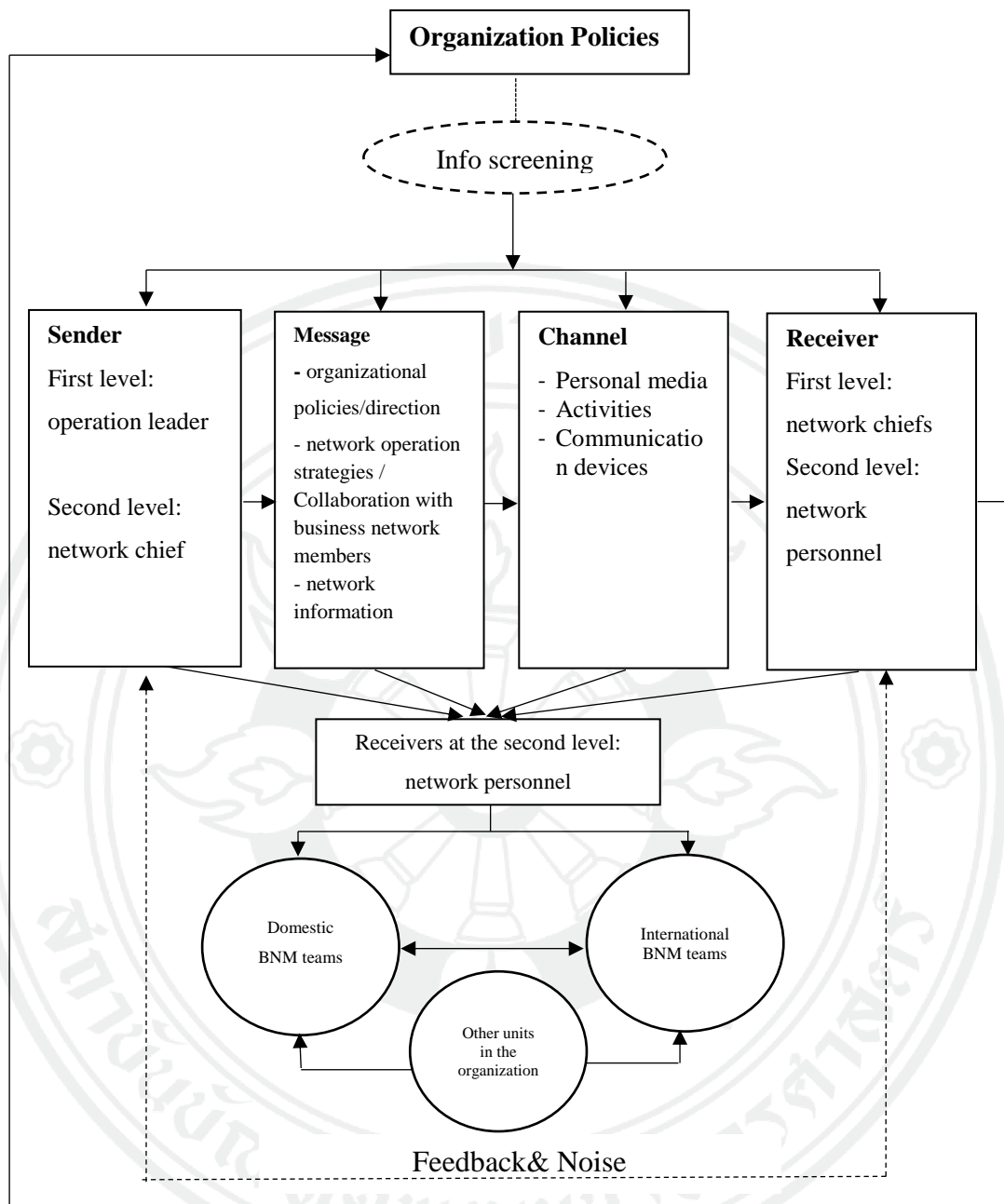


Figure 4.4 An Intra-organizational Communication of Business Networking Management in the Convenience Store Organization

4.3.1.2 An Intra-Organizational Communication Process of ENU in the Corporate University

Firstly, the transmission process of the organization's network communication starts within the organization in accordance with the organization's policies and interest. Intra-organizational communication processes of the corporate university have two levels;

- (1) Operation or practitioner leaders and chiefs of the networks.
- (2) Chiefs of the network and network personnel.

From the analysis of the S-M-C-R communication process, the results are as following;

1) Sender

The operation or practitioner leaders in business and educational sectors are the same persons so they are also senders within the network of the corporate university. The leaders of both organizations will be senders at the first level of the transmission process by screening information for networking teams and connecting the chief of each network to have an opportunity to exchange ideas and information for one another. Once all internal members know one another, it is easier to contact external network members, so the network chiefs will be transmitters at the second level of the transmission process.

2) Message

When an operation leader transmits the policies of both organizations to network chiefs, such policies will determine the communication direction of the organization in future. For instance, if the convenience store organization has a policy of driving the usage of robots and automatic systems towards higher productivity and more effectiveness, the corporate university needs to design a curriculum to produce graduates towards an occupation or a career involving with robots and automatic systems to fill the post for business sectors. After that, the network chiefs will consult with their network of each team about their interest and strategies for operating the network. The network chiefs will then transmit such information to their personnel of each team, including issues about their educational collaboration with an external network.

3) Channel

Two types of communication channels used in an intra-organization communication of the corporate university are;

(1) A non-mediated or face-to-face communication channel via personal and activity media, i.e. a weekly meeting, strategic planning meeting, including orientation, an activity for new workers entering the organization to meet the executives and acknowledge the organization's policies and direction. Another activity is "Value Creation" in which both old and new personnel have a trip to other provinces for some days for jointly creating some creative works. Other activities are ice breaking, team building, semester forum, annual party, etc.

(2) A mediate communication channel, i.e. a telephone, an email, Facebook, Line, or other social media.

4) Receiver

The network chiefs are direct receivers from the operational or practitioner leaders. They will screen content received from the first level of the transmission process and transmit to their own team or the second-level receivers. Occasionally, they also contact with other organizations in the university, i.e. faculties, Academic Service Office, Students Affairs Office, etc.

In short, from the analysis, it is found that the first-level sender transmits the information to network chiefs of two main groups: domestic and international networks by using a variety of communication channels. However, the main channel is a meeting. In the second level of the communication process, the network chiefs are senders to their network personnel with the same content as the first-level transmitted information, but they will screen some part of the content. At this level, both formal and informal communication channels are used. The receivers of both levels will send their feedback back to the sender of the first level or the operation or practitioner leader but via a formal communication channel only by various media, i.e. a meeting, telephone, an email, etc. The purposes of an intra-organizational communication of the corporate university are to exchange information and to keep its members updated. Each networking team can contact anyone on the same team, including in different teams, so-called a cross-functional communication.

“There are both internal and external organizational communications. For an intra-organizational communication, the managers will receive policies from the top management, screen the received information as not all information is related to everybody. Thus, they must perform as a filter before transmitting the screened information to their teams or subordinates. The managers also must transmit and communicate with their colleagues. This kind of communication needs openness, good attitudes, and friendliness. For communicating with external alliances, to initiate a relationship is the utmost importance by being a giver.” (Parichart Buakao, personal communication, March 1, 2017)



At last, all transmissions in the process respond to the organization's policies as shown in the Figure 4.5

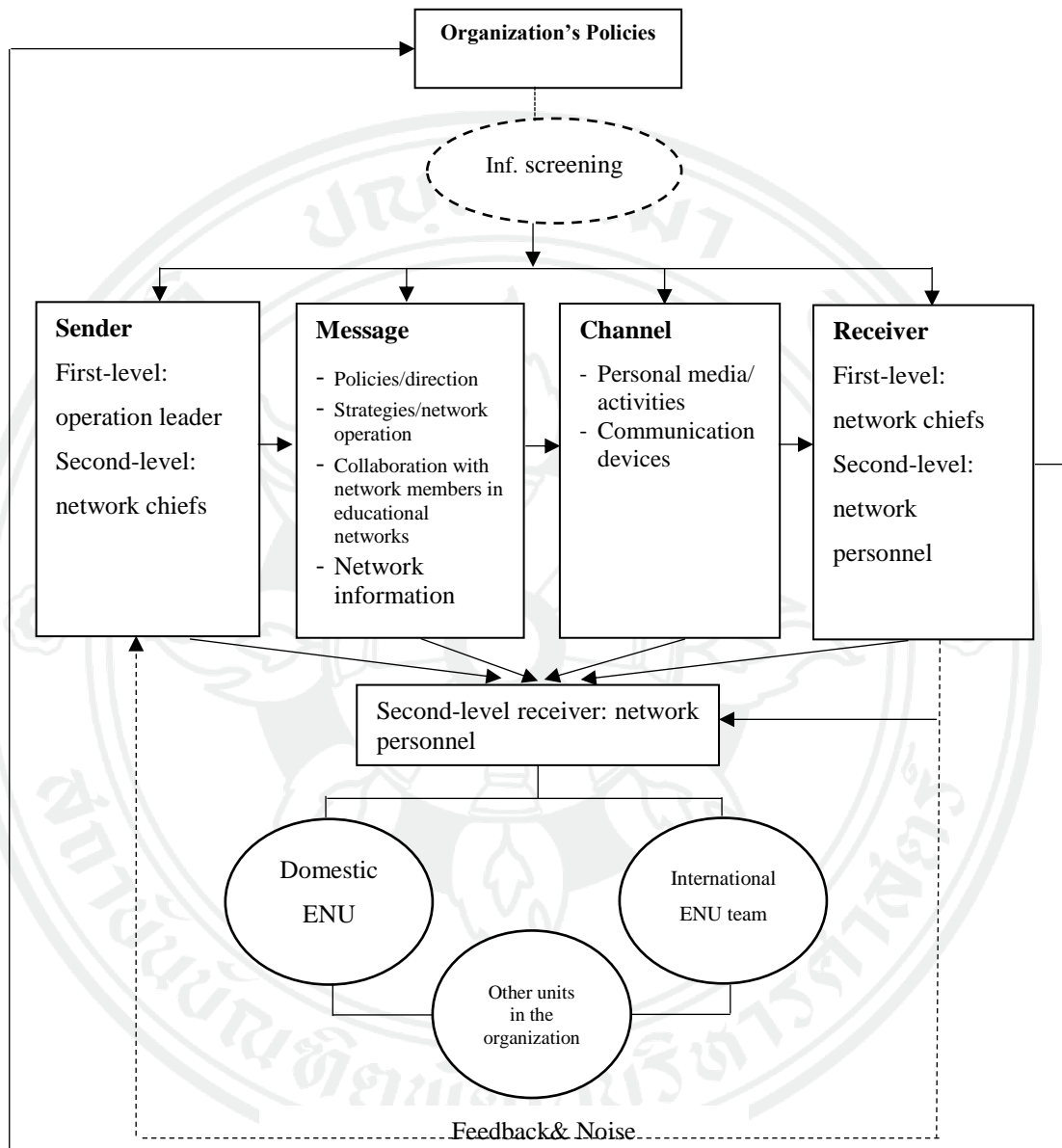


Figure 4.5 An Intra-Organizational Communication Process of Educational Networks Unit of the Corporate University

4.3.1.3 An Inter-Organizational Communication Process between the Convenience Store Organization and the Corporate University

The network communication between the convenience store organization and the corporate university starts from the adoption of organizational policies and personnel selection for working in the networks. At this stage, the recruitment team of BNM will select qualified personnel to monitor network groups by dividing the groups based on the criteria of the convenience store organization. The divisions of both organizations are as following;

1) Business Sectors

Domestic networks;

- (1) Existing business partners
- (2) Potential business partners/ alliances in Food production and distribution
- (3) Potential business partners/ alliances in Non-Food production and distribution

(4) Universities and educational institutes

(5) Governmental and private sectors

International networks;

- (1) China-Taiwan group
- (2) Japan and Korea group
- (3) English-using countries group
- (4) Germany and other European countries group
- (5) ASEAN or AEC group

2) Educational Sector

Domestic Network

- (1) Human Resource Office
- (2) Office of Guidance and Enrollment, Academic Service Office, Office of Marketing and Training of Special Projects Development
- (3) Faculties

International Networks

- (1) China-Taiwan group
- (2) Japan and Korea group

- (3) English-using countries group
- (4) Germany and other European countries group
- (5) ASEAN or AEC group

The Division of networking teams in business and educational sectors is summarized in the Figure 4.6

Business Networking Management Educational Networking Unit

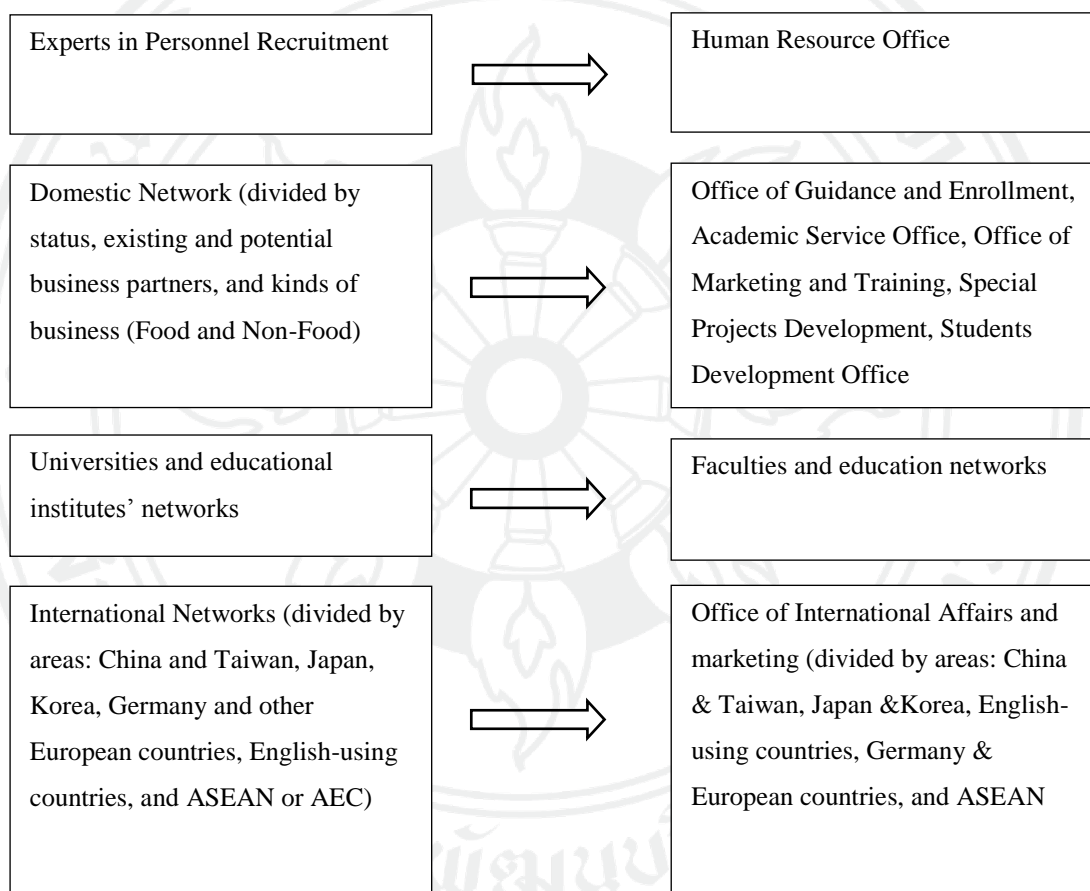


Figure 4.6 The Division of Networking Groups in Business and Educational Sectors

From the study, the establishment of each networking team is in the same operational direction between the convenience store organization and the corporate university as follows;

1) Recruitment experts of BNM and Human Resource Office of the corporate University

The BNM Office has a unit of the recruitment experts who recruit personnel at the management and operation level for the convenience store organization. The office is equipped with a database of applicants interested in the business organization's jobs. Some of them may be qualified and are interested in the educational jobs as well. The office conducts a selection interview together with the original affiliation that opens for a job application in the corporate university. After the interview, the recruitment experts of BNM office will transmit the applicants' information to Human Resource Office of the corporate university for a further process: hiring procedure, welfares, etc. Still, the selection of personnel complies with the qualifications determined by the opinion leader, varying according to the appropriateness of each position in the networks.

2) Domestic business networks of BNM office and Office of Guidance and Enrollment, Academic Service Office, Office of Marketing and Special Projects, Special Projects Development, and Students Development Office of the corporate university

Domestic business networks of BNM office are large networks, comprising approximately 1,500 companies. They function as a bridge connecting business network members, internal network members, and networking teams in educational sectors, to know one another via various communication channels, i.e. the meeting or presentation of business networks to education networks, a meeting with executives of business networks, a short-course training for executives, etc.

Networking teams in educational sectors consist of many offices: Office of Guidance and Enrollment, Academic Service Office, Office of Marketing and Training, Special Project Development Unit, and Students Development Office. The offices in educational sectors connect with business alliances (network members) to bring about a fruitful collaboration for educational sectors, i.e. being a guest lecturer, a

special instructor, and a training place for students, a place for educational trips or tours, etc.

3) Education networks of networking teams and faculties of the corporate university

Education networks of BNM office are responsible for creating networks of students and executives of educational institutes in Thailand. They use several activities and media for students, i.e. leadership camps, short-course training, etc. Faculties will assign the representatives of instructors and concerned workers to work in accordance with education networks of business sectors. These representatives will meet with the educational institutes' executive continually. Besides, their public relations aim to reach teachers, instructors, and parents. The office will transmit these networks to the faculties of the corporate university with the purpose of designing the forms for jointly developing new-generation youth, developing a curriculum, and creating collaboration with external educational institutes.

4) International networks of networking teams and the Office of Foreign Affairs and international marketing of the corporate university

The international networks divide their responsibility for the business partners of the convenience store organization of approximately 500 companies. The main responsibility is to transmit business alliances or networks to educational alliances or education networks. Their operation cooperates with that of the Office of Foreign Affairs whose mission is to connect foreign alliances to the corporate university in the forms of activities, seminars, trips, cooperative curriculum, and academic collaboration with foreign educational institutes or foreign companies/ organizations. At the same time, International marketing units will receive international or foreign networks from BNM for public relations, an active organization and a provision of international curriculums of the corporate university to network members.

Furthermore, every networking office or team of the convenience store organization and the corporate university does not operate only in a networking function, but it also coordinates and create networks with governmental offices, associations, federations, NGOs, etc., and connect them to other units or offices, i.e. the Office of the President, Office of Students' Affairs, etc., in educational sectors. All established offices of the convenience store organization and the corporate university

adopt networks for use. Nevertheless, some offices established in the corporate university never appear in any other universities, such as the Office of Marketing and Training, and Special Projects Development Unit. The offices perform as a mediator or liaison in connecting and supporting networks for faculties so that business networks and education networks can work together homogeneously. For instance, an internship, organizational trips, and observation of operating projects, etc., are provided to supplement educational institutes' traditional way of teaching. Therefore, the corporate university integrates both business and educational content but most of the activities and projects are from the collaboration of business sectors. Such networking offices are thus a special office responsible for specialized networking and for effective network expansion.

“The offices perform as a business development unit, which is marketing and sales oriented but is under the university. The concept is to use business networks to work closely with the university. Thus, in terms of collaboration with external networks, we need to know first what kind of collaboration will be possible by using a soft skill or by a face-to-face communication. The persons who approach for the collaboration need to be very skillful and can initiate and discuss a possible collaboration potential leading to a win-win situation. Adroit thinking is needed for prompt feedback. If we can do so, that will be excellent. Anyway, normally, we will see no office like this in educational sectors”. (Tamonwan Ausavesana, personal communication, February 24, 2017)

The researcher presents the research findings based on the S-M-C-R communication process as following;

1) Sender

The senders are personnel in BNM offices of the convenience store organization as Transmitters since they are the pioneers who used networks of business alliances or partners of the convenience store organization and accumulate information of the networks in the form of database, activities, and all kinds of collaborations useful for business development and expansion. Nevertheless, networking teams of the

corporate university may switch their roles to be senders in case that education sectors may introduce some networks to networking teams in business sectors.

2) Message

The message contains the content of two phases. The first phase is the content about the introduction of the organization, teams, and missions of BNM offices to let members who are responsible for which network and in which area of business. After that, there will be an information exchange by introducing the organization, teams, and missions of networking teams of the corporate university to let members who are responsible for which network and in which area of business. The second phase is the transmission of network information about involved alliances or networks of each unit, such as the list of companies, types of business, top executives, contact persons, and other knowledge or information exchanges, i.e. the projects the networks are interested in, types of contact, joint activities, etc.

3) Channel

Two types of communication channels used in an inter-organization communication between the convenience store organization and the corporate university are;

(1) A non-mediated or face-to-face communication channel via personal media and activities to keep the members' consistent interactions (activity media), to have some representatives to visit in special occasions (personal media), a meeting or the presentation of business networks (knowledge transfer), which is an activity BNM presents its business networks to ENU of the corporate university. To meet business networks, BNM teams will introduce networking teams and the corporate university and discuss collaboration opportunities in future, which will be useful for the business alliances and for the university.

(2) A mediated communication channel via a communication tool; the convenience store organization and the corporate university will contact one another via communication tools, i.e. telephones, emails, Facebook, Line, and other social media

4) Receiver

ENU of the corporate university are receivers or the receivers of the transmission. The corporate university receives information from BNM offices of the convenience store organization and uses it for educational purposes via various kinds of communication. However, BNM offices can switch to be receivers in case that they receive networks from the introduction of the corporate university and use it for further coordination in some cases.

From the findings, the transmission process in this network communication is a two-way communication. Both senders and receivers work collaboratively and update information for one another. After the first meeting with network members (alliances) introduced by BNM teams, ENU of the corporate university will extend their mission towards appropriate collaboration in future. In some cases, ENU will send back what they receive from BNM teams for other uses. Therefore, in this transmission process, senders and receivers can switch their roles from time to time.

“At the stage of a network creation, we will receive information from business sectors mostly. However, when we continue our networking, the networks become larger. Sometimes, the university met some useful networks for the business sectors; we will transfer them to the business sectors.” (Usanee Kulinthornprasert, personal communication, February 28, 2017)

At last, all process responds to the organization's policies as summarized in the Figure 4.7

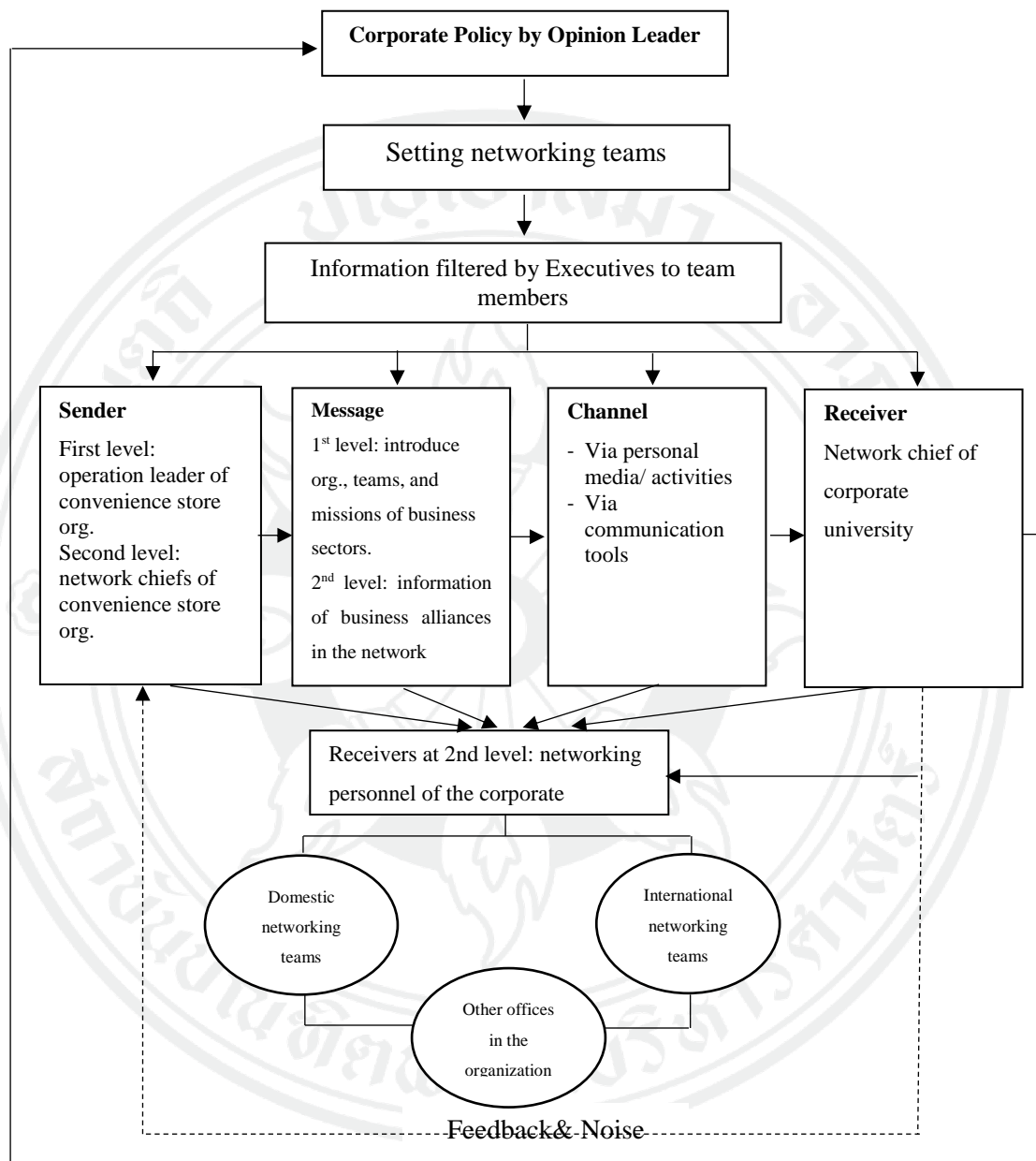


Figure 4.7 The Inter-organizational Communication Process between the Convenience Store Organization and the Corporate University

4.3.2 A Network Communication Process with External Networks

The researcher interviewed five subjects from business and educational alliances including 16 subjects of stakeholders, comprising entrepreneurs, parents, alumni, students, and communities. The findings are as following;

4.3.2.1 A Networks Communication Process with Business and Educational Alliances

The subjects of this study are from five business enterprises and educational organizations, both governmental and private, in Thailand and in foreign countries. Most of them have been collaborated and known one another before, including other alliances in various forms that are divided into six groups as follows;

- 1) Approximate 1,300 business enterprises as business partners who distribute their products in the convenience stores, both domestic and foreign, connecting with the convenience store organization through BNM teams.

- 2) Approximate 200 educational alliances who need to collaborate with the corporate university. Alliances in this group are the business enterprises contacting the university directly because they need graduates to fill in their posts. Some alliances are also education networks, i.e. schools, universities, training institutes, governmental and private offices, etc.

- 3) Approximate 200 business alliances who extend their collaboration to be educational alliances as well. This group is business enterprises who have not joined doing business with the organization yet, but BNM teams have known them and introduced them to be educational alliances.

- 4) Educational alliances who extend their collaboration into business sectors. This group composes of governmental offices and educational institutes, i.e. The Office of Higher Education Commission (OHEC), Students Loan Funds (SLF), universities, or students, business descendants, trainees of the corporate university who have some business relations with the convenience store organization.

- 5) Approximate 150 well-known alliances of business organizations. This group composes of alliances that come to contact with the convenience store organization or the corporate university for some kinds of collaboration.

6) Approximate 150 alliances from personal networks of the organization's personnel. This group are networks that the organization's personnel know personally and introduce to be alliances, either business or education.

The sources of alliances (network members) are as shown in the Figure 4.8

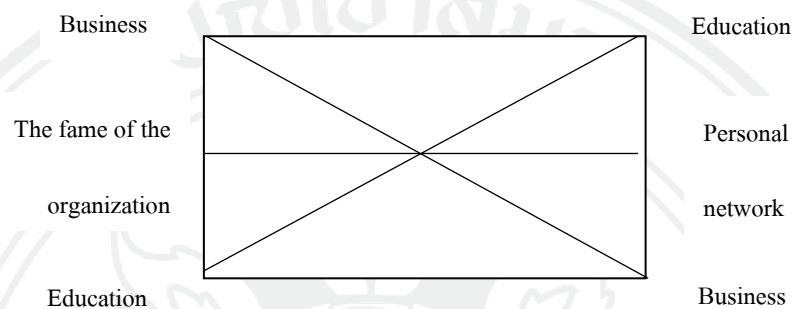


Figure 4.8 Sources of the Alliances (Network Members)

In the network communication between business and educational alliances and the external organizations, there are three parties of communicators: 1) Business Networking Management (BNM) teams, 2) Networking teams of the corporate university, and 3) Business and academic or educational alliances. In the transmission process among these three parties, there are senders and receivers with the main role and a subordinate role, but it emphasizes the communication with external alliances as shown in the Figure 4.9

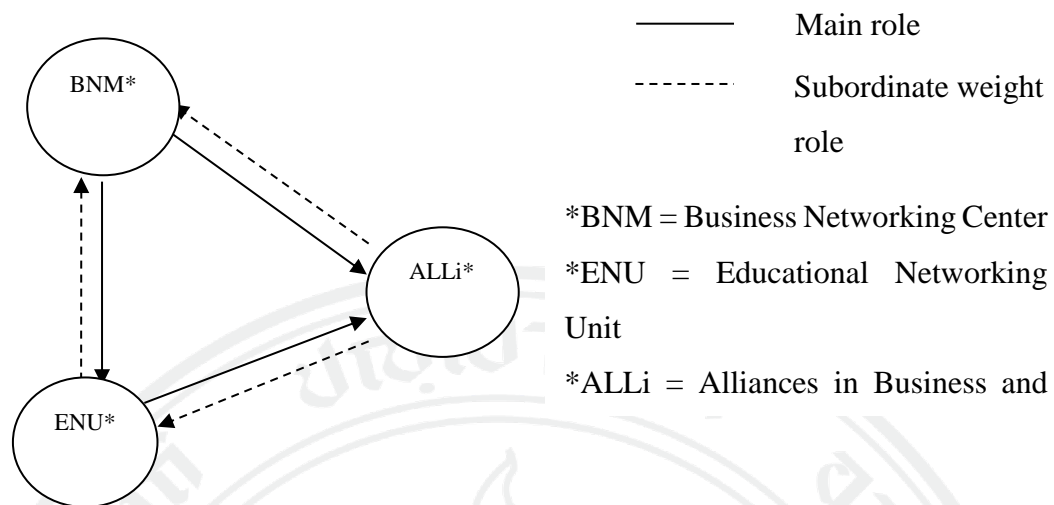


Figure 4.9 Roles of Senders and Receivers in a Network Communication with External Alliances

From the analysis of the S-M-C-R communication process, the network communication between business and academic alliances and external alliances is as follows;

1) Sender

There are two groups of the senders, those with the main role (80%) and with a subordinate role (20%) as below;

(1) The senders with the main role are BNM teams of the convenience store organization in the case that the alliances may come from both business and educational sectors but most of them are from business.

(2) The senders with a subordinate role are ENU of the corporate university and of business & educational alliances in case that the networks originated from the recommendation of the business organization or from the feedback of this group to BNM office after the receipt of the message

2) Message

The mission of the BNM offices of the convenience store organization is to connect with business networks mainly and with educational networks partly. The content of the message varies according to four types of origins or sources of the network members or alliances;

(1) The content transmitted to the alliances from business sectors emphasizes the needed products and service in the convenience stores for joint development with business alliances (or business partners), including new business/projects from the trends of the organization. In addition, there are information exchanges among members to share their interest and to expand business alliances to educational or academic alliances by introducing members to acknowledge about the corporate university, its mission, teaching methods and patterns, and benefits the members will gain from educational supports.

(2) The content transmitted to the alliances from educational sectors emphasizes the introduction of business and educational organizations, the connecting operation between both organizations, a consultation towards future collaboration opportunities beneficial for both sides, and the introduction of the corporate university, its mission, teaching methods and patterns, and benefits the members will gain from educational supports.

(3) The content transmitted to the well-known alliances from business sectors emphasizes the introduction of the convenience store organization and the corporate university, and initiation for various kinds of future collaboration since this group is those contact to the organization themselves and have a good attitude towards the organization.

(4) The content transmitted to the alliances from personal networks, either business or educational, emphasizes the introduction of the convenience store organization and the corporate university, and a consultation towards future collaboration.

Nevertheless, in case of having feedback from external alliances and ENU of the corporate university who have a subordinate role, the content emphasizes the introduction of new networks, that can be either business or educational, or either organizational or personal, to join in the existing networks.

3) Channel

The usage of communication channels between the convenience store organization, the corporate university and their external alliances is various in two forms;

(1) A face-to-face communication via personal media and activities.

The samples of the joint activities in a face-to-face communication are an Information- exchange seminar (Knowledge transfer), regular activities, a tour or observation, visits of the organization's representatives during the special occasions, a co-meeting, etc. For meeting with business networks BNM teams will introduce networking teams of the corporate university and let external alliances be informed of its mission, teaching methods and patterns, and a consultation towards future collaboration opportunities.

(2) A non-mediated communication channel via communication tools, i.e. telephone, emails, Facebook, Line, and other social media. It is often used in case of an introductory coordination that needs to be in face-to-face or after meetings, a further coordination, especially in urgent cases, calls for a face-to-face discussion.

Mostly, communicating with external alliances prefers a face-to-face communication channel while sometimes both kinds of channels may be required.

4) Receiver

Receivers are two groups: a main or primary group (80%) and subordinate or secondary group (20%) as follow;

(1) Business and educational alliances are a main or primary group (80%)

(2) BNM teams and ENU of the corporate university are a subordinate or secondary group (20%) in case those alliances introduce their personal networks to the external alliances.

The network communication process of the organizations with external alliances (business and educational alliances) is as shown in the Figure 4.10

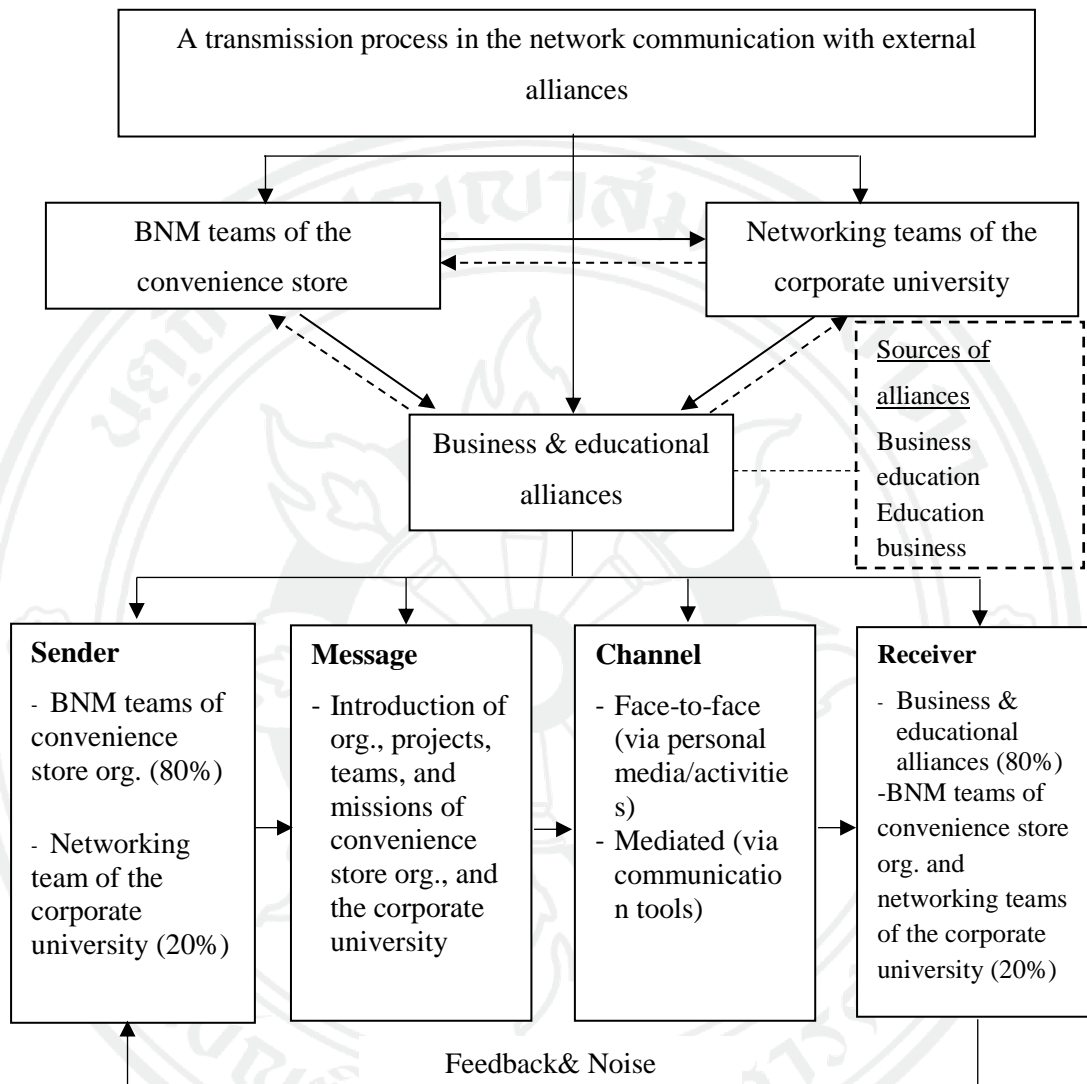


Figure 4.10 The Network Communication with External Alliances (Business & Educational Alliances)

Besides from the studies, the network communication with external alliances requires many steps transmitted from the experience of operation leaders and these steps become consequent guidelines in the later time. The steps are as follow;

1) Networking Procedures of Business and Educational Sectors

Due to the large size of the organization and many business partners including the rapid growth of the organization, the convenience store organization designs the working procedures for connecting with networks developed from the organization's accumulated experiences and transmits the procedures from BNM office to the corporate university. The procedures have been developed and adjusted from time to time until it can be called "Process Innovation". The procedure of networking operation contains 7 steps as the Figure 4.11

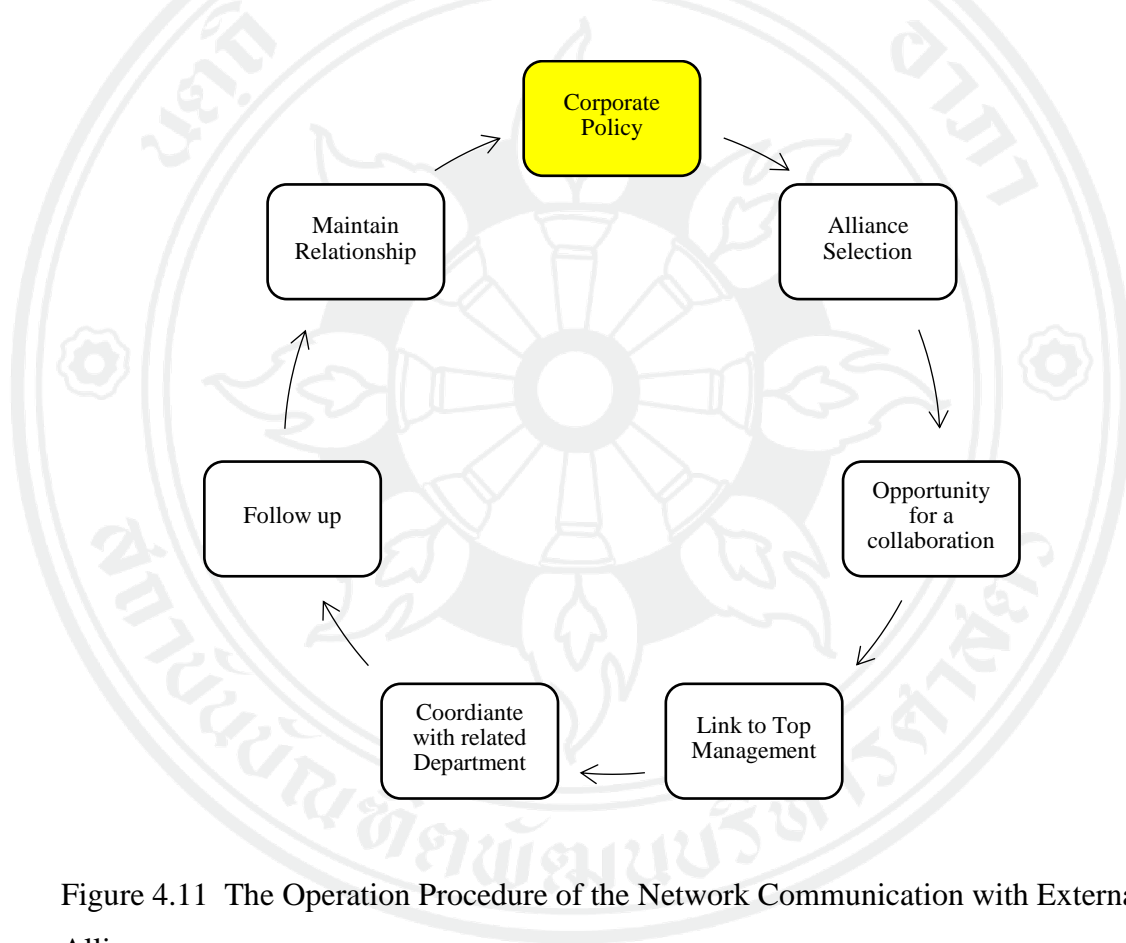


Figure 4.11 The Operation Procedure of the Network Communication with External Alliances

2) Corporate Policy

As the top leader of the organization in business and educational sectors is the same person, goals and future expansion go in the same direction. Both BNM teams of the convenience store organization and ENU of the corporate university adopt the organization's policies for planning and operating according to the policies

to see what kind of activity, project, or network will respond to such policies. Furthermore, they need to communicate with their team works that are responsible for each network to have a common understanding and be ready to operate effectively. Anyway, the chief will screen the information before transmitting to their team works.

“Since our work is business development, we have to know to which direction our organization will go or what they are interested in. What we must do deals with what will happen in future, either in short-term or long-term. Once we get the questions, we need to find possible trends and then screen the information to the next teams.” (Mana Amatanon, personal communication, January 13, 2017)

“When we get the organization’s policy, we will know what our goals are, and this helps to determine the direction of our works. However, we must screen our information before distribution. If the case is a strategic plan, it will go to Deputy Dean of Policies and Plans. If the case is about the curriculum or teaching, it will go to Deputy Dean of Academic Affairs, etc.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

From data collection, parts of the organization's policies come from national policies in economics, which will determine the direction of the needs personnel of Thailand in future. As the main mission of the corporate university is to produce quality personnel, the university needs to have a curriculum and teaching-learning that responds to the needs of labor markets as well. For instance, from the government's policy “Thailand 4.0”, which emphasizes the maximal use of technology and innovation, the organization must give importance to concerned business and curriculum responding to such policy, i.e. curriculum in robot engineering and automatic systems, logistics management, and transportation, etc., which are kinds of industry the government provides special support and drives. Another part of the policies comes from popular trends of a society at that time because business must lead the trends and is always the leader in that popular trend. Therefore, the organizational policies and direction mostly accord with popular trends as well. For instance, international networking is divided into five groups: China, Japan, Korea, Germany, English-using countries, and ASEAN. The criteria used in dividing so are based on

popular trends that see the potentials of alliances in each country. On the other hand, business sectors lead global popular trends in future and the needs towards concerned personnel are the consequence. That is why educational institutes responsible for producing quality personnel into a labor market play a great role and are the key part of moving the business sectors.

“The Office of Foreign Relations works with international business networks. In the past, we organized our networking with both business and educational sectors into three channels: international networking, Chinese networking, and Japanese networking. In all these networks, we invited our suppliers to join in the networks to know our people and to extend our communication. We organized 4 times a year. Now, we add Myanmar networking because it is the growing country and our alliances are interested in investing in Myanmar. Besides, our own organization also invests in Myanmar. Furthermore, our top executive granted a scholarship for its government to come to study at our corporate university. This kind of activity enables us to meet each other and is beneficial for both countries. When it is successful, our alliances will think of us. Thus, once we know any company wants to collaborate, we will invite that company to join us. Any company will be very happy because the collaboration is free of charge.” (Usanee Kulinthornprasert, personal communication, February 28, 2017)

“China is an enormously growing country with a high potential and our company owns a business and invests a lot in China. Therefore, Chinese networking is very crowded and tight. It is thus very essential to establish our networks with many organizations in China.” (Chokechai Dejsiri-Udom, personal communication, February 3, 2017)

“Germany is very well-known for its technology and innovation that is very useful for a business. To establish our networking with Germany is a world-class learning prototype. Besides, our university also uses the work-based learning, originated in Germany. Accordingly, we need to have networks with them greatly.” (Somyod Viriyatarangkul, personal communication, February 3, 2017)

“Japan is the top country doing business with Thailand. For Korea, it is a popular trend in Thailand, especially with some of its unique products, such as cosmetics, innovation, electronics, etc. Korea is also a fast-moving country in the market. AEC also have an increasing economic growth. Investors of Thailand and of other AEC look for their collaboration so it has a high potential to expand our networking. For international networking, we can combine them together because all of them use English. We just look which organization is active in which topic or issue, or which trend is coming; networking operation will then go to that direction.” (Mana Amatanon, personal communication, January 13, 2017)

3) Alliance Selection

After planning from the organization's policies, BNM teams start to select related Alliances or alliances that are business partners in congruence with the organization's policies. The selection starts from analyzing the status of the existing networks; kinds of relationship, interest, and possibilities for future collaboration as planned. The analysis will be transmitted to ENU teams. If the number of the members in the existing networks is insufficient, the BNM teams will consult with other teams of their lines or across lines (or cross-functional networks) to see if there will be a chance to obtain appropriate alliances or if they can find additional members. Network members also include experts so if the organization lacks experts in any field or area, BNM teams will search for them from media studying, activities organizing, or traveling towards new networking locations. The alliance selection is thus from all directions.

“Upon networking, we must analyze and classify the groups, i.e. Group A will be a very active group who fully cooperates in every way. Group B is moderately interested and needs a little more motivation. Group C is a standby group for a long-term goal but may not be needed now. Besides an alliance selection, sometimes we have a new project and need people to help so we will direct to the university. We will organize our activities there without considering classes of university or levels of academic performance.” (Denchai Pringthaisong, personal communication, March 21, 2017)

“In establishing each new networking, there will be an information exchange between business and educational sectors. One network will support another one. It is not to do it alone and then success comes. Information exchanges are needed, and resources are shared, i.e. knowledge or any in-depth information. This will lead the alliance selection to be more effective.” (Tamonwan Ausavesana, personal communication, February 24, 2017)

4) Opportunity for Collaboration

Business and education network teams will analyze opportunities for collaboration that will be useful for the organization and network members. Sometimes, it starts with offering some kinds of benefits to the members first by making a research on data of the members to see what kind of interest they have, which direction they want to expand their business, or what kind of operation they do, including who is the main responsibility. There are several ways to access such information, such as searching from various media, co-meetings, trips, telephone calls, joint activities, etc. If there is any possible opportunity, BNM teams will contact networking team in educational sectors to contact and meet the new alliances for acquaintance and for furthering their relations and collaboration.

“When we meet someone in a short time, we will exchange our name cards first and take a note whom we meet today, try to memorize the details of that person, and keep in touch with him or her. Sometimes we have lunch or dinner together or invite him or her to see our company. Therefore, we will have a continual communication and joint activities.” (Chokechai Dejsiri-udom, personal communication, February 3, 2017)

“We always create an event by inviting someone for a lecture and the participants pay nothing. We must invite in groups with certain plans and goals. After exchanging our name cards, we will know from now who we must contact and visit additionally.” (Somyod Viriyatarangkul, personal communication, February 3, 2017)

5) Link to Top Management

After seeing the collaboration opportunities, BNM teams will contact the alliances by introducing educational networking teams to them to know the top executives of the alliances that are organizations or companies. However, if the alliances are individuals, the teams can invite them to join directly. The objective of meetings is for consulting about the collaboration at the policy level of the alliances' organizations in various ways. If their policies are congruent and the collaboration is possible, networking teams will bring the top executive of the alliances to meet the top leader of the convenience store organization for tighter relations and for good attitudes towards one another. As an example, the affiliated company granted an international-program scholarship to students in Cambodia for a higher education at the corporate university. The organization perceived that Cambodia needed to develop their personnel to respond to their growing business while the convenience store organization would have an investment to open its business in Cambodia. Thus, networking teams traveled to Cambodia and introduced the corporate university and its programs to the Ministry of Education of Cambodia. Besides, they explained about the strength of the university and its teaching, which was a work-based education for common understanding. They also introduced wholesaling business going to be invested in Cambodia and invited the Cambodian government to visit the university and business companies in Thailand, including meeting with the leader of the convenience store organization in the later time.

“It is only I, no. 1 of the organization, who built the networking teams and insisted firmly to support them because this kind of thing never has in our system. We need to give time for them. When they invited a leader of their network to have lunch with me and to join in any activity, I needed to spare a time to join with him to show our respect for him.” (Korsak Chairasmisak, personal communication, February 3, 2017)

“Our top executives knew each other in business sector first before extending their contact to the university. We were in the HR department and needed people so we started to contact the Faculty of Arts before extending our collaboration. The university also invited us to be a guest lecturer, to exchange

knowledge, and to recommend how to prepare for a job application, including helping to introduce our organization. This is thus a benefit for both sides.” (Manus Prasong-Ngarn, personal communication, April 24, 2017)

“This trip to Cambodia was to introduce our international program to Cambodian students who were interested in studying at our university. We also introduced affiliated companies of the convenience store organization and wholesaler companies that were going to open a branch and needed people to work for them. We told them about wholesaler business and educational supports our company and the groups provided for Cambodia because we gave high importance to a human resource development. This helped people over there knew our company and wanted to come to work with our company.” (Parichart Buakao, personal communication, March 1, 2017)

6) Coordinate with Related Departments

When the policies of the convenience store organization and business alliances go in the same direction, the next step is to operate all collaborations concretely. Since networking units are mediators in a coordination, the operation contains three coordinations; 1) a coordination among related internal offices of the convenience store organization and the corporate university, 2) a coordination between business and education networks, and 3) a coordination between the organization and external alliances (network members), which has two types;

(1) A coordination among related internal offices of the convenience store organization and the corporate university. This means the collaboration network connection among the convenience store organization, the corporate university, their groups or affiliates, and their related alliances, i.e. product manufacturers, distributors, etc. Networking units will coordinate with all internal affiliates for further information or co-working in a triangular coordination: the organization and the groups or affiliates – networking units – related alliances (both individuals and organizations). In case that the affiliates or the alliances have no central unit for coordination, there might be a coordination among more than three parties, which will make the operation more complicated. Therefore, networking units will organize a central unit for coordinating each project or consult with internal offices and

alliances to assign a principal coordinator for more convenience and effectiveness. For instance, alliances (organization) who manufacture products want to bring their products to be distributed in convenience stores, BNM office will be a coordinator contacting all concerned units, i.e. product development and management unit, sales, and marketing unit, purchasing unit, etc. Each unit will have its own principle coordinator. Similarly, educational networking units will coordinate with faculties and other related offices of the university or institutes for building collaborations, i.e. Deans of the faculties, the Office of Guidance and Marketing, Special Project Development Unit, etc. In case of the wholesales business expansion in Cambodia, the business organization needed a high number of local employees. The ENU of the corporate university had to introduce its related business organization to Cambodians who were interested in working with the organization and its affiliates. Then, networking units of the university transmitted their collected information about a collaboration opportunity with Cambodian people to human resource division of the business organization. Besides, networking units of the university coordinated with The Thai Embassy in Cambodia, one of their governmental alliances who were the center of the public relations and application collection.

“This time we went to Cambodia on behalf of the corporate university but the main goal or 80% was for our business organization, which is very normal for a networking function that the main benefit will not fall directly to the university. After that, we coordinated with the leader of the affiliated company to open its channel for interested Cambodians for their application. What the university will gain is not the numbers of the enrolled students in the coming semester but is to prove the networking potentials of the university.” (Parichart Buakao, personal communication, March 1, 2017)

“BNM office contacted us for a visit 4-5 years ago. At that time, our relationship was not so tight. Until the corporate university invited us as an entrepreneur to be one of the committees in curriculum development, we knew more about each other and started to discuss students' training or internship. Our executive was highly satisfied. We feel that this university is different, and we scarcely see such an educational institute like this. It helps to work easily and is a good communication

mediator to encourage us to be more proactive and feel to do more things together.” (Peerapon Kuakomondej, personal communication, April 21, 2017)

(2) A coordination between business and educational alliances. This means the coordination between internal network members from business and educational sectors. Since the main mission of the networking offices is to create, connect, and coordinate business and educational organizations' networks, they have information on the needs and interest of network members of each organization. When they see any collaboration opportunity useful for their members, they will connect them together, i.e. organizing a seminar, exchanging their learning, introducing them to know each other, etc. Sometimes, it leads to a business matching, which is not necessarily networks from the same circle or business. On the contrary, it can be the networks from different circles but requires interdependence and mutual benefits, i.e. manufacturing and logistics companies, manufacturing and packing companies, companies looking for employees and educational institutes for producing and developing graduates to be a quality human resource for an organization, etc.

“To illustrate an example of the connection between business and educational or academic alliances was a joint executive training program between the convenience store organization and the corporate university entitled ‘Advanced Retail Management’ (ARM). There were executive trainees from various kinds of business. At that time, we heard that Tao Kae Noi Brand wanted to open its markets in Taiwan, so we coordinated with our alliances in Taiwan, which were our existing networks. The networks in Taiwan provided us their information fully until a business negotiation and the brand’s expansion into Taiwanese markets was successful.” (Parichart Buakao, personal communication, March 1, 2017)

7) Follow Up

In general, networking units of the convenience store organization and the corporate University aims to create collaboration for the benefits of the organizations and network members. Mostly, each one requires time for an operation. Some projects need to divide the coordination into phases and need to have a close follow up. The organization must plan together with its related alliances, both

internal and external. The follow-up step is important because the ultimate goal of a networking operation is a coordination success among network members. The more activities there are, the tighter networks will be. On the contrary if a network is created without activities or any use for the network members, such network will disappear finally. Collaborative projects with a close follow-up induce good relations between all parties due to their mutual support. An example of this is a collaborative project of product distribution and warehouse development center between the convenience store organization and its alliances in China. As the product distribution center of the convenience store organization needs to develop and improve its working by using robots and automatic systems to increase the working effectiveness, networking teams of the educational sectors contacted a related company in China to consult them for a warehouse development project of a convenient store organization. From the information of the alliances in China, this Chinese company has a high expertise in automatic systems in logistics and product distributions. After that, ENU introduces the Chinese company to the convenience store organization and had some co-meetings and visits. The networking units collected information of the needs of both sides and planned a joint operation in a triangular coordination by organizing a monthly meeting to follow up the operation, together with the evaluation from other communication channels, i.e. through lines, emails, phones, etc.

“The more activities we do together, the more intimate we are. That is why we organize activities through a more variety of channels, such as an international conference in two nights and one night is a kind of activity that tightens the relations of various parties very well.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

8) Maintain Relationship

BNM teams and networking teams are responsible for maintaining a good relationship between network members by providing channels, occasions, timing, or activities to keep their consistent interaction, i.e. a visit during special occasions, a ceremonial party, a lunch or dinner together, a seminar in which some network members are guest lecturers, a shared booth, or a collective audience in

a special lecture. In this step, personnel who are network coordinators are very important because, after the meeting with executives, it will be a responsibility of the operational personnel to coordinate the rest of the process until achieving an intended goal. Thus, networking personnel must have good human relations and be skillful in keeping good relationships with all concerned. In this step, training is not necessary, but it is the stage of providing essential information, observing, and learning by doing. On the other hand, the chief of the teams must search for an opportunity to increase the teams' potentials.

“We need to create strong personnel to maintain relationships with each group. We have plenty of networks, so we need to subdivide the networks. Accordingly, we need to have someone maintain the relationship in each networking group. It is not only one person, but we need to spread out our networks like a chain. Each group must take care of its members. Therefore, the persons who truly drive the networking process is not the top management but are operational personnel.” (Usanee Kulinthornprasert, personal communication, February 28, 2017)

“Good networking must be able to keep good relationships with members and maintain them continually with consistent frequency. Therefore, it is the matter of inviting members to be guest lecturers every semester, of sending students for a training every year, of organizing an orientation every month, of visiting on special occasions, or of coordinating the members every time we see good collaboration opportunities. Besides, we need to congratulate on the foundation day of every enterprise or to participate in the activity of each member, etc. However, none of these must be taken as personal matters, but organizational matters. For examples, Pakkret Municipality has several activities, so we send our people or team to help them, to participate, or if they request for anything, we will respond to their needs. This is a kind of exchange and mutual support.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

Factors Leading to the Network Association and the Perceived Benefits

From the in-depth interview with business and educational alliances about the factors encouraging them to join in the networks, the studies found that the reasons are their congruent needs with the mission of the convenience store organization and the corporate university and the perceived benefits. To illustrate this, the corporate university's work-based learning where students of the first up to the fourth year must be trained in an actual company or organization response to the alliances' needs for part-time and full-time employees. Therefore, they must find collaboration with plenty of enterprises to send students for training. Besides, the university sets up a coordination center between enterprises and the student trainees to look after the training to achieve the maximal goals. Furthermore, there are evaluations on the students' training projects that can be applied in an organization or enterprise.

For the business alliances that need full-time employees but do not want to establish their own educational institute as the corporate university, they prefer to grant some scholarships for the corporate university and play a role in participating in the development of the curriculum. Such alliances accept students of the first to the fourth year for training in their companies about 50% of the whole 4-year programs. After graduation, the students will work with the enterprises or companies who granted them scholarships. Therefore, the alliances will get employees who understand the nature of work, corporate culture, and can work like experienced workers since their first day of work. Besides, from joining in the networks, alliances of each organization can know networks of other organizations introduced by BNM offices or by the corporate university. This leads to collaboration between business and education network members, i.e. a new-business investment support, a joint organization of curriculum, etc.

“At the first period, it is the stage of initial relationships with no high expectation. However, after the time goes by, the university always has something updated for us, and this induces us to do something in common. Formerly, we accepted only students in the field of Chinese and English language, but recently we have increasing numbers of students in the field of communication. Up to now, we have

founded a relations office with educational institutes because it responds to our needs greatly.” (Manus Prasong-Ngarn, personal communication, April 24, 2017)

Recommendations of the Alliances on the Network Communication

From the in-depth interview with business and educational alliances, it shows that the alliances want all universities to have a central unit for connecting with the enterprises since in the past. There had never been such office with an apparent coordinator. Otherwise, there were so many involved units that there was no appropriate communication channel, which caused delayed contacts because it was uncertain which unit one should contact. Therefore, when the corporate university has a networking unit to coordinate with internal units and transmit to the alliances, it increases conveniences and collaborations can occur more easily. This is because it is a communication with clear goals. Besides, the personnel in the networking units are skillful in connecting and synthesizing information for the benefits of both sides.

“Compared with other universities we used to contact, they had no central unit as a coordination center. Often, we contacted randomly, and, in some universities, they perceive that to find a place for training is the students’ responsibility. On the contrary, the corporate university has a central unit to coordinate the collaboration with business companies clearly like a one-stop service.” (Manus Prasong-Ngarn, personal communication, April 24, 2017)

4.3.2.2 A Networks Communication Process with Stakeholders, Parents, Alumni, Students, and a Community

The in-depth interview about the network communication process with external organizations or stakeholders comprises the groups of teachers, parents, alumni, students, and community. From the studies with these stakeholders, it is found that the network communication with the stakeholders is triangular; business networking management (BNM) center, educational networking unit (ENU), and other stakeholders (STKH). The senders and receivers have the main role and a subordinate role. Nevertheless, the network communication process emphasizes the Figure 4.12

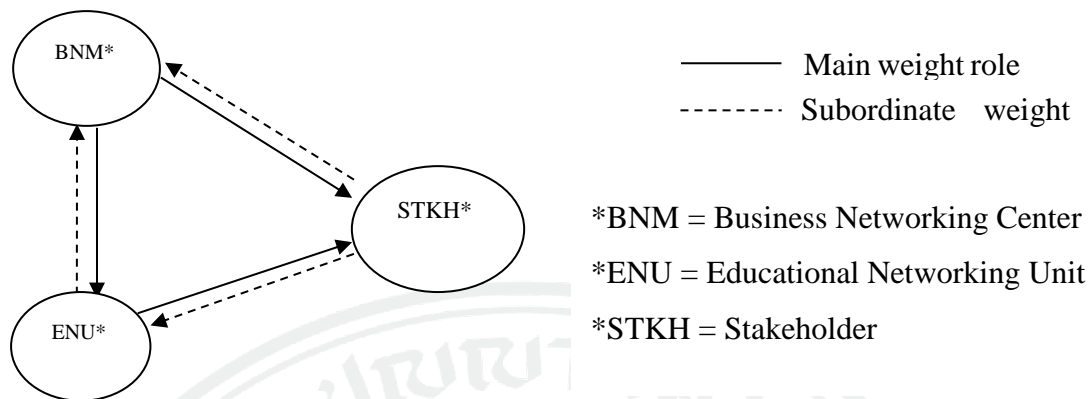


Figure 4.12 The Roles of Senders and Receivers in the Network Communication with External Organizations

From the analysis of the network communication process with external organizations or stakeholders by the S-M-C-R Communication Process, the results are as following;

1) Sender

The senders have two roles, the main role (80%) and a subordinate role (20%) as follow;

- (1) The educational networking unit (ENU) and business networking management (BNM) teams are groups of the main role (80%)
- (2) The stakeholders who are network members are groups with a subordinate role (20%) when the stakeholder groups introduce new networks to ENU of the corporate university and the convenience store organization. Also, they might reflect feedbacks after the receipt of the message.

2) Message

The content of the message varies in each group of the stakeholders in the networks as follows;

- (1) Teachers, parents, alumni, and students
 - a) The introduction of the convenience store organization and the corporate university
 - b) The importance of network alliances who support the teaching methods of the corporate university

c) Places of a field trip or organizational visit studies
and for training

d) Scholarships

e) Terms and conditions relating to the studying at the university all through four years, i.e. registration, academic affairs, related offices, activities, internships, the list of Enterprises in the networks, etc.

(2) Community

a) The introduction of the convenience store organization and the corporate university

b) The importance of network alliances who support the teaching methods of the corporate University

c) Activities for a community and the benefits

3) Channel

The usage of communication channels between the convenience store organization and the corporate university is various. The two main of communication channels are;

(1) A face-to-face communication channel via personal media and activities

The examples of this kind of channel are the

a) Co-activities

b) Seminars for information exchanges (knowledge transfer)

c) A visit by organizational representatives on special occasions

d) An orientation program by networking teams, academic and governmental offices for providing information about the convenience store organization and the corporate university

e) Regular activities for consistent interactions and meetings, orientations in a classroom for secondary education students

f) Teacher-training activities

g) An Open-House

h) The introduction of related faculties and occupations, “Sarn Fun Pun Archeep” Camp (ค่ายสานฝันปั้นอาชีพ), etc.

(2) A mediated communication channel through communication devices, such as telephones, emails, Facebook, Line, and other social media

The network communication with external organizations uses a face-to-face channel more than mediated channel but sometimes it integrates both channels.

4) Receiver

The roles of the receivers are divided into main roles (80%) and subordinate roles (20%) as follow;

(1) Stakeholders, such as teachers, parents, alumni, students, and community, are receivers with main roles (80%)

(2) Networking teams of the corporate university are receivers with subordinate roles (20%) in case that the stakeholders reflect or transmit their feedback to them after the receipt of the delivered message.

However, in this communication process, stakeholders may perform as senders of the new networks in case they transmit or introduce their own personal networks additionally to the groups.

The summary of the network communication process with external organizations is as shown in the Figure 4.13

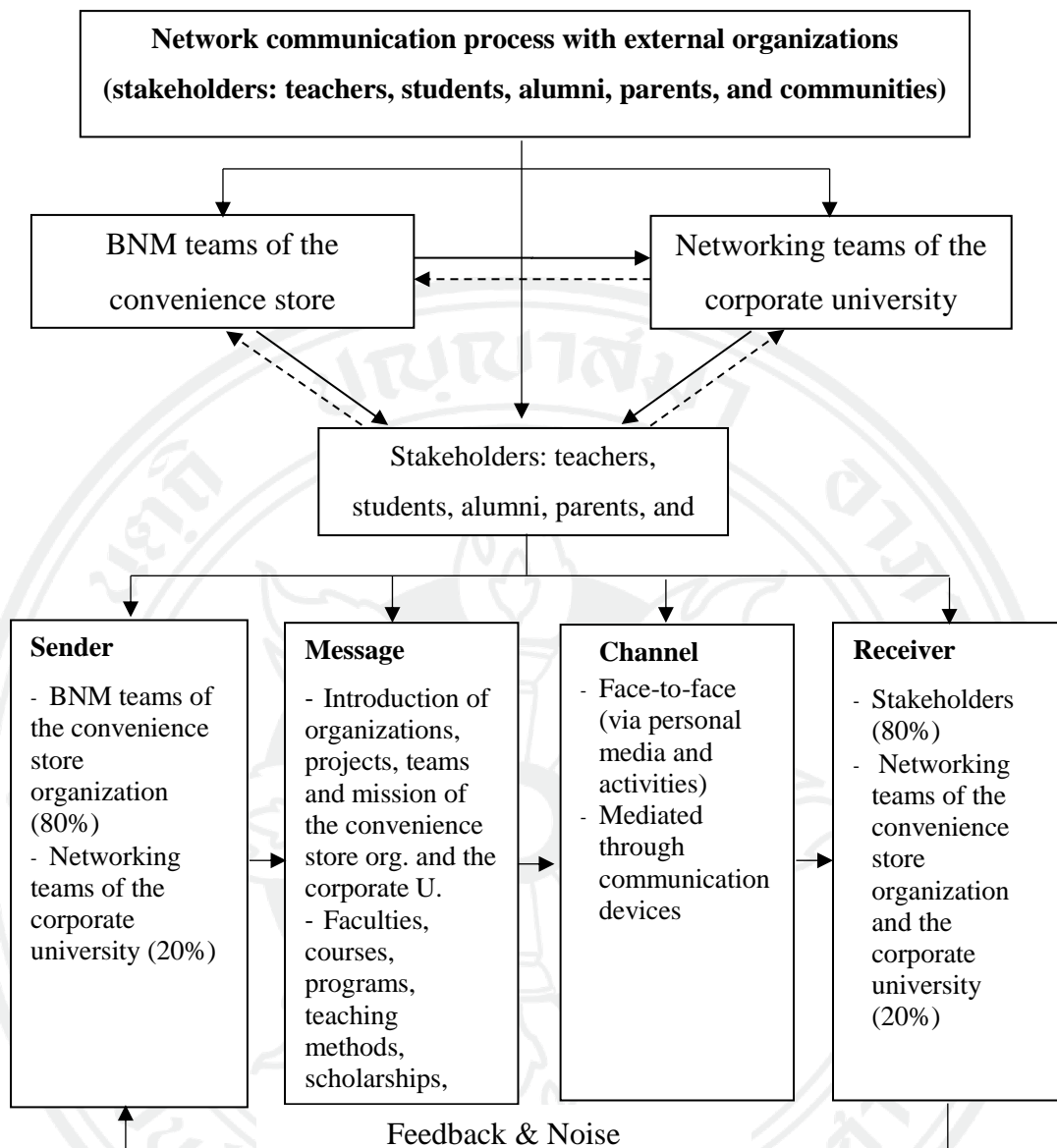


Figure 4.13 The Network Communication Process with External Organizations
(Stakeholders: Teachers, Students, Graduates, Parents, and Communities)

Operational Procedure

There are 12 steps are found in the network communication with external organizations or with the groups of teachers, students, graduates, parents, and communities as follow;

1) BNM office provides network information to educational networking teams. Then, educational networking teams coordinate with and transmit the delivered information to concerned offices or units in the corporate university for further

procedure by getting to know the networks of executives, teachers, students, and academic organizations, both private and governmental.

2) Marketing Communication and Public Relations Units conduct their overall organizational communication planning, i.e. image of the organization, types of media used, information about faculties and areas of studies, teaching methods, etc.

3) The Orientation and Enrollment Office expands the received business and education networks to concerned governmental offices and schools throughout the country. Networking teams get to know the city governor, education units, municipality, school executives, guidance teachers, etc. to introduce the corporate university, learning-teaching methods, and its distinguished differences from other universities. When every party has common understanding, all will see the benefits the students will get.

4) Governmental offices and school management assign the Orientation and Enrollment Office to organize the period the representatives of the corporate university can introduce their programs, trainings, occupations, and living in the university, etc.

5) The Orientation and Enrollment invited school executives to visit the corporate university to see the place and its teaching methods at the actual site.

6) The networking teams organize activities for school executives and teachers in the forms of a trip and training useful for the participants.

7) Corporate Communication Office in cooperation with the university's faculties and units organize a communication process with students and parents via activity media, a trip, and vocational orientation for example;

(1) An Open House activity to introduce all faculties and programs

(2) Young Creative Program (YCP), a sub-activity conducted by each faculty in the form of lectures and field trips of enterprises relating to each program for guidance teachers and students to gain knowledge about the possible future occupations

(3) Leadership Development Program (LDP), an activity camp towards leadership skills. This activity does not aim to communicate with only teachers and students but also to the parents who participate in the camp to understand and be

assured of their decision in letting their children to enroll to study in their interested fields

8) Guidance and Enrollment Office organizes an examination field in various provinces all through the country to facilitate and to save the expenses of travelling to the central examination field in Bangkok.

9) The Office of Students' Affairs organizes an orientation program, a communication channel between teachers, students, and parents in compliance with the principle of "Teacher – Student Relationship" (TSR) to create relations and good understandings of all concerned.

10) The concerned offices establish relationships with governmental and private networks, including a surrounding people in the communities, i.e. the municipal manager, a community leader, soldiers, police, entrepreneurs, schools, hospitals, temples, hotels, department stores in the form of corporate social responsibilities (CSR) in cooperation with concerned offices during the studying of students.

11) The university organizes and uses a variety of media to communicate with students and parents; personal media (i.e. mentors), organizational offices for supporting students (i.e. The Office of Students Development, The Office of Academic Promotion, etc.) Besides, all through the period of the students' studying until graduation, the university assigns personnel responsible for giving assistance and consulting all 24 hours, providing information about learning, training, part-time jobs, supporting activities (i.e. seminars for knowledge and experience promotion, special events), and communicating through internet and social media. After graduation, there are also some offices responsible for guiding and supporting future occupations.

12) Networking units of the university collect database of network members, alumni, present students and information about available job positions, both full-time and part-time. Besides, they organize occupational activities, such as Job Fair, Career Day for students who are going to graduate and who already graduated, by inviting alliance organizations for interviewing the applicants by themselves.

"Networking teams will create a stand-by network. The Corporate Communication Office will be the first unit who provides information and coordinates with schools, students, and parents. After enrollment, the Office of Students' Affairs

will organize activities for creating relationships with students and parents while the Academic Affairs Division and faculties will look after these students all through their four years of studying. Besides, the Students' Development Office will use their networking to search for training places, field trips, and job placements. Each office or unit has its own networks. Still, after graduation, all these networks can be their good-friendship networks." (Parichart Buakao, personal communication, March 1, 2017)

"The networks of the Office of Students' Affairs contain five areas: students' activities, welfare, scholarships, CSR, and students' disciplines. All these five areas also have their own networks. There are some visits of our university, and some short-course trainings. For our CSR activities, we try to establish our networking with some foundations and some schools where we can take our students to do some kinds of activities. At least, we must cultivate them to have a sense of social responsibility. Therefore, we must communicate in a complete loop or to all directions to let our networks understand our business organization and our university." (Chantima Surarat, personal communication, January 18, 2017)

"I have conducted an educational plan for my children since their childhood. I joined with my friends to submit for a license to be a Home School until I knew this university. I participated in their Open House activity and had a visit of many organizations before deciding to let both of my children enroll in this university. I am impressed with their work-based learning methods. After graduation, they can get jobs. Besides, the university has wide networks, both domestic and international. Two months ago, their advisor informed me that the Thai Embassy in Taiwan called for a job placement. Now, my daughter has a chance to work in Taiwan because of this university." (Chamroen Ruangsri-arun, personal communication, April 18, 2017)

"Now, I'm studying at the third year and had trained in three companies. This helps me have connections, knowledge, ideas, and good working attitude. I think the university has a plenty of networks and hence provides lots of opportunities as well." (Mingkamon Tanwattana, personal communication, April 19, 2017)

"Both of my children study here. The oldest one graduated and now is furthering her studies in Australia. Another one is studying at the third year. The teachers of this university pay a lot of attention to their students. They are kind, friendly, and informal. I have an intimate relationship with their teachers and can call for

consulting all the time. Sometimes we have lunch together. They took good care of them since the first day of my enrollment until graduation day. It is apparent that the university has very tight networks because my daughter could be trained in 3-4 companies. During their studying, there are various topics of trainings whereas on the graduation day there are many companies' booths." (Suppaporn Tangsakul, personal communication, March 18, 2017)

"Here there are so many networks. While studying, I had a chance to take courses at the University of Xi Nan (or Southwest University), Chongqing for a year and participated in many activities, i.e. a speech contest in Chinese, Chinese brush writing, a quiz contest in Chinese, etc. Besides, the university often had seminars to strengthen my knowledge and helped me to know more about business in many aspects. During my studying, I had to do a business project which is very useful because now I can use that knowledge for building my own business." (Angsumalin Sae-Choen, personal communication, April 18, 2017)

"Now I 'm working for the company from which I got my training. Though I graduated four years ago, I keep contact with the university through various kinds of channels. I have a group line of the faculty. I also receive updated information from social media. Sometimes, the faculty invited me to share my experiences for students on the orientation and post training day, etc." (Patcharanun Akrabunphanit, personal communication, April 18, 2017)

"Community networks or organizations that we met could feel our sincerity for a communication with them and this made us more intimate. For examples, Thai Health Promotion Foundation and Reduction of Road Accidents Network Foundation have not known us until we went to talk to them. They perceived our great intention to see children have a safe life. It seemed that they were so kind to us and were acquainted with us. Besides, they invited us to be one of the institutes to join in MOU about the reduction of road accidents. Even Student Loan Fund also senses our sincerity, so they enter our community quite often or organize an activity every 2-3 month. The network of Students Dormitory has full of chats every week. The Thai Red Cross comes every three month involving bloods donation. Simply speaking, we communicate with our networks very frequently." (Chantima Surarat, personal communication, January 18, 2018)

The summary of the network communication with external organizations (stakeholders: teachers, students, graduates, parents, and communities) is as shown in the Figure 4.14

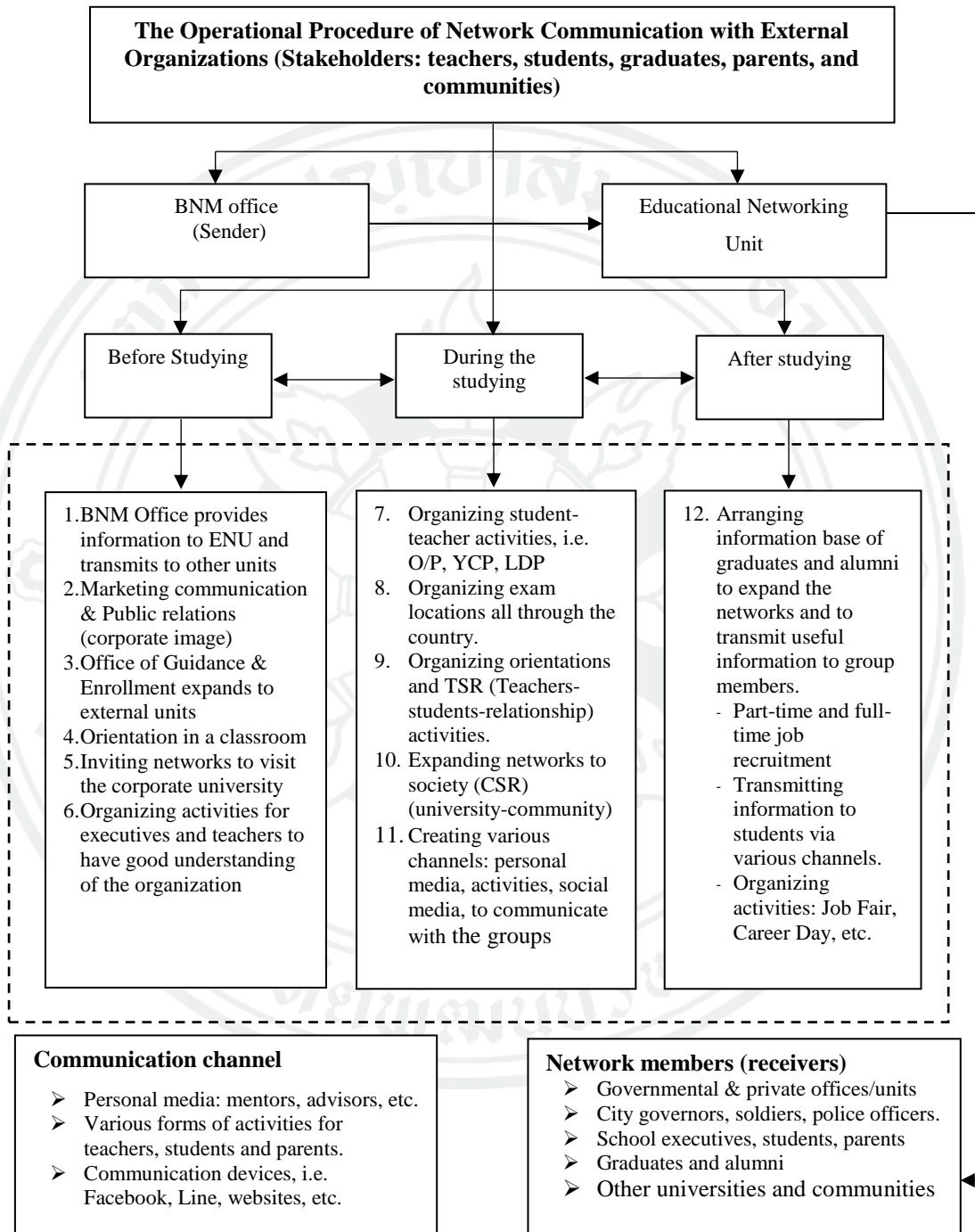


Figure 4.14 The Operational Procedure of Network Communication with External Organizations (Stakeholders: Teachers, Students, Graduates, Parents, and Communities)

Benefits for Stakeholders

From the findings, it shows that teachers, students, graduates, parents, and communities perceive the benefits of the network communication because to join in network causes collaboration, supports members' working and produces a quality person into a society. From the perspectives of the teachers, students are active and industrious but lack the opportunity to receive a scholarship from the corporate university. The learning-teaching pattern is work-based learning, so it enables students to have working skills needed by the enterprises. Besides, it increases working opportunities and career growth rapidly. From the perspectives of parents, the learning based on the collaboration with the enterprises enables their children to have an opportunity to be in a good society and to earn professionalism. Students and graduates perceive that the corporate university is different from other universities in the way that there are several internal and external units supporting the university in all areas: teaching, training, living, etc. Furthermore, there are mentors providing useful guidance. For the communities, they perceive the usefulness of joining the networks because educational institutes provide knowledge for the communities, have guest speakers train for the community, organize CSR activities, etc. to tighten their relationships with the community. Most of all, educational institutes induce surroundings to grow and develop very rapidly.

Recommendation

Teachers, parents, and the communities proposed to expand the collaboration pattern between business and educational sectors, as they perceived that this would be useful to create a good understanding of the society. On the other hand, students and graduates found a communication gap in the units unrelated to networking, i.e. accounting, finance, etc. Besides, academic units provided incomplete or delayed information occasionally. Sometimes, there were some changes without prior notice or announcement, i.e. timetables, substitution days for holidays, etc. Therefore, the corporate university should have a thorough intra-organizational communication.

Table 4.1 The Network Communication Process from Business Alliances to Educational Alliances (Intra-Organizational, Inter-Organizational, and Organization Communication with External Organizations)

Communicati on Process	Intra- Business Organization	Intra-Educational Organization	Inter-Organization (Business-Education)	To Business& Education Alliance	To Stakeholder
S	- Opinion Leader - Key Informants	- Opinion Leader - Key Informants	- BNM (80%) * - ENU (20%) *	- BNM & ENU (80%) * - Alliance (20%) *	- BNM & ENU (80%) * - Stakeholder (20%) *
M	- Filter a Corporate Policy - Focus specific alliances which related to the policy - Mission to Transmit a network to education	- Filter a Corporate Policy - Focus specific alliances which related to the policy - Mission to seek for a collaboration with alliances	- Introduce team - Provide related business networks - Coordinate and link Education Organization to Business alliances	- Introduce Business & Education Organization - Propose a collaboration which is a benefit to alliances	- Introduce Business & Educational Organization - Provide necessary info; scholarship, study model, faculty, career path, etc.
C	- Face to Face; weekly meeting, seminar, etc. - Communication tools; phone, e-mail, social medias, etc. - Activities based; Orientation, meeting, annual event, etc.	- Face to Face; meeting seminar, etc. - Communication tools; phone, e-mail, social medias, etc. - Activities based; seminar, training, annual event, etc.	- Face to Face; co-meeting, site visit, etc. - Communication tools; phone, e-mail, social medias, etc. - Activities based; co- seminar, networking event, business trip, training, short course program, etc.	- Face to Face; co-meeting seminar, etc. - Communication tools; phone, e-mail, social medias, etc. - Activities based; co- seminar, networking, business matching & trip, training, short course program, etc.	- Face to Face; meeting, visit, seminar, etc. - Communication tools; phone, e-mail, social medias, etc. - Activities based; orientation, open house, parents meeting, site visit, training, short course program, etc.

Communication Process	Intra- Business Organization	Intra-Educational Organization	Inter-Organization (Business-Education)	To Business& Education Alliance	To Stakeholder
R	- Key Informants	- Key Informants	- ENU (80%) *	- Alliance (Outsider 80%) *	- Stakeholder (Outsider 80%)*
	- Supervisors	- Supervisors	- BNM (20%) *	- BNM + ENU (20%) *	- BNM + ENU (20%) *
	- Staffs in BNM*	- Staffs in ENU*			

Note: *BNM = Business Networking Management Office *ENU = Educational Networking Unit *80% = Main weight role, 20% = Subordinate weight role

4.3.3 The Transmission Process in a Network Communication from Business Alliances to Education Alliances

From the findings of intra-organizational, inter-organizational, and external organization communication, it shows that the network communication is related, overlapping, and all connected. The transmission process goes through four phases;

- 4.3.3.1 Building the networks
- 4.3.3.2 Expanding the networks
- 4.3.3.3 Moving the networks
- 4.3.3.4 Maintaining the networks

Before presenting the study results of each phase, it will be useful to understand the general background behind the needs of building the networks as follows;

The initial cause of building the networks comes from the business expansion of the organization. Thus, it needs increased numbers of employees, so the university plays a role in producing quality employees for the organization, including being an academic knowledge source of which business parts can make use. Therefore, a merger of business networks and education networks occurs for the business benefits in many ways such as

- 1) An academic knowledge from educational institutes useful for business strategic planning
- 2) An operation of short-course training for network building and for business matching
- 3) The development and training of the organization's personnel
- 4) The opportunity to publicize the organization's products and service via educational institutes' networks
- 5) The reduction of personnel shortage problems from accepting students to work part time and full time

For the educational institutes, the benefits from their collaboration with the business organization are

- 1) The opportunity for students to work as an experiential training and to get a job after graduation.

2) Modern and updated knowledge from the business sector by inviting them to be guest lecturers and from the visit trip or field study at the business organizations.

3) The opportunity to impart, extend, and exchange updated knowledge from the business organizations.

4) The increased numbers of networks gained from the educational institutes' short-course training, which also increases the opportunity to get more people for employee recruitment.

4.3.3.1 Building Networks Phase

At this phase, it covers only networks of people who have not known one another before. The building networks phase emphasizes a face-to-face communication to transmit a message of self-introduction and the introduction of the organization, including a consultation of a possible future collaboration. Besides, during this phase, the networking personnel needs to study information thoroughly and needs a coordination skill in connecting information and networks together. A name card giving is important and used as a communication media, including as information in a database that will be used from the initial phase up to the maintaining phase.

“If we have never met each other before, the first thing is to introduce ourselves. This part is rather difficult so if none introduces himself or herself, we must introduce ourselves. However, if we know each other, it will be easier. At this initial stage, we need to exchange our name cards and tell each other about whom we are or where we come from. Nevertheless, the self-introduction at this phase should not be too elaborative but be precise and direct. It may take about 2-3 minutes. After the introduction ends and the communicators feel ok, that is what it should be. It must leave with a feeling of wanting to continue our conversation in future. This is an important part. A person who can build networks very well must be capable of talking while inspiring the listener to look for further conversation. That is really important.” (Somyod Viriyatarangkul, personal communication, February 24, 2017)

“In China, a communication will be ineffective unless one communicates face-to-face, especially in negotiation. Thus, to get to know each other for the first time,

a face-to-face interaction is very important. If one never sees our face, one will not give so much response.” (Chokechai Dejsiri-Udom, personal communication, February 24, 2017)

From the research finding, it shows that at present many business organizations turn to build their networks with their customers by organizing a plenty of activities, such as a visit trip abroad, tourism, etc. Despite being costly, it is the building of business networks with monetary benefits involved. The main objectives of building the networks are for business competition, increased sales, increased numbers of customers, and sales opportunities (insurance, loans, etc.) In contrary an educational networking emphasizes on a mutual benefit and long-term relationship.

“The network building focuses on the uses of the network members and the connection with business people by using an education as a medium. We perceive that the networking for an only one-side use is not sustainable. In Thailand, there has not been any business networking in educational sectors. This may be because of characteristics, values, and social status of instructors and scholars who do not pay attention to networking. However, for business sectors, networking is very common and habitual. People connected in the networks must love and be happy to see the network members’ success. It is not a concept of competition or battles at all.” (Siam Choksawangwong, personal communication, February 24, 2017)

“There are three ways that build our networks. Firstly, people don't know our organization, so it comes through the networks of the instructors in each field as each instructor will have his or her own networks. Secondly it comes from the network development of the convenience store organization, and lastly, it comes from the institute through IR or Corporate Communication Office. Each received network will have a common theme. After each network delivers its theme, networking people will meet for idea exchanges and explain its background. The communication is two-way starting with self-introduction.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

From the study of the transmission process in the network communication from business alliances to educational alliances, the network communication is the

communication between BNM teams of the convenience store organization (the transmitter) and networking teams of the corporate university (the receiver) in a network building phase through seven stages of networking;

1) The phase of building the networks will firstly take place with the unknown alliances or with some units in the known companies that the organization has never contacted before or from the introduction of other sources, such as from media, etc. The transmitter will select business alliances whose business, products, or interests involve educational collaboration so that it can introduce the corporate university to them. Then the transmitter can meet and explain the benefits the alliances will gain from such collaboration.

2) The transmitter brings all information from the first meeting with all contacted companies for analyzing towards the ways to extend their collaboration depending on the level of interest of each company.

3) If the first meeting is successful or if the contacted companies are interested to be a part of the networking, the transmitter will send all details to the receiver, i.e. the type of organization, the kind of business, the top management, organizational interest, etc.

4) The transmitter will communicate through some kinds of communication devices to make an appointment to explain the concepts and policies of the organization's top management from educational perspectives.

5) The transmitter accompanying the corporate university to introduce about the university and the organization to enhance better understanding through a conversation and a name card giving. The networks of this group might be business alliances with some previous business contacts or be new business alliances from other sources, i.e. personal networks, networks from recommendations, networks found in various kinds of media, networks from activities, etc.

6) The transmitter opens an opportunity for the corporate university to present information about its university, such as the distinguishing feature of the university, styles of teaching and learning, faculties and their programs, etc. Especially, the corporate university will demonstrate the programs serving the alliances' business and the collaboration opportunities useful for network members.

7) In the last stage, both transmitter and receiver will have a co-analysis to determine the level of each networking; high, moderate, and low (A-B-C) based on the level of the interest of each collaboration that can be observed during and after the meeting with those alliances.

The transmission process in the network communication from business alliances to educational alliances in the phase of network building is as shown in the Figure 4.15

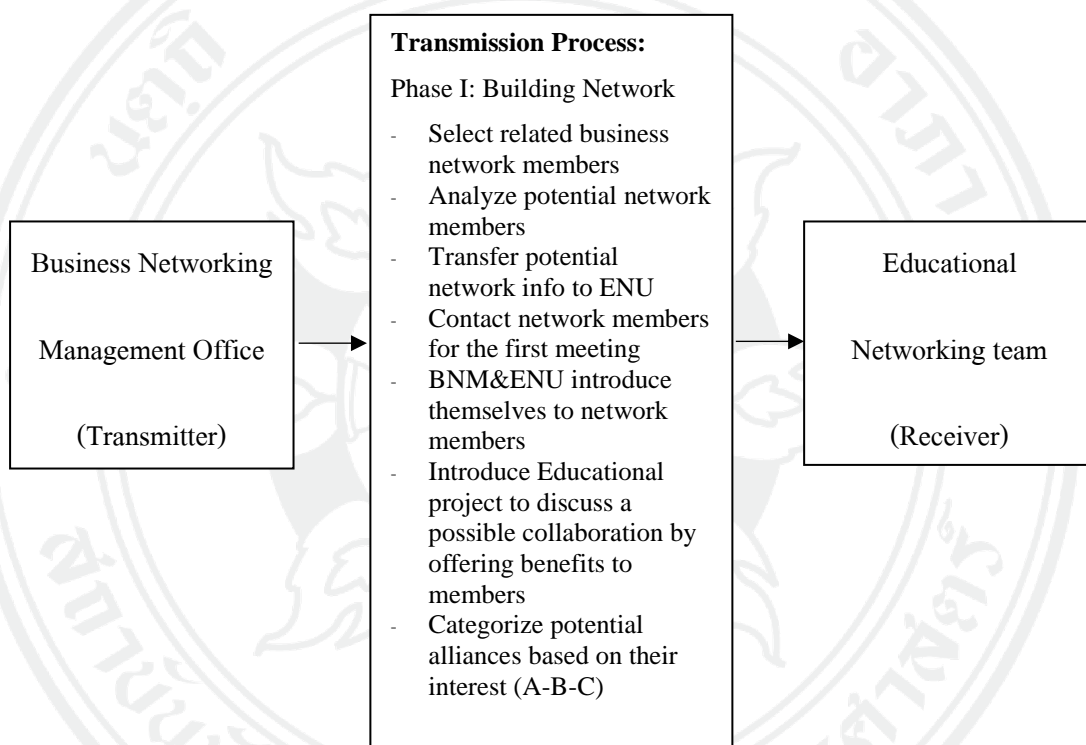


Figure 4.15 The Stages of Network Building Phase in the Transmission Process in the Network Communication from Business Alliances to Educational Alliances

4.3.3.2 Extending Network Phase

In the phase of network extension, networking teams of the corporate university or external alliances may switch their roles from being receivers to senders or transmitters. During the first phase or phase of network building, concerned organizations have known one another and communicated continually, some new information thus often occurs. This leads to the introduction of new networks from the

existing networks. Some organizations or units may be educational networks that are old alliances of the corporate university but are introduced to another organization. The extension of networking can be the transmission from the convenience store organization to other alliances, from the corporate university's networks to the convenience store organization or other alliances, each of which has its own networks. Once a new network occurs, the phase of network building will start again so BNM teams of the convenience store organization and ENU of the corporate university need to precede their coordination work to extend their networks to be wider without cease. Besides from the findings, all alliances to which networking teams contacted were willing to be network members with the convenience store organization and the corporate university. This is because to be network members has nothing to lose or needs no costly operation. On the contrary, it will be a business supporter to let the company be well known more quickly. However, the level of collaboration was found to be different depending on the level of the leader's interest in giving importance to educational and human resource development and type of business related to educational networking. The alliances that networking teams contacted and had a face-to-face interaction with were listed in the network data, which were called from time to time to participate in the organizations' activities through communication channels.

“The network extension may occur in various forms. It can be 1:1, 1:10, 1:20, or more than that. For instance, from the relations with the embassies, chambers of commerce, associations, we may contact only one place, but we can gain a huge number of their network members. When they have any activity for us to join, we can join them and get to know several people. This is one of the strategies in extending our networks.” (Somyod Viriyatarangkul, personal communication, February 24, 2017)

“After knowing each other, we collaborate in many ways, such as accepting students to be trained in our company, being a guest lecturer for students, etc. Besides, once BNM team wished Happy New Year to us and gave us updated information that the corporate university opened a new faculty or Food Academy, so we introduced some chefs we knew to their team.” (Peeraphon Kuakomondej, personal communication, April 21, 2017)

“The network extension cannot simply just happen by itself. It must pass the first stage or the stage of telling who we are and what we are doing. Then, we can invite others to join via a mediator or a key person of each network. After meeting, we can extend our group wider. For examples, the training of three fields of study takes place at different places with different sizes. The networks can be enormously extended if they respond to the needs of the network members. It is like we launch some kinds of products for them to try. This can be another way to extend the networks. Nevertheless, the students whom we will send out need to be quality students. Besides, networking must be beneficial for all concerned, including our students and instructors. For instance, our instructors conduct a piece of research by interviewing and inquiring information from some needed organizations; therefore, the research findings will be useful for our alliances as well. This is another way of extending our networks.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

From the study of the transmission process in the network communication from business alliances to educational alliances, the network communication is the communication between BNM teams of the convenience store organization (the transmitter) and networking teams of the corporate university (the receiver). It is the collaboration between business and educational networking teams through the co-working from the initial interaction in the phase of network building. After meeting and knowing the information of the organizations and the interest of potential alliances, the teams will continue their second phase of extending networks through four stages of networking;

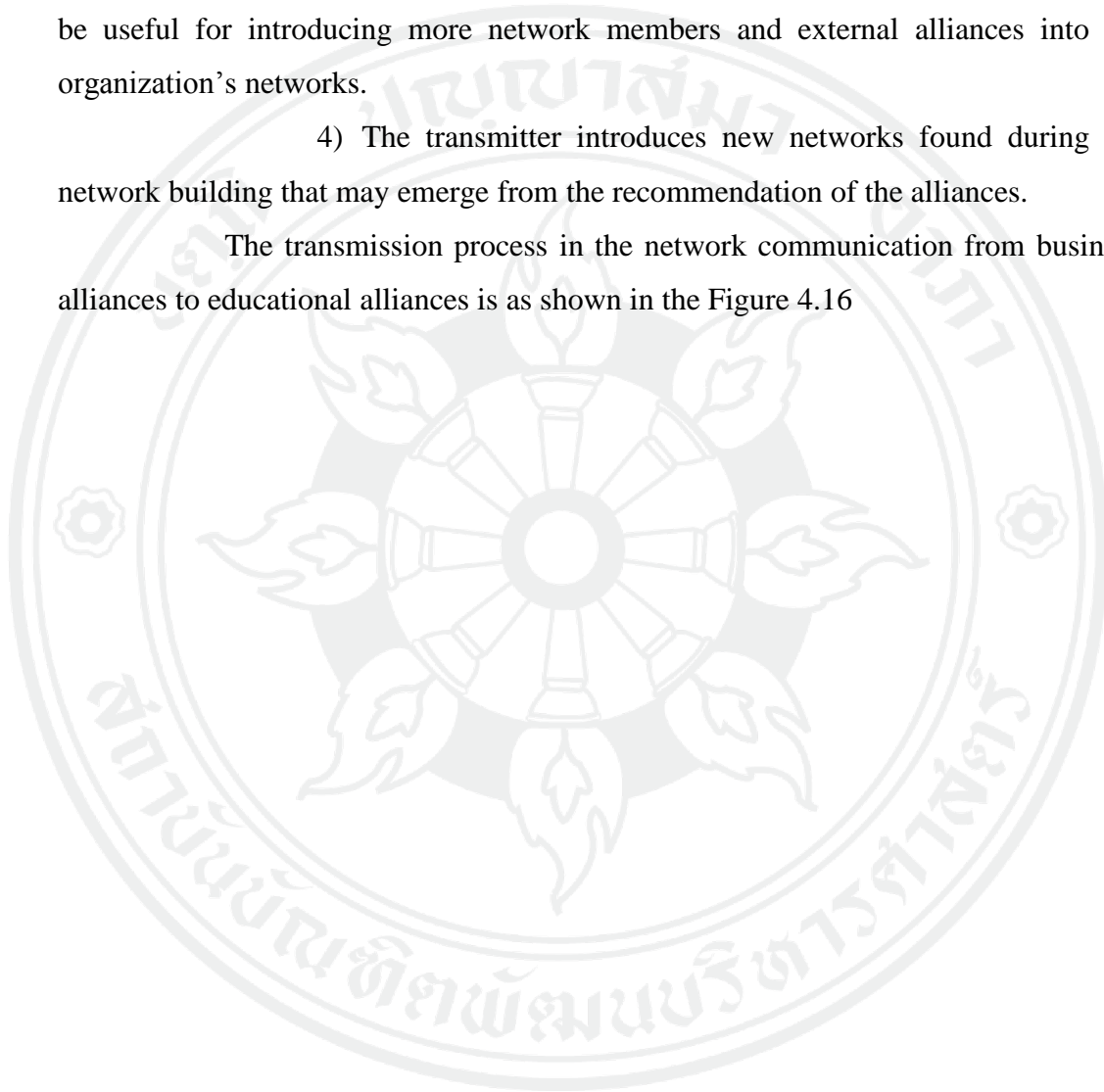
- 1) The BNM office (the transmitter) will invite the executives of the alliance organizations that express quite clear interest (level A) to be network members and intend to visit and meet the top executives of the corporate university (The receiver).

- 2) The transmitter coordinates with the receiver to organize an executive meeting aimed to welcome and introduce both business and educational organizations to the alliance organizations. Besides, they consult with concerned parties about the collaboration in each issue during the meeting.

3) The transmitter and the receiver organize a meeting between the corporate university and the alliance universities for considering about details of the possible collaborations, including exchanging their perspectives on the organization's policies. During the meeting, both sides understand the organization, its plans, products, future projects, and information transfer (information exchange). Such information will be useful for introducing more network members and external alliances into the organization's networks.

4) The transmitter introduces new networks found during the network building that may emerge from the recommendation of the alliances.

The transmission process in the network communication from business alliances to educational alliances is as shown in the Figure 4.16



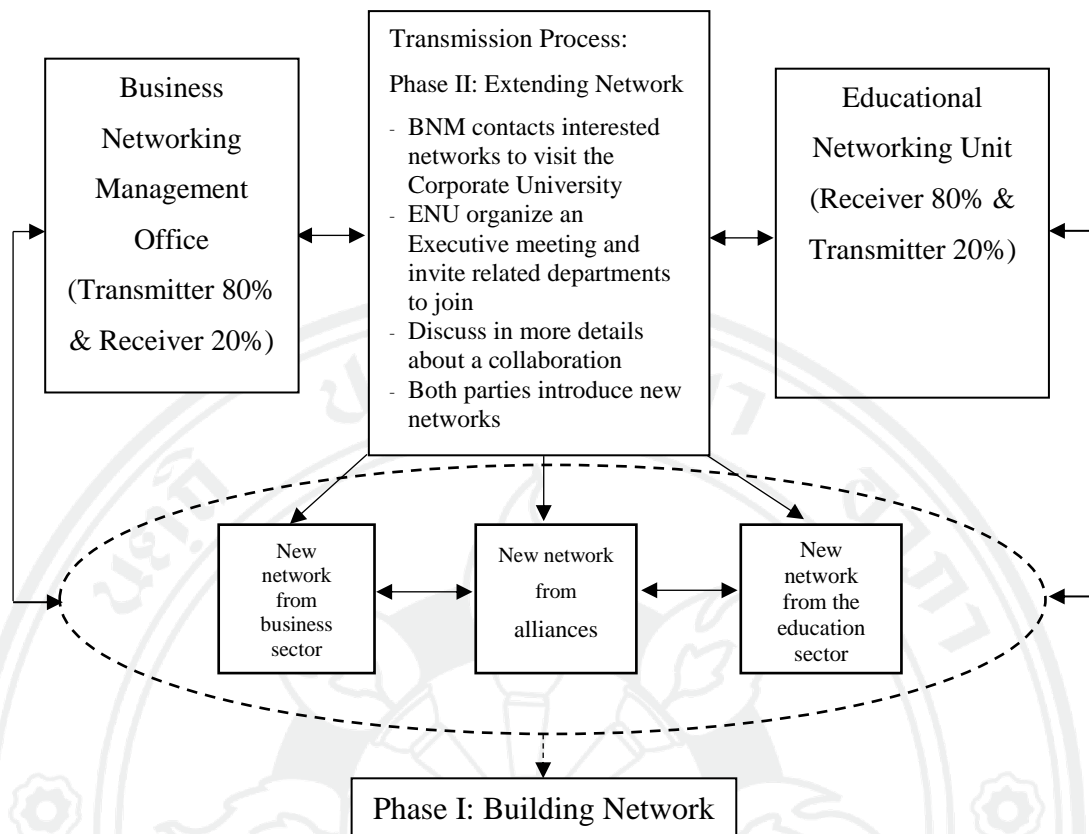


Figure 4.16 The Transmission Process in the Networking Communication from Business Alliances to Educational Alliances in the Phase of Network Extension

4.3.3.3 Moving Networks Phase

From the study, the phase of network moving emphasizes the creation of opportunities towards regular or consistent interactions. Thus, it is the phase of developing and improving the effectiveness of the networking of the organization because co-activities enhance tightened relationships, increase learning exchanges and shared experiences, including more opportunities for consultative collaborations towards common uses i.e. a study trip, seminars, CSR activities, etc. At the same time, BNM and ENU teams also send some representatives to participate or join in the alliances' activities as well, such as the National Day of each embassy, The Anniversary's Day of the Company, a new-product launch event, congratulations events, and condolences in various occasions. In addition, the BNM office will transmit updated information of its network members to the ENU office, i.e. changes or transfers of top executives, a retirement of ambassadors or key-account members, positional

promotions, news about the organization, etc. Therefore, after network members know one another and have common activities together, this helps to exchange more information for one another as well. New members or networks members received during the network moving phase will further enter the phase of network building.

“There has been a network moving consistently from business to educational sectors. For instance, the IDP activity is a leadership camp for training the youth throughout the country and is one of our CSR activities. Since students are our customers, we will go to universities around the country to inform the visited universities that if they have any project or they need any special lecture, we are willing to collaborate with them. We consider this kind of collaboration as a payback for a society. Our executives perceive that from all 100% profits we will gain, we will request only 70% and the rest of 30% we would like to give to the society. The intention is to empower human resources without any commitments. We have organized this camp since 1994. At that time, we had no university yet. Until 2010, we started to adopt this network to transmit to the universities by accepting students who used to participate in our projects to work for us as executives, instructors, staffs, etc. This is one kind of moving in another dimension.” (Denchai Pringthaisong, personal communication, March 31, 2017)

“Network moving means the time in which teachers and students get training or a meeting in an organization. The organization will ask about what they have been trained to see if they can accomplish it or to see if their trainings respond to the needs of the network or not. What kind of shortfalls do they face? What kind of advantages do they gain? If there is any mistake or shortcoming, the organization will take it for improvement. The process will go on and the new groups of teachers and students will be sent out for trainings. Therefore, we can say that our network moving will get fewer problems in doing so and the network will spread out wider because more people need us. Additionally, sometimes they introduce us to their networks. As an example, we had our students trained at Marriot Hotel. When they found that our students had good performance, good collaborations occurred. Thus, the training did not stop at Marriot Hotel, but the hotel also recommended us to other affiliated hotels

in its network. Hence, our network spread out and could increasingly extend our moving.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

In this phase, it is a co-working between the BNM office (The transmitter) and the ENU office (the receiver) in the form of activities organization and the participation in the activities of the alliance organizations to ensure a consistent network moving through three stages;

- 1) The transmitter and the receiver jointly organize a consistent or regular meeting to transmit and update information for one another.
- 2) The transmitter and the receiver jointly organize various forms of activities and invite their network members from both business and educational sectors to participate.
- 3) The transmitter consistently transmits its networks to ENU of the corporate University to invite the university’s members to participate in the activities of the alliances of the business organization.

The transmission process in the network communication from business alliances to educational alliances in the phase of network moving is as shown in the Figure 4.17

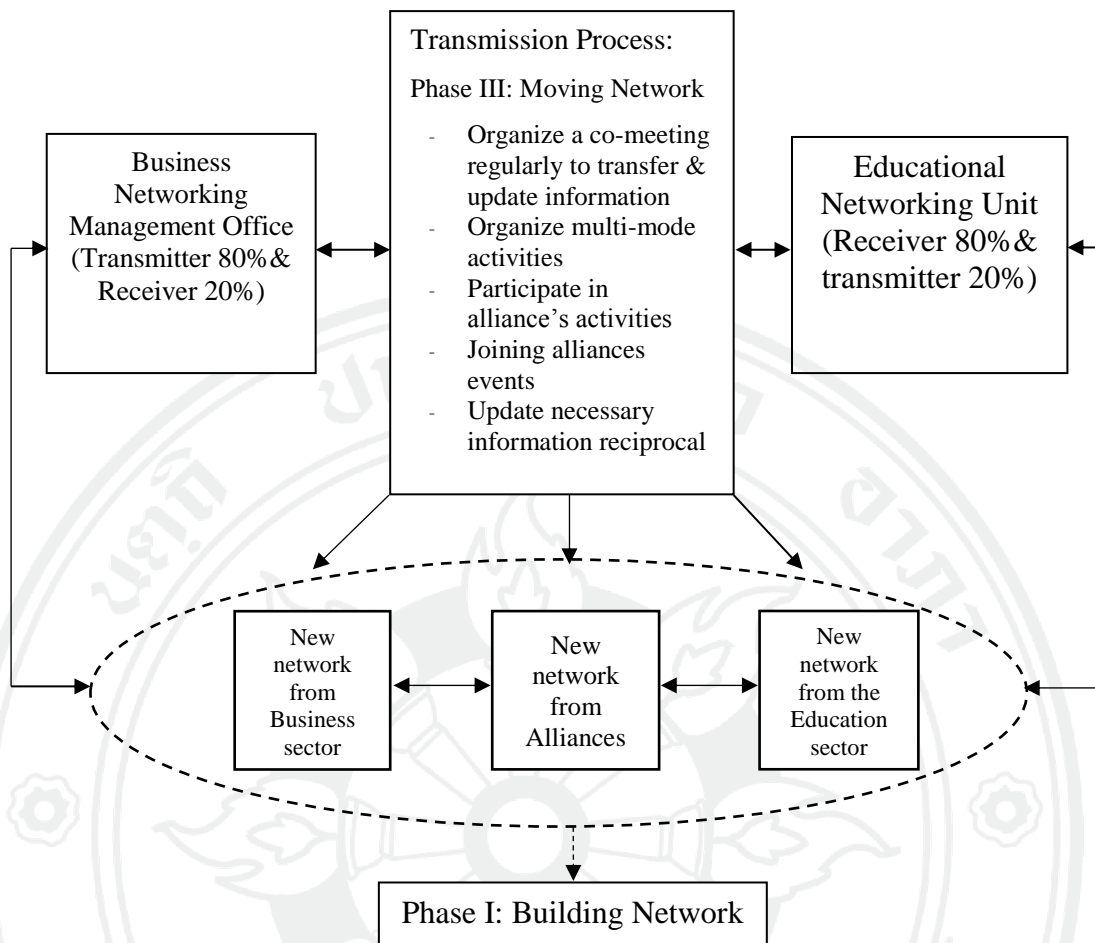


Figure 4.17 The Transmission Process in the Network Communication from Business Alliances to Educational Alliances in the Phase of Network Moving

4.3.3.4 Maintaining Network Phase

From the study, the phase of network maintaining emphasizes a tightening the relationships of the networks. No matter how much the collaboration is, it is essential to keep good relationships. The transmission process in the last phase is still a co-working between the BNM office (the transmitter) and the ENU (the receiver). Both offices will have a co-meeting to share information for one another and find an opportunity to communicate with their network members and alliances regularly despite no activity at all, such as an appointment to have some meals together, a visit during special occasions, etc. In case there is any change or a transfer, the new alliances will be introduced, and the process will go back to the phase of network building again.

In addition, there might be some projects of the alliances that match with the interest of the organization. In this case, the organization will connect them to network members to know each other. Thus, the phase of network maintaining focuses on the regular support for the network members through 2 stages;

1) The transmitter and the receiver contact their alliances or network members regularly towards updated information and information exchanges.

2) The transmitter and the receiver visit their alliance organizations during their special or important occasions.

“If it is our existing network, it needs to involve with our maintaining process. Before we can extend our network, we must always maintain it. What we do is to meet one another at least once a year, such as during the New Year occasion, etc. However, if it is too far to meet one another, we can telephone, send a card, or email to one another. Sometimes, we even call to some of our members, whose information we used to get six months ago and with whom we never have common activities together, for lunch or dinner. We must realize that while we do not meet them, they should have something moving in their organizations, especially if they have some significant roles. On the other hand, they do not know either about our movement and what is new in our organization especially we are quite a big organization. Though we might be able to follow them from the news or social media, something can still be missing. This is what we call “to maintain our network. In case of existing networks”, we can follow up if we know the issue they want to get from us. Therefore, we can make an appointment to meet them and discuss with them. Anyway, it is important to let people know what they will get from meeting us, no matter they are old or new members. It is not for our benefits only. Therefore, we need to think and ask our team what our members will gain from the meeting.” (Mana Amatanon, personal communication, January 13, 2017)

“We need to have a continual interaction and meeting frequently. Therefore, it can be anything, i.e. to invite them to be our regular guest lecturers in every semester, to have our students trained in their organizations or companies every year, to think of them when we have something to share, to thank you or to make wishes on any special days (i.e. a New Year’s Day, a foundation day), etc. However, we will not take it too much personal. Some members might have several activities for

participating, such as Pak-Kret Municipality. They have a great number of activities, so we must send representatives to join them. When they request something from us, we need to respond to their request. This is a kind of exchange that strengthens our mutual support.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

Thus, the transmission process in the network communication from business alliances to educational alliances in the phase of network maintenance is as shown in the Figure 4.18

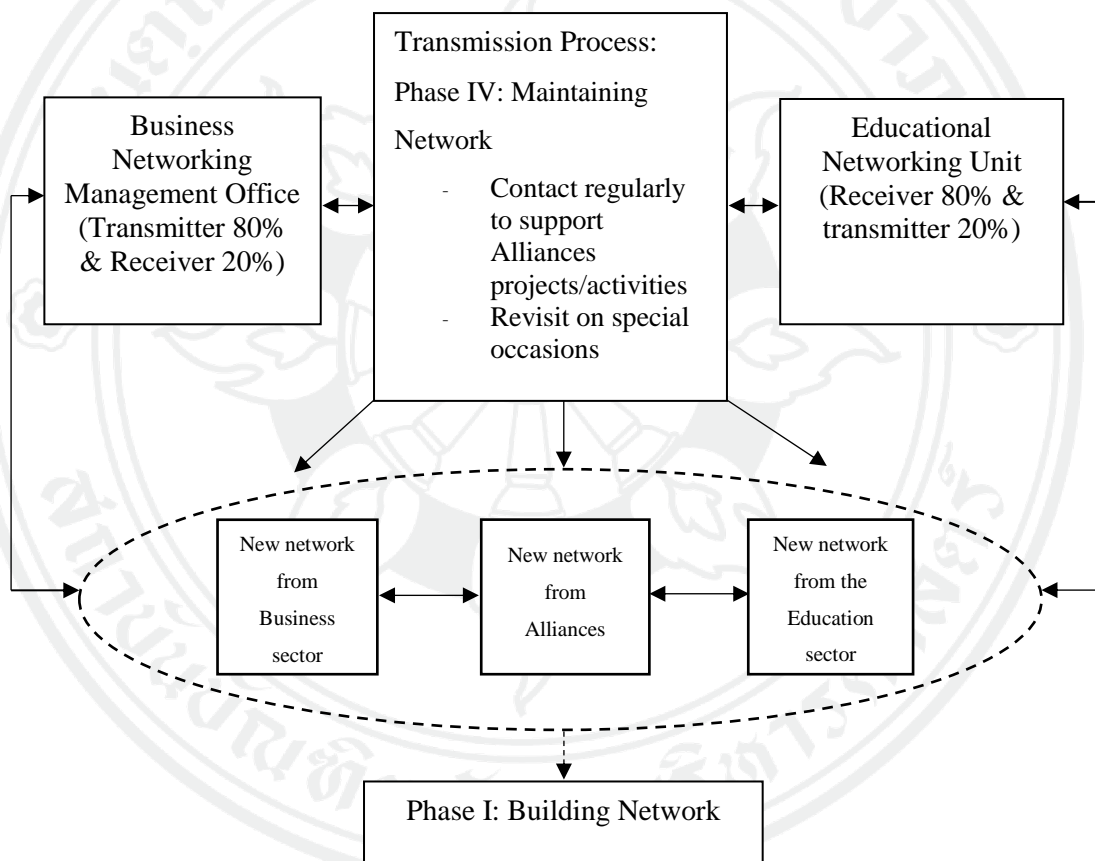


Figure 4.18 The Transmission Process in the Network Communication from Business Alliances to Educational Alliances in the Phase of Network Maintenance

From the study of the transmission process in the network communication from business alliances to educational alliances in all four phases, it is found that the first phase or the phase of network building and the last phase or network maintenance are the most difficult phases. This is since the network-building phase is the starting point of getting to know each other. Once each side has not known the other side, it is hard to understand their needs and interest. Therefore, during this phase, it is necessary to use a face-to-face communication channel because it can build the relationship and tighten that relationship more easily in a face-to-face context. Besides, it requires communication skills of networking personnel to make people in the network satisfied and impressed. Therefore, if the first conversation is successful, it can enable people in the network to understand the intent, purposes, and benefits of the network, etc., and the networking operation will be easier. On the contrary, if the first meeting in the network-building phase cannot draw any attention to the network, it means that network-building fails and a further connection to the other phases is impossible. For the last phase or the phase of network maintenance, if the network members gain no good experiences during the networking procedures, i.e. no communication, lack of concerns, no support or assistance, etc., the level of good relationship will decrease. However, there is no time limit for this phase. The successful networks assume that the older the network is, the tighter the relationship among members will be.

“The first and the last phase are hard to go through. To meet someone is easy but once ones meet one another, it will not be certain that they will be satisfied with one another. After talking to each other, so they feel all right? Sometimes, when we introduce them to know each other, they may feel dissatisfied. For example, a university that is well known in conducting a research on policies may not be interested in our network after knowing that we emphasize a work-based education and need a research on extracurricular training, so this university just leaves our network. This is a difficult task. On the contrary, after talking, if you feel that this is what you need, it is then easy to get into the network. An example is a company that is inventing an empowerment structure by creating its own workers since their studying and training them to work in the company. After their graduation, these students will be equipped with the company’s DNA and ready to work for the company harmoniously. Therefore,

our conversation with this company will be easy as it offers what the company needs. Some universities are very proactive towards on-job training so when we meet, both of us feel satisfied. On the other hand, we may know some alliance organizations for quite a long time and we pass the second and third step already, but we still cannot maintain them in our network. Therefore, our corporate culture is to understand beforehand what kind of network we will face. We must know what their good or strong points and weak points that we have to be aware of are. Once we learn to know about this, it is easier for us to proceed our relationship building.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

“The most difficult phase is the network building phase because everything is new and challenging. Sometimes we do not know what they think about us or if they are interested in what we talk to them. Personally, I think no phase is too hard to be accomplished if we have some experiences since they will become familiar phases. The phase of network building is not a matter of difficulty but a matter of excitement. It is as if we were flirting with someone new. The executive gives us very short time to get an answer, so we must think it over and make it amuse. Personally, I get bored easily and cannot stand same old things”. (Mana Amatanon, personal communication, January 13, 2017)

“The main goal of network building, from the PR and diplomatic perspectives, is to create a good attitude and to pull two organizations to get connected. Assume that today we are going to have a meeting with someone, we might not know yet what we can help or support him or her. At least we think that he or she should have some future information and if he or she has, he or she will contact us back. Secondly, if one feels good, everything will be easy. On the contrary, if one does not feel good, one would feel negative since the first person encounters him or her. If one does not feel impressed with a communicator, it should not be okay.” (Tamonwan Ausavesana, personal communication, February 3, 2017)

4.4 Analysis of Network Communication in Business and Educational Sectors from Scholar/Expert

In this research, the researcher gathered information from a networking expert to use it to connect with theoretical concepts of communication networks for applying in the target organization of this study. The three main questions for the expert are as follow;

4.4.1 Analysis the network communication in business and educational sectors

4.4.2 Analysis the research findings on the transmission process in the network communication from business alliances to educational alliances

4.4.3 Recommendations

4.4.1 Analysis the Network Communication in Business and Educational Sectors

From the point of view of the networking expert, she finds that a network communication in business and educational sectors has some commonalities and differences criteria as follow;

1) Commonalities

The commonalities are the goals of the transmission process. Both sectors aim to increase the effectiveness of their operation by integrating some resources. Both sectors exchange and share their resources leading to their ultimate goal, namely, the organization's growth and advancement. The network communication in business sectors is the communication with all concerned parties starting from the sourcing of raw materials, production, product development, sales, and marketing. Their business partners or alliances might be in business, governmental, private, or educational sectors within or outside their organizations. The goal is to introduce their products to be well known leading to increased sales and profits, and to make the organization grow at last. From the collaboration of the network members, initially, the organization can get knowledge and expertise of its members in each area to support its operation successfully. Similarly, the network communication in educational sectors is also a communication with all concerned parties: executives, teachers, students, parents, governmental and private alliances, entrepreneurs, etc. within and outside the

organization, with the ultimate goal towards quality educational outcome or the quality graduates needed by labor markets. Although the success is not monetary profits or sales volume, it is the production of quality human resources for a society and the country.

Thus, both business and educational networks aim to reach the growth of the organization and society.

2) Difference

The differences between business and educational networks are their specific goals in building networks, the content, and results gained from network buildings. The specific goal of business-network building emphasizes the monetary profits and business expansion while that of education-network building focuses on academic collaboration and the production of quality human resources. In business networks, the communication content is about the collaboration in products, packaging, marketing, pricing, delivery or transportation, etc., while the content of educational networks is about enrollments, curriculum designs, and developments, students' activities organization, teaching and learning methods, internships, etc. Therefore, the content and expected outcomes of both sectors are different.

“The differences between business and educational networks are their goals, information content, and outcomes from the network building. What they have in common is the expected outcome of increasing their operational effectiveness, the integrated working process, the uses of resources, and the organization’s growth.” (Thippaporn Mahasinpaisan, personal communication, August 20, 2017)

4.4.2 Analysis the Research Findings on the Transmission Process in the Network Communication from Business Alliances to Educational Alliances

From the study in the point of view of the networking expert, the network communication is a type of communication that connects and relates to all direction. The division of responsible supervisors of each network makes the networking operation explicit and clear. However, the information of each network has some overlapping. The network communication found in this study starts from intra-

organizational communication that uses cross-functional data. For a communication with external organizations, a transmission process is from business to educational alliances that have different features from each other. Nevertheless, every phase of the transmission still relates to one another through two-way communication but with different rates or proportions. This illustrates that their networking is the all-channels network with some overlapping and feedbacks in some parts of the networks.

The components of both communication processes in business and educational sectors are also different, namely, senders, message or information content, and receivers, except communication channels.

1) Sender

The transmission process in the network communication between business and educational alliances is multi-level: interpersonal, group, and organizational, from the practitioners to the top management leaders of various organizations, each of which has its distinctive nature and different responsible networks. Therefore, the senders at each level in business and education sector are thus from different groups.

2) Message

The content of business and educational networks is different by nature. From the transmission process in the network communication from business to educational alliances, it induces the connectivity in the form of local or internal networks, across networks or cross-functional networks, or even endless expansion. This depends on information and experiences of both senders and receivers.

3) Channels

The transmission process in the network communication found in this study uses all kinds of communication channels. It uses both mediated communication through some kinds of communication devices, i.e. emails, telephones, Line, Facebook, or other social media, etc., and a face-to-face communication that is used the most. This is because a face-to-face communication can build better and tighter relationship with the network members and is a channel that can receive feedback from the receivers more distinctively since the senders can observe the receivers' verbal and nonverbal cues.

4) Receiver

The transmission process in the network communication between business and educational alliances is multi-level: interpersonal, group, and organizational, from the practitioners to the top management leaders of various organizations, each of which has its distinctive nature and different responsible networks. Therefore, the receivers at each level in business and education sector are thus from different groups.

“The communication process of business and educational alliances is different in almost every component: senders, receivers, characteristics of both, and communication content, which is different according to the knowledge and experience of both sides. Except for the communication channels, both business and educational networks use all communication channels, and use modern technologies for delivering feedbacks and for coordinating shared benefits.” (Thippaporn Mahasinpaisan, personal communication, August 20, 2017)

From the data collection, the senders and the receivers in the transmission process in the network communication from business to educational alliances might be the same person by switching their roles. The transmission requires competent and qualified senders and receivers greatly. Besides, the transmission process gives high importance to both verbal and nonverbal messages by having contexts and environment as factors affecting the effectiveness of the communication. Nevertheless, the transmission process is a transactional model of communication with simultaneous feedbacks.

4.4.3 Recommendations

The network communication found in this study should have an information or database center to prevent overlapping communication. Therefore, data management is very important and helps to save time and human resources because networks are overlapping and connected. Besides, some networks can serve several activities. The network of this organization can expand in parallel to the growth of the organization.

Thus, a systematic data management will increase the effectiveness of network communications.

4.5 The Findings of Objective 2: To Study the Success Factors of the Innovation of the Transmission Process in Networks Communication from Business Alliances to Educational Alliances

From the research findings, there are two groups of success factors;

4.5.1 Internal Success Factors or success factors in an intra-organizational and inter-organizational communication are the success factors in the communication within the convenience store organization and the corporate university.

4.5.2 External Success Factors or success factors in an inter-organizational communication with external organizations (alliances and stakeholders) are the success factors in the communication with business and educational alliance organizations, i.e. teachers, students, graduates, parents, communities, etc.

4.5.1 Internal Success Factors

There are two main factors of internal factors;

1) Opinion Leaders

The utmost success factor is the opinion leaders. The opinion leaders must understand “networking” thoroughly, and value the networking teams. The leaders themselves should provide resources, i.e. money, people, time, etc., because the network communication requires costly investment in time, human resources, and budgets, to achieve immediate goals, medium-and long-term goals. Whenever any networking comes in, the leaders must support, have time to meet the networks so that the teams and external networks can feel the honor, accountability, and sincerity the organization expresses for them. In addition, budget support for guest hospitality and traveling abroad. This expense is essential during the network building, used for meeting the networks in the country and abroad, for having some meals together, for visiting, and for organizing activities as a channel for future interactions and collaboration. The network communication emphasizes offering benefits to the network members rather than gaining benefits for the organization. The operation needs regular

meetings before achieving a success. What is unique and different from general networks is a trust and intimate relationship building. Thus, the leaders' vision is a key factor in facilitating all concerned resources for their network personnel towards smooth and successful operation.

“Our group companies have a short-term goal. It seems to be compulsive or something they must do. On the other hand, our educational institute is relatively a new concept of what we call “CSV” or “Creating Shared Value”. It is a self-maintained or self-support organization helping to solve social problems. It is a beneficial organization but needs to get donations when it runs out of money. Normally, we will call this as “a foundation”, but under the umbrella of a foundation, if it calls for supports often, it will become powerless. Men in a foundation will not be motivated to work. Though what they do is good for a society, they need to wait for others' supports. However, for an educational institute, it can support itself. Formerly, middle and top management did not accept this concept so much but over time, they saw its value. Team building, therefore, must be initiated from me, as No. 1 of the organization. I built the team. It must be someone with strong assertiveness to support the team. At that time, this kind of concept never appeared in our society. Comparatively, our networking teams are like diplomats. If we support them, we must give them time as well. When the teams invited No. 1 or the top leader of other organizations to meet or have a lunch or dinner with me, I must spare my time to join with them to give credits to my teams.” (Korsak Chairasmisak, personal communication, February 3, 2017)

“Leaders and organizational policies are key elements of success. For instance, our President, or our Executive, has a clear policy in network building. I myself like the idea of networking and this kind of attitude can make a success happen. The more we go out, the more fruitful our Faculty will be. It is to walk out for disseminating our Faculty to be better well known. Therefore, the leaders of the organization and the policies are important for the Faculty of Liberal Arts. (Tipawan Apiwanworarat, personal communication, February 3, 2017)

2) Celebrity and Type of the Organization

The fame of a successful business organization is another success factor that enables network members to have trust. This is because most network members are business alliances or partners who have known one another before and both needs to depend on one another as well. When the convenience store organization established the corporate university, other organizations started to see the connection between business and education networks. Business can grow or expand under the management of a knowledgeable and skillful leader. A training to help employees or other people understands an organizational nature and context and its operational systems become what all organizations need. Therefore, both business and educational alliances mean something for one another. Hence, the expansion of a collaboration from business alliances to educational alliances will be easier. Besides, another advantage of being an organization with integration of business and education is the broader perspectives from both sides. The execution of any task of an organization with a business-education combination will have organizations and units to support more than of a purely business or educational organization. Consequently, the concept of networking is thus transmitted from the organization's leaders until it becomes a corporate culture of "all tasks being connected".

"Sometimes we need a broader perspective. Often, the Academic Affairs perceive things in a narrow and specific way as 1,2,3,4 but we may need to try to think like guerrillas. I may do whatever we can do first. This will help to mobilize our networks better. This may not be at the top management level but at a practitioner level. In business sectors, they bend towards being academicians because they invite more scholars to help in their networks. For us, we ask business people to help us in a larger proportion and on a broader scale while others perceive that in network building there should be more scholars than business people" (Usanee Kulinthornprasert, personal communication, February 3, 2017)

4.5.2 External Success Factors

There are two main factors leading to the success of the network communication with external organizations (alliances and stakeholders) from business to educational alliances;

1) Mutual Benefits

From the data collected from alliance organizations, the contacted alliances see the mutual benefits with the organization, which is not only benefits for the organization and the alliance, but also for the youth, society, and country. Therefore, they have no hesitation in joining the network. Especially, this network has no money benefits involved. Therefore, the alliances perceive the networking as collaboration more than a competition. It is also perceived as an exchange of knowledge. Therefore, the major external success factor is the collaboration from all concerned parties that help strengthen the network with members' willingness and towards the maximal benefits of all.

2) Quality Networking Personnel

By collecting data from both business alliances and educational alliances, the BNM teams of the convenience store organization and ENU teams of the corporate university are found to be a personal media with high systematic communication competence who use explicit communication channels and have regular contacts with the members. It helps the networking operation run smoothly and quickly.

“Factors leading to a success are sincerity, determination, and continual co-working of both the company and the university. When we recruit students to be trained in our company, we will do exactly like an actual selection interview by conducting it with the university's instructors. Some students pass, and some do not. This is to let them learn what they will face in a real life. Our company founded a unit called Academy of Education or AE to coordinate with the corporate university directly and work in parallel with networking teams and the Faculty to achieve our goals.” (Surangrat Sarinthu, personal communication, April 28, 2017)

“We started from being their business partner and then BNM teams introduced this corporate university to us. Our HR executive thus accepted the

university students for an internship. It then expanded into other divisions increasingly. This kind of collaboration is successful because there is a mediator functioning as updated information.” (NattharaphaHena, personal communication, April 24, 2017)

“The occurred collaboration can be counted as a success. The important factors are a systematic communication, a clear communication channel, and a communication with high quality.” (PeeraponKuakomondej, personal communication, April 21, 2017)

4.6 The Findings of Objective 3: To Study the Obstacle Factors of the Innovation of a Transmission Process in Networks Communication from Business Alliances to Educational Alliances

From the research findings, there are two groups of obstacle factors as follow;

4.6.1 Internal Obstacle Factors in an Intra-Organizational Communication

1) Intra-organizational Communication

There are two main obstacle factors found in an intra-organization communication between the convenience store organization and the corporate university.

(1) An understanding of networking

The convenience store organization has adopted a network communication since 1989. At the initial stage, organizational units had very few knowledges in networking and saw no necessity for using it. Especially, the operation of networking units and offices involves no financial profits and relates to other units that networking units coordinate to promote and solve problems with business partners. However, due to the support of the organization's leader and apparent benefits to the organization, other units in the organization gradually accept BNM offices. Accordingly, in 2010 it was the first year that the organization transmitted the business networks to the educational networks. The corporate university under the support of the business organization has different learning and teaching methods from other universities by implementing “the work-based education” as a learning pattern. By its

philosophy, this kind of learning pattern requires external alliances and a collective collaboration from a variety of business organizations as a training support base in every semester. Students can also visit the actual organizations to learn from a real business setting and can learn from professionals in each field. Therefore, the knowledge and understanding of network building are very important. The corporate university must contact potential networks and prepares a training orientation for students. An educational project created in business sectors might be unfamiliar. Therefore, if the organizational members see no importance of networking, such networking will not certainly bring about good relations with alliances and causes failure.

The network communication of the organization has continued until 2014, the corporate university supported by the organization's leader produced its first graduates. Since then, all concerned parties perceive the benefits of the collaboration between business and educational networks because graduates get jobs, have working experiences, are familiar with a working life, and have professional skills. These outcomes enable network members to understand better that the value and benefits gained are not only business growth and profits, but also in educational and human resource development. If the network communication is not applied to draw the collaboration from business organizations or other educational organizations, a work-based education of the corporate university will not be implemented. For a work-based education, the training in an actual business organization and collaboration from business sectors is very important and essential. In general, people often pay attention to immediate outcomes in the form of financial profits; however, this kind of collaborative networking may not produce an immediate success and monetary outcomes but brings about a value creation. Though at present more people understand about network buildings, several people do not know them, so the networks must be expanded to cover these people or to find new members continually. The creation of an understanding of the networks is a key element of networking operations. Especially, the network communication has no limits but can expand all the time. The better understanding of the networks the organizational personnel has the more effective the network communication of the organization will be.

“Normally, business sectors will see the highest profits as their goal while educational sectors will perceive the collaboration of some area as their goal. Thus, since the corporate university is a part of the convenience store organization, our main concept is “a work-based education”. In other words, we must connect our educational institute to the entrepreneur. Fortunately, our company deals with entrepreneurship directly and each entrepreneur needs personnel from an educational institute. Therefore, the reason why our convenience store organization connects to the educational networks and the reason why education is useful for business is the same explanation. Therefore, if people ask what business needs, the answer will be “quality personnel” as their utmost success”. (Mana Amatanon, personal communication, January 13, 2017)

(2) Personnel recruitment and characteristics of networking personnel

“People” are the heart of the network communication, which requires highly experienced personnel with a good personality and many skills, such as sociability, etiquette, communication skill, connectivity capability, versatility, friendliness, strategic thinking, etc. In addition, they must be open-minded and have positive thinking. This is because networking units involve a dealing with a huge number of people, not only of BNM offices but also of other networks from the collaboration of BNM offices with other organizations. To find personnel with such accumulated experiences and qualifications is very difficult and the recruiter must be with the organization long enough to have sufficient information about the organization and understand the nature of the networking. Consequently, networking personnel are valuable human resources the organization must keep.

“The attitude of the organization’s personnel is important but one of the obstacles of the network building is their misunderstanding of the objective of the network building. It requires a communication and conversation or any method that can help them realize the importance of the networking and why they must do what they are doing. What will happen after a network is built? What kinds of benefits will their unit or organization gain? For instance, The Language Center is responsible for providing academic affairs, but the workers must have some earnings each year, so they

must plan and position their target expected from their work. How can they increase their earnings? Likewise, the networking personnel must realize that the more networks they can build, the more targets they can achieve. Besides, they can increase their income from the activities development they participate in with the organization and with external organizations. For our Faculty, we will set our target of how many students we will accept. However, not only the Corporate Communication Division that helps us do this, but we also need to help the organization. What will we get if many students enroll in our Faculty? But if the students do not know us? Then how can students know us if we do not go out to tell them? Therefore, if many instructors go out and can access the target, students can be interested in us.” (Tipawan Apiwanworarat, personal communication, February 3, 2017)

“After our network building and dealing, it does not end up with us but with the destination. No matter it is our top leaders or the destination, they should give credits to the networking units. In other words, if we walk 6 steps for them, and then other units continue the further steps of 7,8,9, or 10, the prior 6 successful steps will fall on those other units after us. Therefore, networking personnel must be broad-minded. Especially, if the executives have no clear evaluation system, no grades or scores will be given to us. This is the difficult part.” (Denchai Pringthaisong, personal communication, March 21, 2018)

4.6.2 External Obstacle Factors in Inter-organizational Communication

4.6.2.1 Between the convenience store organization and the corporate university

There are two obstacle factors found in the communication process between the convenience store organization and the corporate university.

1) The understanding of the networking

From the study, the business organization’s personnel have more understanding of the networking than those of the corporate university. This might be because, in business sectors, it is necessary for networking personnel to have a business contact and negotiation with many parties or organizations. On the contrary, the main mission of the corporate university is a classroom teaching. Therefore, to go out and meet with other networks can be perceived as not being a major mission of an academic

institute. Nevertheless, the successful transmission process in the network communication of the organization requires the collaboration of both organizations. Therefore, communication is essential and plays an important role in an effective networking.

2) Different nature of work

To work in a business organization requires a quick but adaptive working style with clear goals so it is easier and quicker to search for any information. However, in educational sectors, knowledge-inquiry often comes from instructors' own knowledge and competence and from the academic sources, but not from communicating with people. To coordinate with many parties concerned for network building, especially through a face-to-face communication, is thus an unfamiliar thing to do.

4.6.2.2 Between the convenience store organization & the corporate university and other business & educational alliances, or the stakeholders

From the study, there are three common obstacle factors between the convenience store organization & the corporate university with other external organizations and stakeholders; teachers, students, graduates, parents, and communities.

1) An Understanding of Networking

Some external companies and organizations do not realize the importance of networking because business alliances mostly need short-term tangible benefits, which are not the nature of a network building that is timely. Especially western companies or organizations whose culture and value are different from eastern ones in the concept of relationship building and maintenance. Western culture values individualism and self-dependence.

“To go out for building a network is not always successful. Some companies do not understand networking in our way, especially western companies because of their different cultures. For them, when they want to meet someone, they must have a certain agenda and plan of what will be the next step. However, we just go out to introduce ourselves and get an acquaintance with people we meet. We never know if we can get a collaboration with them or not or for how long, short or long-term. Some tasks we do without any benefits. Often, we build networks for our affiliates or other organizations or arrange a business matching for them without any monetary benefits. However, what we can do is to illustrate our potentials in networking and induce them to see the importance of our units at last.” (Parichart Buakao, personal communication, March 1, 2018)

2) Communication of Overlapping Information

Another obstacle factor of networking communication between the alliance organizations and networking business and educational teams of the organization is the communication of overlapping information, especially network members of many groups. Thus, when members receive repeated or overlapping information, they will feel dissatisfied.

“Occasionally, members sent an email requesting for no further delivery of a message. Some members have already resigned or transferred, but information has not been updated so the information is still sent to them. In this case, we will report to the responsible office to delete their names from our database.” (Tamonwan Ausawavesana, personal communication, February 3, 2018)

3) A lack of academic service information and unsystematic Communication process

The obstacle factor in a communication between parents, graduates, students, and networking offices is the quality of information service of educational networking teams. The units provide unclear or incomplete information about the corporate university since the corporate university has different learning and teaching methods, school breaks, and activities. Specifically, there are four blocks of

three months each, and no school breaks. Students must study and get a training alternatively every three months. During their studying, students still have activities and attend a club for regular self-improvement training. This kind of studying pattern depends on timing management according to the plan and needs to respond to planned academic and internship achievement. However, the problem occurs after the BNM office sends the networks to ENU, but ENU cannot provide the networks with sufficient information. Some networking personnel do not pay much attention to the networks, so they are not familiar or feel intimate towards one another. This causes a discontinued communication and a communication failure.

“The informed message sometimes has no details and no advance notice, such as a training place, substituted classes, activities schedules, registration process, and payment details.” (Mingkamon, Tanwattana, personal communication, April 19, 2018)

In short, from the study, there are several obstacle factors in the networking communication from business alliances to educational alliances as shown in Table 4.2

Table 4.2 Obstacle Factors in the Networking Communication between Business Alliances and Educational Alliances

Noise/Obstacle Factors of Transmission Process in Communication Networks	
<u>Intra-Organizational Communication</u> <u>within Business organization and within</u> <u>the corporate University (Education)</u>	<u>Inter-Organizational Communication</u> <u>between Business & Education</u>
<ul style="list-style-type: none"> - Understanding of networks - Networking employee recruitment and difficulty in finding people with multi-skills 	<ul style="list-style-type: none"> - Understanding of networks - Different corporate culture
<u>With Alliances (Outsider)</u>	<u>With Stakeholders (Outsider)</u>
<ul style="list-style-type: none"> - Understanding of networks - Nature of alliances corporate policy 	<ul style="list-style-type: none"> - Understanding of networks - Repeated information - Lack of academic service information & unsystematic communication process

4.7 The Findings of Objective 4: To Design a Model of an Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

From the study, the transmission process in networks communication from business alliances to educational alliances started from the policy of the organization's top leader who gives high importance to networking. Thus, he transmitted his vision to the leader of the practitioners and established the Business Networking Management (BNM) office for the convenience store organization that has run the business networks since 1991. The objectives of BNM offices are to reduce conflicts and tighten business relationship with its approximately 2,000 business partners. The BNM office then recruited its personnel who have good personality and communication skills needed for working in networking. In 2010, the convenience store organization (the business organization) applied its concept of networking into its tentative educational

organization so the corporate university was established and the Educational Networking Unit (ENU) was later founded responsible for monitoring and coordinating each network. Thus, ENU has been working closely with BNM. The objective of the transmission process from business to educational organizations is in accordance with the university's teaching and learning method of work-based education, which requires collaborative networks with business alliances or entrepreneurs in sending students for training and for a study tour or a study visit in the alliance organizations. Besides, the university can invite guest lecturers from business alliances. The leaders or executives at the operational level will be responsible for screening the policies and communicating such policies to the employees or networking teams for a common understanding of the organization's objectives and operational policies.

From analyzing by the concept of S-M-C-R communication process, in the transmission process in the network communication from the business organization to the corporate university in the initial stage, the role of the transmitter or the "sender" (the convenience store organization) and the "receiver" (the corporate university) is clear. However, in the later stage, the corporate university also functions in the form of a network by itself by introducing its own networks and new networks into its networking system. Therefore, the corporate university has a switching role between a transmitter and a receiver, which is the nature of a network. Besides, a network building can occur at any phase of the transmission process; network expansion, network mobilization, or network maintenance. This is because there must always be a new network from different sources, i.e. the old & existing alliances from BNM or/and the corporate university, etc. In some cases, the new networks might occur during the network mobilization phase where business alliances are invited to participate in the corporate university's activities. Likewise, the networking teams may participate in the alliances' activities and meet some new members or networks. Sometimes, during the mobilization phase, the organized activities may be disseminated from several sources. In the network maintenance phase, where there are a regular communication and visit between the organization and the alliances, there will often be updated information that is useful for the networks. Accordingly, in each phase, the introductions of new networks or members from the old networks or members lead to an endless network expansion.

“Message” in the network communication can be the same and different depending on the group of senders and receivers, including the phase of the transmission process. For “channel,” “personal media” with multi-skills and characteristics: good communication, human relations, and personality is the key coordinator to connect the collaboration among network members in various forms, i.e. activities, projects, academic affairs, etc. Both business organization and the corporate university have more confidence in personal media in creating trust, relationships, and profound emotional attachment than other mediated-channel communication. Therefore, the transmission process of the organization emphasizes the network building that can create a good relationship, good attitude, and mutual benefits and assistance of the organization and the alliances, or among network members.

From analyzing the communication at each level for this study: intra-organizational, inter-organizational, and external organizational communication, an intra-organizational communication is an important starting point in networking. Intra-organizational communication is the communication within the convenience store organization (business organization) and within the corporate university. Inter-organizational communication is the communication between the convenience store organization and the corporate university through various kinds of media and channels, i.e. personal media, activities, communication devices, and social networks. From the study, “activities” are not found in the business organization as much as in the corporate university, but mostly the business organization participates in the activities of the alliances instead. For the corporate university, it has just newly been established, so the networking communication in the educational part is rather new in Thailand. Thus, it is essential to create a good understanding in both intra-organizational and inter-organizational communication through different kinds of activities, i.e.

- 1) An orientation of new employees
- 2) Team-building activities (for new employees within the organization)
- 3) Value creation activities (for new employees together with the present employees)
- 4) Semester Forums (the top executive informs his policy of the corporate university to all concerned.)

5) Strategic planning (a brainstorming activity for common organizational strategies), etc.

It is very vital for personnel in BNM office and ENU to understand the functions and responsibilities of their office and other units in the organization of both business and educational organizations. As a connector and coordinator of both internal and external organizations, they must update their information regularly, especially the information about who is the manager or executive of each unit and organization to enhance effective connection and communication.

From intra-organizational to inter-organizational communication, the content of the communication is about the introduction of the units or the organizations, the scope of responsibilities, and interesting topics to lead people to know one another. The leaders or executives at the operational level will organize a co-meeting, after the receipt of the business organization's policies transmitted to them, including the necessary and relevant information of the business alliances from the database of the business organization. In addition, the collaboration may be received from other sources as well, such as from the interest in business, products, and service of the alliances of each network.

The top executive of the business organization will make an appointment with the top executive of its business alliances and introduce networking teams of the corporate university, including giving information about the corporate university, its curriculum/programs, and projects. This stage is the first transmission phase or the network-building phase with external networks or alliances. After knowing one another BNM and ENU teams will summarize the results of the meeting together for further networking operation in future. If any business alliance is interested in collaborating with the corporate university, network teams will invite the top executive of that business alliance to meet the leader or executive of the corporate university to know each other and to consult about possible collaboration formally. This enters the second phase of the network expansion. However, the expansion does not cover only the top executive networks, but also all concerned either directly or indirectly. The meeting of this phase extends from the result of the first meeting in the first phase. Upon the receipt of business information, new products or new projects of the alliance, networking teams can connect its concerned units and alliances with this new alliance or member. On the

other hand, the alliance organization acknowledges educational information of the corporate university, the alliance will introduce its networks to be involved in the transmission process. Thus, in this phase, new networks occur from the network expansion of both business organization and corporate university. In case that the new network occurs from the introduction of the corporate university, the corporate university will play a role of a transmitter or sender. Once new alliances get into the organization's network introduced by any other sources, the networking teams will restart their networking operation at the first phase (network building). Who will be responsible for functioning as a network coordinator, either the BNM teams or ENU teams, depends on the topics and projects that have been assigned to each team previously. Sometimes, both may work with the alliance if the topic involves both business and education. A newly accepted member or alliance will be recorded into the database of each team, comprising the information of name of executive meeting with the alliance, name of the coordinator or secretary, meeting date, the strong points or advantages of the alliance organization, topics discussed, purposes or occasion of collaboration, topics needed to be followed, etc.

In the third phase or the phase of network mobilization, it is the phase extended from the second phase. At this phase, both BNM and ENU teams know about the alliance's needs and interest, so they will organize activities to respond to the alliance's needs or activities that are beneficial for the alliance, but on the other hand, this mobilization also induces several activities. For the corporate university, the activities are oriented for the use of the students directly, i.e. a study tour or visit of the alliance organization, an internship, an evaluation of students' performance, an employment after graduation, etc. Still, the activities must be beneficial for the alliance organization as well. For instance, for a pre-internship activity, the networking teams will invite the alliance to be a lecturer or to provide the alliance representative's knowledge and experience. Such activity will be a channel for the alliance organization to publicize his or her organization to be better known, to launch or introduce new products to the market or the public, to recruit the trainees to work for his or her organization. Even for the internship itself, it enables students to help to work or to do some projects for his or her organization. Students' advisors or mentors from the Center of Career and Development of Students (CCDS) will consult with the alliance organization about the

kind of work the organization will assign their students to do during the students' internship. Besides, the alliance organization will be invited to participate in organizing an "Open House" or "Occupational Guidance" for the secondary education students who join in the study tour at the alliance organization. This activity then can draw students, parents, and academic institutes to be network members of the corporate university. From data collection with the alliance organizations, the alliances perceive that the teaching methods of the corporate university provide a learning opportunity in the classroom and out of class, which is very useful for students. After their graduation and getting into an actual organization, the students will understand well some working skills and social skills. This is because the internship of the corporate university is about 40-50% of their studying time all through four years. It is a genuinely national youth development. The connection between business and educational sectors is fruitful. The business organizations can share their accumulated knowledge and experience within the organization while this is a great opportunity for the business organizations to make a valuable contribution to the country as well. During the mobilization phase, there will be several participants, some of whom will become new alliances or network members introduced by any source. Thus, the first phase of a network building will restart. The information of new alliances will be recorded into the database, and information will be updated regularly.

"Our company offered a Management trainee because we need to recruit salespersons and marketing staffs from a university. Once we knew about this corporate university, we could feel that it would meet our needs. Besides, it has regular activities and has a unit as a contact center. I myself was invited from the university to give a lecture, to share my experiences, and to give an occupational guidance. It is also beneficial for our company because students knew about our company as well. At first, our collaboration was at the faculty level, but now we have signed an MOU for collaboration at the institutional level because we could collaborate with many faculties of this university" (Manus Prasong-Ngarn, personal communication, April 24, 2017)

The last phase or the fourth phase of the transmission process in the network communication is network maintenance phase. It is the phase in which BNM teams

visit their business alliances consistently, especially in special occasions, i.e. New Year's Eve, Christmas, Chinese New Year, etc. A visiting is another channel of updating the alliances' information, such as a promotion, a shift of the management team, a congratulation occasion (i.e. awards), the launching of new products or projects, etc. Besides, the business organization or the convenience store organization can learn about obstacles or problem of the alliances as business partners and the BNM office will coordinate to help solve the problems. Sometimes, the BNM office can transmit the information provided by the alliance organizations to other alliance organizations with same interests, causing a new business matching. Besides, in maintaining the networks, the BNM office and the corporate university will work together. However, if they are new networks recommended by old alliances, the networking teams of the corporate university can manage by itself. Besides, the network maintenance covers the correspondences in case of operational problems and restrictions since the BNM office sees the importance of satisfactory problem-solving that leads to a more comfort and confidence towards future collaboration.

“At first, we accepted the first-year students for an internship at our company; however, we faced some problems because they were too young. Thus, we sent our feedback to the university that we would accept only the third- and the fourth-year students only. As for the university, it helped to select students for us so intensely that we could sense the quality and the determination of both instructors and students. Now, we started to accept the first-year student again and find that the feedback was very good. Our customers complimented the students, so we could feel that the university's professional networking process.” (Peerapon Kuakomondej, personal communication, April 21, 2017)

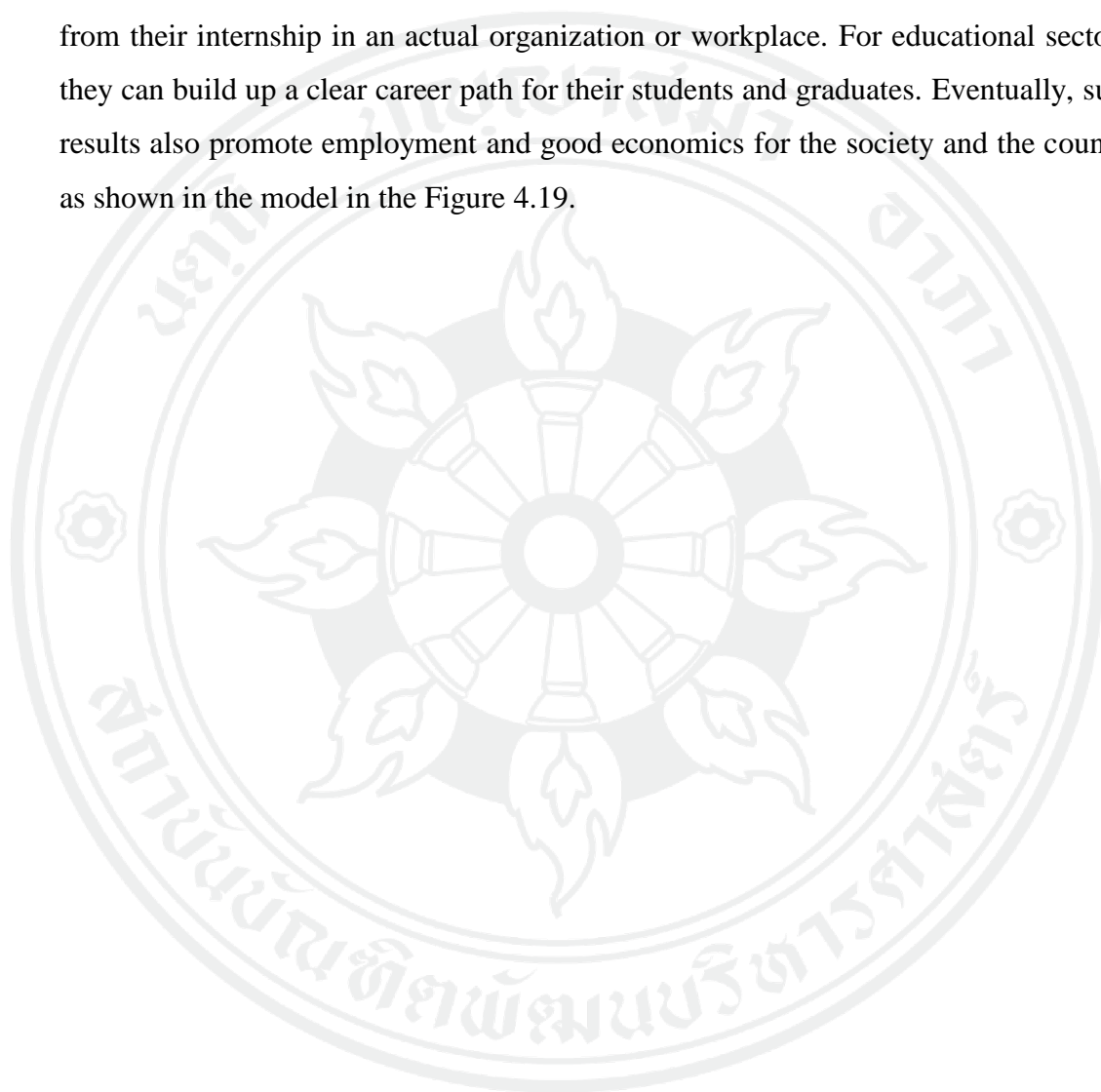
From the study of the success and obstacle factors, there are two success factors: the opinion leader, and the organization's celebrity and type of the organization. This is because the opinion leader of both business and educational organizations is the same person and supports the networking operation in terms of human resources, budgets, and time. For the obstacle factors, there are different obstacle factors according to the communication groups but there is one same common obstacle, namely, a lacking understanding of networking.

The research also finds that the transmission process in the network communication from business to academic alliances is innovative in two ways. The first innovation is the criteria for personnel recruitment that emphasizes communication skills rather than the celebrity of academic institutes and students' grade point average (GPA), which is different from the conventional concept of recruitment. In this new concept, communication skills require multi-skills or need both arts and sciences. The organizations need sociable people with good personality and human relations, especially the collaboration skills in the digital era. A search for collaboration from experts, networks, and numbers of alliances is essential in creating works, people, and profits. Another innovation found in the transmission process in such network communication is "a process innovation". Specifically, there has been an ascending development from fundamental networks in the business organization to educational organization. The networking process has been expanded, improved, and altered differently, from the experiences of the networking teams, by considering the differences in regions, culture, and corporate policies. The BNM office is established as a central or main unit in applying the network communication with systematic communication procedures. It is remarkable that there is a division of responsible groups for each network with sixteen working steps that have been developed continually and rapidly. The organization accomplishes a transmission process in the network communication from business sectors to educational sectors despite their different nature.

In Thailand, there has not been an establishment of a networking unit to coordinate network members substantially, especially through the transmission process as studied about this study, namely the convenience store organization and the corporate university.

This study thus tries to study how a business organization extends its network to an educational organization through the coordination of a business networking management (BNM) office. The study also finds out that both organizations (business and education) establish some offices or units to manage their networking in a congruent way. Besides, it illustrates that the organization manages its intra-organizational, inter-organizational, and external communication distinctively.

Hence it shows that the innovation of the transmission process in the network communication from business alliances to educational alliances brings about benefits to all network members of every concerned party. For business sectors, they gain quality human resources because the graduates of the corporate university have a prior understanding of work nature from their previous work-based educational system and from their internship in an actual organization or workplace. For educational sectors, they can build up a clear career path for their students and graduates. Eventually, such results also promote employment and good economics for the society and the country as shown in the model in the Figure 4.19.



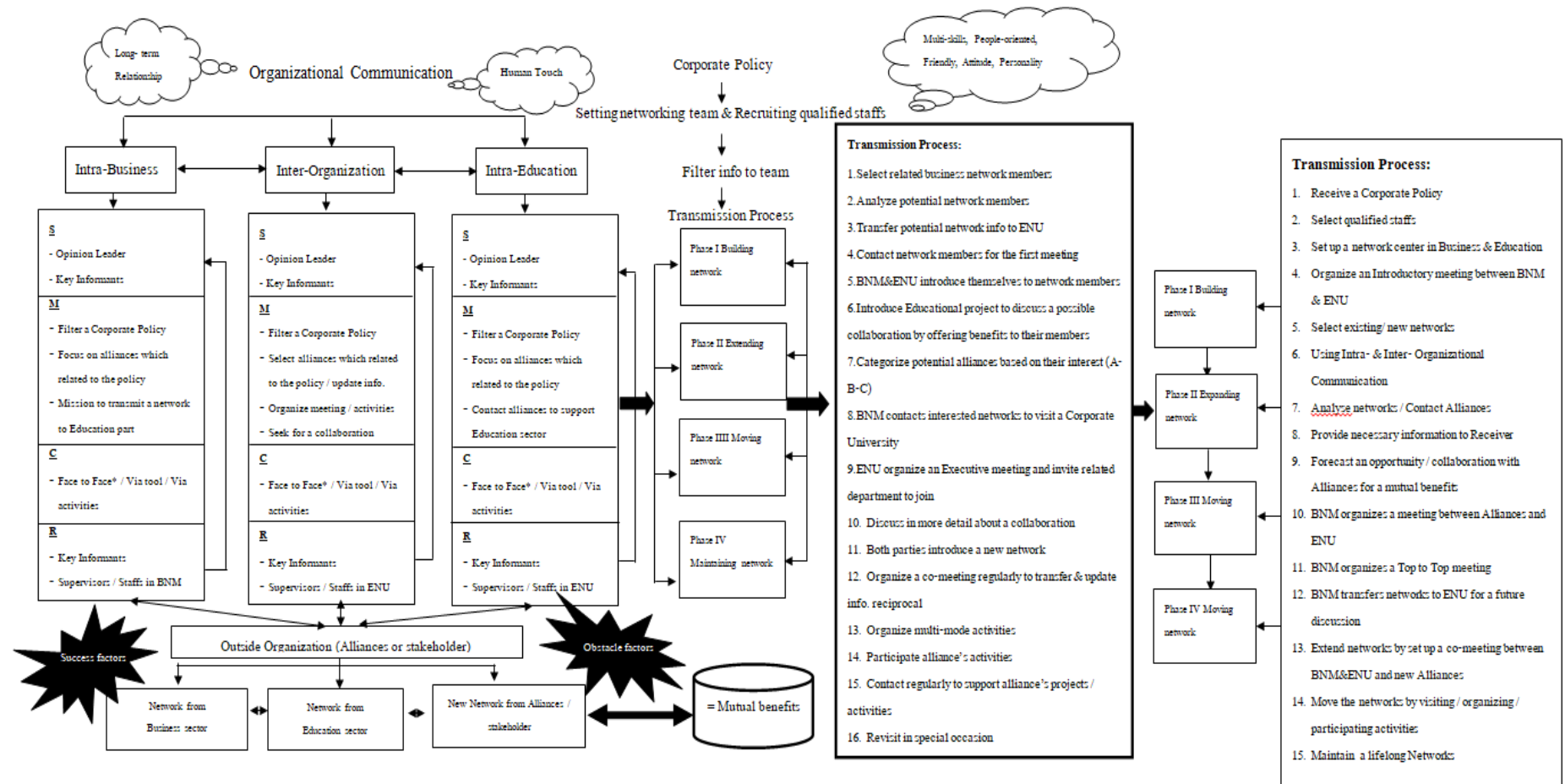


Figure 4.19 The Model of Innovation of the Transmission Process in Networks Communication from Business to Educational Alliances

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The research “Innovation of Transmission Process in Networks Communication from Business Alliances to Education Alliances” is a qualitative research conducted by Documentary Research, Participant Observation, and In-depth Interview during January-April 2017. The data collection was conducted with 34 subjects from internal and external organizations: one opinion leader/ the organization’s leader, ten leaders at the operational level or network chiefs, twenty-one business and educational alliances/ stakeholders, and one networking scholar/ expert. The following four research objectives are presented:

- 1) To study the innovation of a transmission process in networks communication from business alliances to educational alliances
- 2) To study the success factors of the innovation of a transmission process in networks communication from business alliances to educational alliances
- 3) To study the obstacle factors of the innovation of a transmission process in networks communication from business alliances to educational alliances
- 4) To design a model of the innovation of a transmission process in networks communication from business alliances to educational alliances

5.1 Conclusion

5.1.1 Context of Networking in Business and Educational Sectors

From the study on the network communication process, a network communication is applied in business, educational, community, governmental, and private sectors in Thailand and abroad. In Thailand, it is the network communication between organizations and academic institutes in three patterns: between state-enterprises and academic institutes, non-profit organizations (NGOs) and academic institutes, and private business organizations and academic institutes. The purposes of

establishing a network communication of business organizations are to reduce the Operational conflicts both within and outside the organizations who mostly are their business partners and to increase benefits and profits for the organizations. For academic institutes, the purposes are to increase the organizational effectiveness in response to the missions of human resource production and development. "Personal media" is a core mediator in the network communication in combination with activity and specialized media. Thus, it is essential to recruit intensely qualified networking personnel since networking requires multi-tasks and skills, i.e. public relations, marketing, researching (for new information), science (for learning and experiments), etc. Such expertise needs time in accumulating one's profound experience and knowledge about an organization.

5.1.2 The Findings of Objective 1: To Study the Innovation of Transmission Process in Networks Communication from Business to Educational Alliances

The study on the innovation of a transmission process in the network communication from business to educational alliances is divided into the intra-organizational and inter-organizational communication.

- 1) Intra-organizational communication comprises three patterns;
 - (1) Intra-organizational communication process of Business Networking Management (BNM) office of the convenience store organization
 - (2) Intra-organizational communication process of Educational Networking Unit (ENU) of the Corporate University
 - (3) Inter-organizational Communication Process of the Convenience store Organization and the Corporate University)
- 2) Inter-organizational communication with external organizations comprises two patterns:
 - (1) A communication between the convenience store organization/ the corporate university and business/ educational alliances
 - (2) A communication between the convenience store organization/ the Corporate University and stakeholders: teachers, students, graduates, parents, and communities.

There are seven steps in the network communication;

- 1) Accept the organization's policies
- 2) Recruit concerned alliances in response to the policies
- 3) Search for collaborative opportunities
- 4) Coordinate and connect with top executives of the alliances
- 5) Coordinate related offices within and outside the organization
- 6) Follow up collaborated activities and projects
- 7) Maintain good relations with network members

The researcher used the commonalities and differences (C & D) as a criterion to explain the network communication in business and educational sectors as follow;

1) Commonalities

(1) Communication channel

Both communicate mainly via personal media, i.e. meetings, a face-to-face Interactions, etc. in combination with mediated communication via communication devices, i.e. telephones, social networks, emails, etc.

(2) Type of networking

Both communicate through both centralized and decentralized networking, i.e. Chain Network, Y-Network, Wheel Network, Round Network, and All Channels Network. All patterns of networking are used until they become All Channels Network and the networking is increasingly expanding and covers network members of the organization itself and outside the organizations with regular learning exchanges and common resources usage.

(3) Communication direction

Both communicate in a two-way communication by switching their roles as senders and receivers alternatively with different weight role depending on the tasks because new network members can emerge at every phase of the networking. Besides, the network communication is vertical when the concerned office adopts the policies from the top executive while a communication with external organizations is horizontal since all network members are treated as equal.

(4) Network attributes

Both network communications emphasize a long-term and sustainable relationship among members but also allow transferability. The networks also focus on

mutual benefits of all parties to create intangible value in the form of collaboration, support, and sharing. By transforming initial formal relationships to intimate and personal relationships.

2) Differences

(1) Period

The Business Networking Management (BNM) office of the convenience store the organization has been working in the networking functions of communicating and coordinating with network members and alliances for more than 25 years through several phases since the network building period up to the network maintenance. Therefore, the experiences and skills of the networking personnel of BNM office are higher because Educational Networking Unit (ENU) of the corporate university was founded in 2010. Thus, in each network building and expansion, the organization will contact its members and alliances under the name of BNM office.

(2) Intimacy

Due to regular contact and coordination with the business alliances as the business partners, the relationship between BNM office and their members or alliances is more intimate and accountable, especially since the relationship between ENU and their members is mostly transferred from BNM. However, the trust on the BNM, it enables members and alliances to be open for accepting new ideas and getting acquainted with ENU more easily. Once the networks collaborate with educational networking, the transmission process or the network transfer is accomplished. The network communication is then the responsibility of ENU to tighten its relationship with the new members or networks hence.

(3) The celebrity of the organization

The convenience store organization has been well known widely for a long time, most of its networks are both business partners and customers and this makes it easier to initiate the relationships in the network communication. On the other hand, the corporate university has not been so well-known; thus, the transmission process of the networks from the convenience store organization to the corporate university is needed and challenging.

(4) Benefits gained

The outcome of business networking is relatively concrete, i.e. the opportunity to introduce new business or products, increased sales, and profits, etc., which is tangible and directly needed by all. However, the benefits gained from educational networking are not monetary and intangible. Instead, they are good impression, goodness, and dignity, which depend on personal interests. This enforces initially the dependence on the intimate relationship between business sectors in transmitting the networks to educational sectors. However, it is important to concern about maximized benefits for all members and mostly the benefits gained are for both business and educational sectors.

(5) Communication content

The content of communication in business networks involves a business operation towards target goals, especially target sales. Besides, the mission of BNM teams covers the effort in reducing the conflicts with business alliances or partners. Regarding educational networks, the content of a communication is not for introducing new products but knowledge in the form of curriculums, training courses, degrees and certificates, research, etc.

The commonalities and differences between business and educational network transmission are summarized as shown in Table 5.1

Table 5.1 Commonalities and Differences between Business and Educational Networking of the Studied Organizations

Commonalities and Differences	Topics/Issues	Business Networking	Educational Networking
COMMONALITIES	Communication channel	Via personal media, i.e. meeting, etc. and via communication devices, i.e. telephones, social networks, emails, etc.	
	Type of networking	All channels networking	
	Communication direction	Two-way Communication	
	Network attributes	Long term /Transferrable/ Reciprocal/ Intangible/ Contextual /Personal relations	
DIFFERENCES	Period of time	Longer/older time of establishment	Just founded
	Intimacy	Higher (level)	lower
	Celebrity	Widely well known	Not widely well known
	Benefits gained	Commerce, new business, profits, sales	Pride, dignity, goodness, sharing
	Communication content	Business content	Academic content

The research findings of the study of “Innovation of Transmission Process in Network Communication from Business Alliances to Education Alliances” are summarized into three parts;

1) Communication Process

The transmission process in the network communication from business alliances to educational alliances is a two-way communication. At the first stage, BNM office performs as a sender and ENU as a receiver. In the later stage, the roles of a sender and a receiver are switched alternatively in case that the receiver introduces new networks or its own networks to the BNM office. In personnel recruitment of both organizations, the recruitment criteria are good personality, good communication skills, versatility, wit, and service-mind. The recruitment of external members is open. Mostly, the organizations communicate via personal media and activity media (channel), and via communication devices, i.e. telephone, social networks, emails, etc. The main purpose is to provide an opportunity for interactions. The content of communication contains self-introduction and the information provision on the missions of concerned offices with an emphasis on a relationship building by connecting useful information to the target members who can play a role as a giver and a receiver in future collaborations. The communication process is both formal and informal, top-down and bottom-up, and vertical and horizontal. Especially, it should be a horizontal communication with network members who are treated as equal, which accords with the Factor Analysis of Kriangsak Charoenwongsak (2000, pp. 36-44), which finds that the network members should be in an equal status as partners and an equal horizontal relationship should be more emphasized than a vertical relationship.

2) Network Analysis

There are several networking types, both centralized and decentralized, used in the studied organizations. Centralized networking used are Chain Network, Y-Network, and Wheel Network while decentralized networking is Round Network and All-Channels Network, the usage of which depends on each phase of networking. The establishment of the networks comes in many ways. Some networks are from a serial transmission, some are from the BNM office's recommendation, and some are the existing networks. All types of networking are used until it becomes an all-channels networking and the networking has been endlessly expanding. The horizontal direction

of communication is emphasized because network members are willing to collaborate in the networks and thus are treated as equal. Besides, in doing business with partners, the relationship is interdependent and supportive in nature. Even in a competitive business, it is still possible that business alliances can occur. The network members perceive the importance of education because it means the development of people or human labor in a business and industry circle that helps to operate and expand the business more effectively. Thus, these alliances are willing to collaborate in education and step to be the organization's educational alliances. In fact, the goal of communication in business and educational sectors is not different. In other words, both have a goal of connecting, building relationships, and creating a future collaboration opportunity to increase the organizational effectiveness. The difference is that formerly it was a communication within the circle of business, but now the networking has been transmitted, connected, and introduced into the educational circle as well. Still, the coordination with any other organization depends on the alliances' interest in the convenience store organization and the corporate university at each period. Both organizations communicate regularly with their internal members of the organizations as parts of the networks and with external members out of the organizations for a learning exchange and common resources usage.

Nevertheless, the circle or cycle of networking is rather an “easy to occur but quick to quit” phenomena. That is why it is essential to have regular contacts and have a liaison or mediator in connecting the organizations with their network members. Even though digital communication and online networking are very common in a society, personal media is found to be a principal media in the transmission process in the network communication of the studied organizations.

3) Types of Networks

There are many types of networking found in this study. However, the criteria for choosing any type of networking are varying and dependent on some appropriateness. The criteria are as follow:

(1) Interpersonal Relations

Mostly, the network member selection starts from a personal relationship with each member. Thus, personal networks are often used in both internal and external organization depending on the property of the content.

(2) Formality

The network building at the first stage needs to be formal because the first contact starts at the top management level of each network and then the connection with leaders at top management level follows. After agreed concepts and consultation, the manager at a middle-management level will contact network members through informal relationship building.

(3) The Closeness of Relationships (Level and Size)

The business organization's networking structure composes of more than 2,000 organizations with different levels of the closeness of relationships. Divided by the level of the willingness in participating in the networks, there are three levels; high, medium, and low level of closeness (A, B, and C). In general, members will have a meeting at least once a year on a New Year's Day. More meetings and interactions can occur when there are more joint collaborations and activities. Activities are mostly a consultation meeting, a seminar in small and large groups, knowledge-sharing, parties, and a foreign trip.

(4) The Centralization and Decentralization of Networking

The organizations use both centralized and decentralized networking. At the first stage, the BNM office connects networks to ENU of the corporate university by having a staff to be the center of the networking and responsible as a network coordinator. Thus, at this stage, other members cannot have a direct contact to ENU but have to communicate through a BNM coordinator. There is also some other subdivision of centralized networking, i.e. Chain Network, Y-Network, Wheel Network, etc. Only when ENU is recommended, the members can contact ENU directly and the organization uses the decentralized networking for members to communicate one another freely without sole decisions but with shared decisions. By this kind of networking, all members can interact towards one another so what the organizations will gain is the group output and group process. This kind of networking cares for all concerned and for group morale and motivation by communicating through the subdivision of networking, i.e. Round Network, All-Channels Network, depending on the phases of networking. Networks may occur from various sources. Some networks come from the serial transmission, some from the BNM office's recommendation or mediation, and some from the existing networks.

5.1.3 The Findings of Objective 2: To Study the Success Factors of Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

From the study, two success factors are found in the intra-organizational communication which is;

1) The Leader

The leader of the organization is the utmost success factor in combination with organizational policies. This is because the leader must see the importance of the alliance networks. The purpose is not only for monetary profits but also for sustainable relationships. When the leader perceives the importance of the networking, time, and the supports on time, people, and budget are provided to operate the networking. A network communication is a key strategy of management. The leader himself must recruit qualified personnel to transmit the concepts into action.

2) The Organization's Celebrity and Type of the Organization

The celebrity of the organization is advantageous in enabling easier contact and gaining trusts, especially during the initial stage in which the corporate university is not so well known. Therefore, the BNM office uses the business organization's celebrity as a pass to contact other network members.

For external organizations, two success factors are found:

1) Mutual Benefits

Members of internal and external organizations need to gain mutual benefits. For a mission within the organization, the networking operation from network building to network maintenance to gain collaboration is the main mission of networking teams. Therefore, to get increased numbers of members into the networks, to get their collaboration, and to receive reciprocal satisfaction, is the indicators of effective networking operation. For external organizations, several benefits can be obtained as well, such as increased and qualified manpower, corporate public relations, knowledge from the research, opportunities for developing business, etc. This is in accordance with the results of the factor analysis of Kriangsak Charoenwongsak (2000, pp. 36-44) who found that the consolidation of networks is for creating strength and

mutual benefits, but only for one side. Such benefits do not mean monetary gains or profits but mean values of dignity, a recognition, happiness, satisfaction, etc.

2) Quality Networking Personnel

The recruitment of quality personnel is very important. The organization needs to recruit staffs with multi-skills and having no less than five-year experience working in the organization so that they do understand the corporate culture and the meaning of a networking task. Because of such qualifications, they will gain a trust to coordinate with networks of external organizations. Accordingly, the coordination will not only satisfy network members but also motivate them to collaborate and participate in the organization's activities regularly.

5.1.4 The Findings of Objective 3: To Study Obstacle Factors of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

From the study, two obstacle factors are found in the network communication within the convenience store organization and within the corporate university as follow;

1) The Understanding of Networking of Networking Teams and other Offices within the Organization

It is essential for networking personnel to understand the networking tasks because their main responsibility is to connect and coordinate with both internal and external organizations. They must understand all members have their own networks, but the networks must be expanded increasingly towards maximized effectiveness in the networking operation. Besides, they must provide good understandings with other offices in the organizations since the networking requires collaboration from various concerned offices. However, the obstacles the organization faces are that other offices do not see the importance of networking because they focus on short-term profits and sales. Therefore, they perceive the networking function is a waste of time, an increased burden, and produces no significant contribution to the organization. Hence, the networking teams must explain its importance and necessity for the organization's growth. Especially they must point out the fact that good relationships can also support the organization tremendously as well. That is why networking personnel need to have communication skills and good human relations.

2) Personnel Recruitment

Owing to a multi-function task of Networking personnel, high experience and special skills are needed i.e. coordination, connection, negotiation, relationship building, versatility, teamwork, etc. Besides, they must have positive attitude and service-mind, which is seldom found in one same person. Therefore, it needs to take time for training and for accumulating their experiences regularly. Despite the difficulty in finding a person with such qualifications, it is still essential for the organization to search for such persons to act as a mediator in the network communication and to maintain the networks sustainably.

For the transmission process in the network communication between the convenience store organization and the corporate university, two main obstacle factors are found.

1) The Understanding of Networking

The nature of work of the Convenience store organization (business organization) and the corporate university (educational organization) is different apparently. Still, both need to maintain the networks that have been built previously in a sustainable way. The transmitters need to communicate information of network members in each circle in details to the receivers. However, it is only a transmission process between the BNM office and ENU, but also other people and offices, i.e. faculties, staffs, etc. who may not be familiar with networking system. Besides, the networking operation of the business organization is relatively adroit, rapid, and clear-cut while that of the educational organization is timely in operation. Thus, due to this difference, the transmitters need to be aware very carefully in their communication with members in each circle.

2) Personnel Recruitment

The networking mission is multi-facet and requires various skills, i.e. communication, connecting, adroitness, problem-solving, human relations and good personality, since it is a task of connecting people mainly. Besides, it needs an experienced and knowledgeable worker who knows well about the organizations. Thus, the organizations that need to produce their networking personnel have to invest in time and budgets in recruiting people with such proper qualifications.

For the transmission process in the network communication between the convenience store organization and the corporate university, and the external alliances or stakeholders, two main obstacle factors are found;

1) The Understanding of Networking

Some alliance organizations, especially in business sectors, have somewhat no trust during the first coordination because most of the business contact often deals with business benefits. When the benefits are not monetary, but for social benefits instead, it seems to be something new for the business alliances or network members. On the other hand, the academic alliances may be more familiar with being the participate in activities of many groups. This enables them to have several databases and hence receive a message from several directions that are aimed at the same target receivers. Accordingly, the network members get some repeated information and communication.

2) A Lack of Systematic Educational Service and Communication

This problem occurs in the network communication between the stakeholders (teachers, students, graduates, parents, communities) and other concerned offices of the organizations besides the networking teams. It is essential that there will be an improvement in a communication system that provides sufficient and updated information for the stakeholders.

5.1.5 Objective 4: To Design the Model of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

From the research findings, there are four phases of networking: building, expanding, moving, and maintaining. At the building phase, the networking teams search information to get to know the organizations and the interest of both business and educational organizations so that they propose the benefits the network members will receive from the collaboration. After that, they will contact to introduce themselves and the organizations. The main goal is to have an opportunity to meet for consulting about their business collaboration and can increase more understandings. Then they expand their networking from the business organization to the educational organization by extending their conversation to lead to the educational collaboration and to introduce

it to others to get new networks, and this is the expansion phase. In the moving phase, it is the phase of activity organization and the participation of members in such activities. Mostly, the activities are for tightening the relationships, learning exchanges, and experience sharing. Finally, it is the maintaining phase in which regular meetings, fests, parties, and visits, especially on the special occasions, are organized. From these four phases of the transmission process, new networks or members can occur at any phase. However, the building and the maintaining phase are the most difficult phases because it requires a high understanding and impression at the first phase while in the last phase, good attitudes and feelings must be maintained sustainably all through the phase to reach the collaboration consequences, which is a challenging phase.

In short, the transmission process in the network communication from business alliances to educational alliances comprises sixteen steps as follow:

- 1) The network building will start with alliances who have not known each other, or the networking teams may know the organizations, but never contact the related offices within such organizations before, or the alliances are introduced from other sources, i.e. from an inquiry or from media, etc. The networking teams or the transmitters will select business alliances whose business or products of interest are related to educational part of the business organization. The corporate university of the business organization is then introduced to the alliances. After that, the networking teams will meet with the top executive of the alliances, and give more information about the corporate university, including the benefits the alliances will gain from the collaboration.

- 2) The transmitters analyze all information gained from the first meeting with the alliances to consider how and to which direction they should further their connection and communication with those alliances. This depends on the level of each alliance's interest.

- 3) If the first meeting is successful or if the tentative new member is interested, the transmitters will send details of their networks to the receiver, i.e. type of organization, type of business, top executive and his interest, etc.

- 4) The transmitters contact via any kind of communication device or a communication channel to make an appointment to meet with the alliance to inform

about the concepts and policies of their top executive in relations to educational purposes.

5) If interested, the alliance was taken by the networking teams to meet with the organization's top executive for introduction and for increasing more understanding. A conversation and name cards exchange take place in this step. The alliance may be a business partner who used to coordinate in terms of business purposes or new alliances from different sources, i.e. personal networks, networks introduced by some sources, networks found in the media, networks from activity participation, or even networks from the networking teams' participation in the alliance's activity, etc.

6) The transmitters or the BNM office will allow the networking team of the corporate university (ENU) to present the information about the corporate university, i.e. the strength of the university, teaching and learning methods, faculties, etc., and to give more details about curriculum relating to the alliance's business and collaboration opportunities that will be beneficial for the alliance and network members.

7) Both BNM and ENU teams discuss and jointly analyze the alliances' data to classify the level of the networks into "high, medium, and low" level (A, B, and C) based on the criteria of collaboration willingness level of each alliance or organization, which can be observed during the meeting and conversation with each organization.

8) The BNM team (the transmitter) will invite the executive of the alliance organization with the A-level or high level of interest to be a collaborative network to meet the top executive of the corporate university (or the receiver of the transmission process).

9) The transmitter will coordinate with the receiver to organize an executive meeting and prepare the reception and the introduction on the convenience store organization (business organization) and the corporate university (educational organization) for the top executive of the alliance organization. Besides, they will invite other concerned people for collaborating in each area in this meeting as well.

10) The transmitter and the transmission receiver organize a meeting between the corporate university and the alliance to consult towards more details of the collaboration, including exchanging their perspectives in terms of organizational

policies. During this process, it is expected that both sides will understand better the organizations, plans, products, future projects, and information transfer or exchange. Such data will be useful in recommending more internal and external network members to join in the networks.

11) New networks are introduced during the network building phase, possibly occurring from the recommendation of the alliances.

12) The transmitter and receiver jointly organize a meeting regularly to transmit and update information mutually.

13) The transmitter and receiver jointly organize various kinds of activities by inviting the network members of both business and educational sectors to participate.

14) The BNM office (the transmitter) has been transmitting networks to the ENU (the receiver) for participating in the activities of the network members.

15) Both networking teams consistently contact their alliances or network members to update and exchange information.

16) Both networking teams visit their alliances on special occasions or important occasions of the alliance organizations.

5.2 Discussion

From the literature review of related concepts, theories, and previous research, some new findings relating to this study and to four research questions are found as follows;

5.2.1 The Findings of Objective 1: To Study the Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

1) Origins and Networking Structural Disposition

The required relationship for the network communication is a supportive and interdependent relationship. Interestingly, normally in business sectors, no matter in large and small units, i.e. business organizations, companies, stores, markets, etc., the presumed relationship is competitive; however, a kind of business collaborative

networking can still be created. The disposition of the networking is generally loosely structured with different level of intimacy among network members. Within each network, the structure comprises several sub-units responsible for managing each network based on the type of business, size, and location. Each unit performs different functions, i.e. stars or the leaders of the networks, network members, liaisons or bridges, nodes or hubs, and alliances, etc.

2) Communication Process

The transmission process in the network communication from business alliances to educational alliances is a communication sent by various actors from different sectors in the same or different networks, but with related performance. Personal and activity media are the main communication mediator in this network communication, from the building to the maintaining phase, which connects network members of both internal and external organizations. This process involves a communication, participation, and engagement of variables of more than one circle with mutual effects. This process is in accordance with the Causal Loop Diagram (CLD) of Dennis Meadows who stated that CLD would help perceive the relationship and interaction between variables, occurring from components in more than one circle, or help to visualize how different variables in a system are interrelated. It can be a reinforcement process and a process of creating a balanced relationship between the causes and effects among variables as shown in Figure 5.1

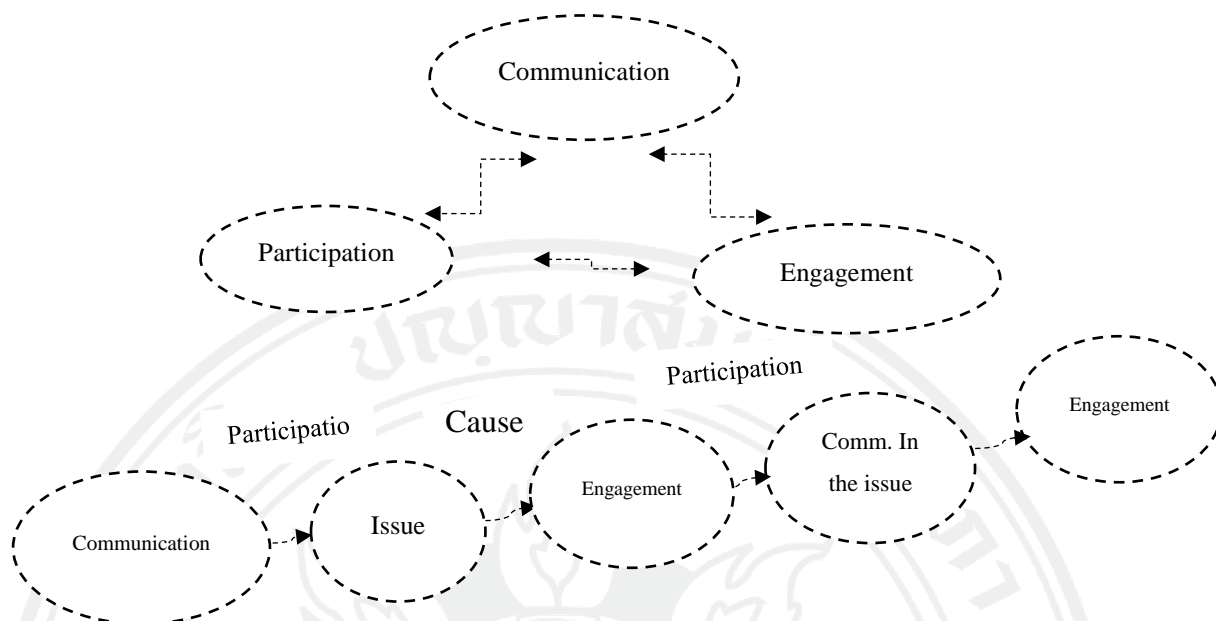


Figure 5.1 Loop Causal Relations

Source: Kanjana Kaewthep (2013)

From the research findings, the transmission process in the network communication from business alliances to educational alliances uses “personal media” in building networks by adjusting the role of personal media in the form of “groups of individuals” consolidating to be “a network” from one circle to multiple circles. Besides, the direction of communication is adjusted from “one-way communication” to “two-way communication”, and most of all the process is adjusted to be a “participatory communication.” This adjustment accords with the Ritualistic Model of Carey (1985) who stated that the transmission process in the network communication must be two-way communication, and the roles of a sender and a receiver are not fixed but can be switched alternately. This enables both to have equal status and provides an opportunity for members to exchange their ideas and raise their questions freely, which leads to an effective communication. Besides, it accords with the principles of developing a participation in Dialectic Process based on equality (Parichart Sthapitanonda, 1999). In this study, in connecting with many networks, it requires coordination with several offices and units, both internal and external organizations, and the networks must be maintained sustainably.

This finding is in line with what Kanjana Kaewthep (1995, p. 137) explained in her work that a network is a form of a coordination of a group of people or organizations connected because of some common bases for quite a period despite no regular common activities. Nevertheless, network members still contact one another when any of them need assistance or collaboration from others in the group or in the network.

However, from the study, at the early stage of the transmission process, the BNM office of the convenience store organization plays a role of the main principal sender since it has already its existing networks. However, due to the nature of networks that can be expanded to every direction, after the ENU gets transmitted networks from the BNM office for a while, it can continue the networking operation at every phase by itself: building, expanding, moving, and maintaining, with some assistance from the BNM office occasionally. In some occasions, the ENU will be switched to be a sender by introducing new networks into the existing networks. In general, this transmission process in the network communication aims to create a common understanding between internal and external organizations and to build a good relationship between communicators as summarized in the Figure 5.2

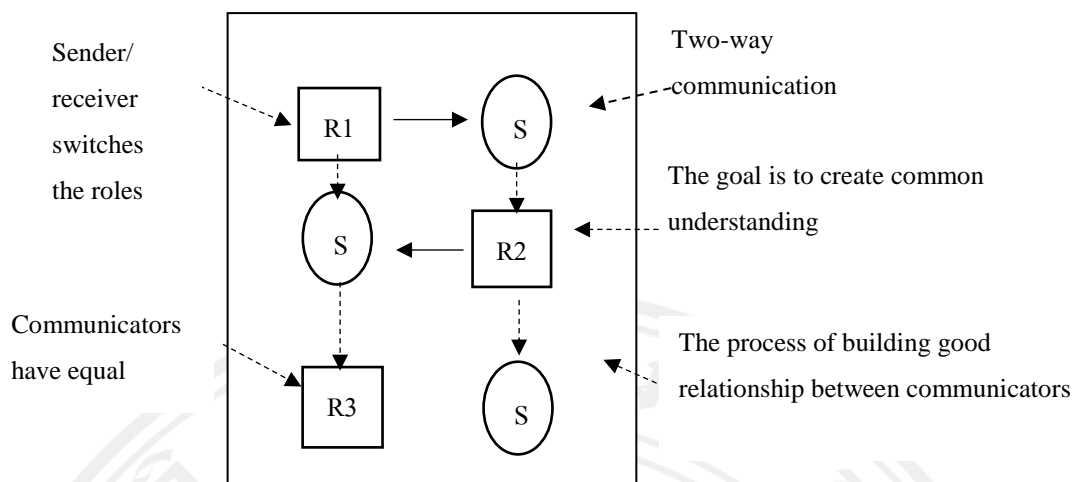


Figure 5.2 Ritualistic Model

Source: Kanjana Kaewthep (1995)

In short, the transmission process in the network communication from business alliances to educational alliances is a two-way communication, either formal or informal, in which there is a switching role between a sender and a receiver, based on the S-M-C-R communication process of Berlo (1960), which comprises a sender, message, channel, and a receiver.

1) Network Analysis

The transmission process in the network communication from business alliances to educational alliances gives importance to “personal media” as a major communication media in connecting all networks, no matter to which group the networks belong to, what type of networks they are, or to which direction they aim. This is because “people” is a communication medium of sustainable relationships, as cited in the concept of interpersonal communication of E. Katz and Lazarsfeld (1955) who pointed that a face-to-face interpersonal communication is the most influential medium affecting the receivers’ susceptibility to persuasive message and their compliance in changing their attitude and their collaboration in conducting any activity. Besides, it accords with the concept of Lazarsfeld and Menzel (1968, p. 97) stating that personal media has important roles since it is a communication with proximity and personal leading to more familiarity and more susceptibility. From psychological approach, a face-to-face interaction also provides an opportunity for a receiver to

express their ideas before a sender. Parama Satawetin (1983, p. 48) defined “personal media” as “a person playing as a carrier of a message for communicating with a receiver in a face-to-face context in the form of a conversation and a meeting.” The advantages of personal media usage in communication are the ability to deliver the message to a receiver directly. In addition, the delivery of a message can be adjusted flexibly to suit for each receiver and can know a receiver's immediate feeling or feedback.

The network communication in this study is reciprocal. It focuses on mutual benefits and long-term relationships, not monetary benefits. Instead, it aims to create a sense of awareness in educational and human resource development of the country. This concept is like the Concept of Guanxi Relationship, a Confucianism concept of China. It also accords with the conceptual framework and components of Luo (2007) who cited that 1) Guanxi can be transferable, 2) it is reciprocal, 3) its value is intangible, 4) it is utilitarian, 5) the relationship is contextual, 6) it aims for a long-term goal, and 7) it creates a personal relationship.

Nevertheless, in each circle, the relationship is unique and distinctive, so the business people need to learn how to respond to the relationship in each circle for maximal benefits. The established relationship can be considered as an asset for management like an appropriate strategic planning for building Guanxi relationships in combination with a business operation strategy. Thus, Guanxi becomes an important instrument towards a business success. In China, business agreements can take place when the relationship is established. On the contrary, in western culture, the relationship can take place upon the agreements. Accordingly, the cultivation of Guanxi relationships is an important principle in business operations in China and in Asia. The concept is in accordance with the Guanxi concepts cited in Preeda Yangsuksathaphorn (2006):

“Business people have to learn that in each Guanxi there is a moral code of its own, and the usage is also different. Thus, it requires different maintenance. Western people perceive Guanxi superficially as “the dependence on a person with high authority”, which is not acceptable based on western ethic codes. However, Chinese people perceive Guanxi as “the dependence on the relationship” followed by some future commitments. Especially, it is perceived as ethical. Most of all, Guanxi cannot

be bought by money so it is different from general corruptions.” (Preeda Yungsuksathaporn, personal communication, January 24, 2007)

Furthermore, it is found that Guanxi is dynamic and certain social bases for Guanxi can be transferred. (Luo, 2007) In the transmission process in the network communication of this study, there are transmissions (or the transfers) of networks and knowledge, skills, and experiences to networking personnel. Guanxi concepts are easy to understand for Chinese and Asian people but are too difficult to understand for western people. Especially, Guanxi owns some distinctive and unique application and process in building and maintaining the networks, which requires individual or exclusive competency of a Guanxi builder. For western network buildings in the context of inter-organizational networking, it is believed that the benefits exchange will take place only with equal benefits. However, in the concept of Guanxi, it is the building of credibility and trust, and the givers can offer benefits to the receivers without concerning if or when they will get paybacks. Luo (2007) said,

“Realizing the important principles underlying Guanxi and understanding its principles are easy; finding and implementing an appropriate approach to fulfilling Guanxi relations is difficult.”

From the study of the transmission process in the network communication from business alliances to educational alliances of the convenience store organization and the corporate university, such transmission is found to apply the concept of Guanxi relationship from China to implement in an actual practice in the organizations. The convenience store organization applies communication networks based on Guanxi concretely through the BNM office. The purpose is to build a good relationship with its business partners. Later, such business networks have been transferred or transmitted to the educational institute, namely, the corporate university. The network expansion covers other educational institutes until it becomes an educational networking. This illustrates that the transmission process in the network communication is a major drive in enhancing higher potentials and greater opportunities towards the goals of both organizations.

It is remarkable that the concept of Guanxi relationship is not narrated or widespread from word-of-mouth to the organizations' personnel and to the external organizations to acknowledge the root of organizational philosophy. This might be because the top leader of the organizations is familiar with Chinese culture in doing business. Such concept may be unconsciously embedded. The leader thus applies the concept automatically and does not consciously follow its steps. Still, he can apply it to suit the organizations' situation smoothly.

2) Types of Networks

Generally, the classification of networks is based on various criteria, but not fixed. In this study, the networking develops from having one person as the center of the network. Later, the networking is expanded and is more decentralized by establishing business networking management (BNM) teams and assigning each team to monitor each network. Members of the organization can be connected across networks or groups but on the other hand, they can also contact with members outside the organization.

Types of networking vary according to phases of networking. A centralized networking is applied during the network-building phase through a Chain Network because the BNM office is a sole coordinator and transmits its networks or alliances to ENU of the corporate university only. When the ENU can contact and coordinate by itself, there are then BNM and ENU teams as coordinators during the network-building phase at this period. Besides, there are new members entering the networks. This forms the Y-Network. In the network-moving phase, network members of both business and educational organizations participate in the organizations' activities and get to know one another, then they will transmit a message to one another in the form of Wheel Network and Round Network, which are decentralized networks and members can communicate to others on both sides or around. In the network-maintaining phase, the communication is all free throughout the network, so the form of network is an All-Channel Network. Therefore, the innovation of the transmission process in the network communication from business alliances to educational alliances found in this study uses the networks of all types from all directions. This is in accordance with the concept of Harold J. Leavitt (1964) who stated that Decentralized Networks in the form of All-Channel Networks in which members can contact other

members directly without passing any other member in transmitting and receiving the message. This kind of network is counted as the complete network. Besides, the communication is unlimited; it provides an opportunity to get the highest feedback. Nevertheless, the network communication of the studied organizations with their internal and external organizations has different directions of communication. This is also in accordance with Leavitt (1964) who said in the intra-organizational communication, the direction of communication is vertical, both top-down and bottom-up. In the studied organization, the top leader of the organization as a sender sends a message vertically to the operational manager, and to the networking chief through various channels (top-down). On the other hand, those receivers can send their message or feedback back to the sender as well (bottom up). Whereas in a network communication with external alliances and stakeholders, the communication direction is horizontal because all members are treated as equal through all-Channel networks. From the study, it is apparent that the organization established the networking offices: the BNM office of the convenience store organization and ENU of the corporate university, to serve the mission of transmission process from business alliances to educational alliances. The networks are decentralized and divided based on the region and types of business. Each networking team will take care of each network and is responsible for expanding networks across groups and across organizations. Such division of networks is as mentioned in the work of Narumon Nirathorn (2000) in which communication networks are divided based on operational regions: the same region or nearby and based on types of activities and objectives. In addition, from the study, it is found that despite the different nature of a business and educational organizations, communication plays a great role in connecting these two organizations to become one.

5.2.2 The Findings of Objective 2: To Study the Success Factors of the

Innovation of the Transmission Process in Networks

Communication from Business Alliances to Educational Alliances

The success factors of the innovation of the transmission process in the network communication from business alliances to educational alliances “**within the organization**” are the opinion leader and the celebrity of the organization. Specifically, the leader of the organization must be well known in a society and accepted as a

professional management executive with a wide vision. The leader plays a great role in enabling networking personnel to understand the purposes and intent of the networking within the organization. It is important that the organization's personnel must see the value of networks and understand that they might not see their benefits in a short term. Especially, educational networks need time and the outcome is not only for the organization but also for the development of human resources of the organization and of the country. The leader must be prepared to invest and support budgets, people, and time. Time includes time for networking teams and time for bringing in external networks. The leader must arrange a time for the external alliances to meet, to be acquainted with, and to make them feel good. On the other hand, he must enable to make the networking teams be proud of their work and feel that their leader gives an importance to their works and their contribution to the organization. This is in accordance with the studies of Panut Ngao-Chai and Rungnapa Pitpreecha (2012) that there are seven factors affecting the creation and maintenance of an organization's celebrity, and one of them is the accountability and fame of the leader, including the leader's clear vision, good governance, and management professionalism. Furthermore, Prawej Wasi (1998, pp. 13-16) raised up four characteristics of good leaders: 1) good leaders must always be smart, 2) good leaders must concern about public benefits and can enhance public power, 3) good leaders have good communication skills, 4) good leaders must be accepted by the members automatically and bring about smooth, happy, and effective working. From the findings, the leader of the studied organization is also the leader of the network communication. Despite some misunderstanding of networking concepts of some parts of the organization, which needs time to enable all concerned to see the uses and values of the networks. If not genuinely supported by the leader, the networking operation will proceed with a difficulty. Fame or celebrity of the business organization, together with an established relationship with the business organization, is another success factor that draws alliances into the networks and makes them trust in the transmission process from business alliances to educational alliances. Chonnikarn Rugeehirunyapakrit (2011) found in her research that the business information exchange occurs only when there is a trust. Finally, the leader must be prepared to plan the goals and business agreement with the alliances.

For inter-organizational communication “**with external organizations**”, the success factors of the innovation of the transmission process in the network communication from business alliances to educational alliances are mutual benefits and quality personnel.

From the findings, it points out that in such transmission process, the most significant content of the communication is benefits alliances and stakeholders will gain. If the external members perceive no use from the organization's networks, the networking operation will fail or will not be successful. That is why the networking teams are always be reminded to let the members be consistently informed of what the organization tries to do and what kind of benefits the members or alliances will gain from both the convenience store organization and the corporate university. Once the organizations themselves gain some benefits from the networks, they must also find a way to pay them back to their members as Manus Prasong-Ngan pointed in the interview (April 24, 2017):

“Our top executive knew the business organization first and later contacted the corporate university. Our Human Resource (HR) division needed some trainees so we contacted through the Faculty of Liberal Arts. Later, our collaboration is expanding. We are invited from the university to be their guest lecturers, to exchange our knowledge, and to give an orientation for their students for a job application. This helps to introduce our organization as well, so it is a benefit for both.”

In summary, personnel recruitment is a major step in a networking operation because, in the transmission process in the network communication, personal media with multi-skill qualifications is the most used. The quality of networking personnel is the key factor towards the level of members' satisfaction. This is in accordance with the concept of Gladwell (2000), the creator of "the Law of the Few". Gladwell proposed the principle of “80/20 principle”. Namely, among 100 people, there will be only 20% with special or distinguished qualifications or some kinds of social gifts, such as being curious, sociable, popular, knowledgeable, service-minded, and having high persuasive skills, etc. Such qualifications are needed in networking personnel whose function is to coordinate the networks effectively.

5.2.3 The Findings of Objective 3: To Study the Obstacle Factors of the Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

The obstacle factors of the transmission in the network communication with internal and external organizations are “the understanding of the networks”. Although the network building is quite common in the business sectors, the main purposes are to strengthen the business potentials and the established networks are for short-term benefits, temporary, and monetary profit-oriented. On the contrary, the business networking management (BNM) office of the convenience store organization was established to reduce the conflicts with its business partners (or network members) and to build a long-term relationship with the members through activity media, knowledge transfer, and regular meetings. Such good relations require time as the variable. As Narumon Nirathorn (2000, pp. 21-22) reported that the success of the network organizations cannot come in one day but requires time to grow the relationship, faith, and trust, including the conceptual frame enabling to alternate information for one another. This leads to a creative and collaborative problem solving and cooperation between networks continually. Thus, the nature and purpose of this transmission process in the network communication are distinctive. However, for those who focus mainly on short-term business profits, they will not understand this networking process while some organizations may not be ready to be the members due to a lack of people, time, and budgets involved. Accordingly, the networking communication of some units within the organization itself may not be complete, especially those that are not related to the networking directly. Despite any obstacles, the networking effectiveness affects the stakeholders' satisfaction. Thus, it is essential for the organization to create good understandings for all concerned, of both internal and external organizations.

Besides, the problem in terms of misunderstanding of the networking, personnel selection and recruitment and network attributes are also important obstacle factors found in this study. As mentioned earlier that, networking personnel must possess some distinguished qualifications and skills: good personality, good attitude, good human relations, including some personal characteristics, i.e. curious, sociable, having a connection, persuasion, and coordination skills, etc. Such qualifications conform to the requirement of general networking personnel in a network communication since they

must involve with people at all levels: individuals, groups, organizations, social institutions, etc., so several skills are required: communication skills, knowledge transfer, information management, interaction management, etc., in order to lead all towards common goals. (Parichart Sthapitanonda & Chaiwat Thirapantu, 2003).

Therefore, the findings from this study that illustrate the innovation of the transmission process in the network communication, which violates or do not conform to the conventional concepts, is the criteria in personnel selection or recruitment. In the former time, the criteria used in a personnel recruitment is the fame of the graduation institute and excellent academic performance. However, at present and probably in future, such criteria are not so important in the eyes of the management executive anymore. It is now believed that knowledge can be accessed within reach but to work in an actual organization, the ability to connect people and work that leads to a collaboration of all parties concerned is more important. This is because such ability can help expand and make the business grow endlessly. Therefore, individuals with such qualifications are needed in all organizations. Subsequently, personnel recruitment criteria are one of the innovations equipped with new perspectives different from the conventional ones. This notion is in line with the concept of Burachai Sirimahasakorn (2009, p. 229) who defined “innovation” as, “an invention or new method or the adoption of bringing the old things or the old methods to modify or improve to help solve the problems”. Likewise, Woraphat Poocharoen (2007, p. 9) gave the meaning of innovations as “any action in bringing resources towards its maximized competence or capacity in a better way.”

As for the obstacle factors of the network communication with external alliances or stakeholders are repeated information and a lack of academic information for service. From the study, it is found that in other units of the organization that are not networking units, concerned staffs do not have a regular communication with people or outsiders so they lack communication skills needed for maintaining good relations with members of both internal and external organizations. Moreover, because of each unit’s main responsibility and activities, the limited numbers of personnel, and insufficient information about networking tasks received, employees or staffs in those units see no importance of the networking functions. At present, the studied organization has increased communication channels for reaching all people in the organizations, i.e.

meetings, activity media, etc. This problem is in accordance with the results of the study of Sarunya Jutanil (2013) who found that the main problems are the networking personnel's understandings about networking administration and an insufficient number of operational staffs.

5.2.4 Objective 4: To Design a Model of Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

From the findings, a model of innovation of the transmission process in the network communication from business alliances to educational alliances is designed and simulated by displaying four phases of networking: building, expanding, moving, and maintaining, which are phases appearing in the studies of Sarunya Jutanil (2013). From the study, the innovation found is a “process innovation” developed by a traditional network communication with a systematic concept and procedure. A process innovation emphasizes changing in working steps, and one of the most distinctive steps is the personnel selection or recruitment and the establishment of networking teams of both business organization (business networking management or BNM of the convenience store organization) and educational organization (educational networking unit or ENU of the corporate university). This innovation aims to make the transmission process from business alliances to educational alliances to be more effective.

The process innovation is congruent with the definition cited in Panu Limmanond (2005) who defined it as, “a change in working relating to steps, responsibility, job characteristics, and information transmission used in producing new products or services for an organization.”

The new process innovation, namely a network communication” aims to reduce the conflicts with the organization’s business partners or network members through activity media to exchange knowledge and experiences for one another. Somneuk Uejirapongpan (2010) illustrated the indices indicating the capacity of a process innovation: a continual improvement of a process, an input of new knowledge about product development, and a regular transmission process with well-planned improvement in future, including more effective working process and methods of solving the problems.

However, the network communication found in this study is different from general network communications in the digital era in the way that it focuses on a “human touch” interaction, which is softer, more sustainable, and can build more intimate relationships. To communicate through online media, one cannot know clearly what the receiver thinks or feels about the received message because one cannot see or feel like a face-to-face situation. Thus, it is difficult to build a trust, which is very important in the network communication. Lazarsfeld and Menzel (1968, p. 45) stated that a communication by a personal media is more effective than by mass media or social media because of four unique attributes of personal media:

- 1) It is difficult to avoid the receipt of a message while a receiver can choose to accept a message from online media or not.
- 2) People can adjust or improve their message more quickly and more flexibly in a face-to-face interaction.
- 3) Personal media is relatively simpler, less formal, and persuadable more easily.
- 4) A receiver trusts a communicator whom he or she knows or sees more than whom he or she does not know or see.

Another concept of (Monge, 1987) also gives importance to personal media. He stated that the role of a liaison is to connect one person to another person, so he plays a starring role, connecting the relationship with many people. Furthermore, the role of the networking teams conforms to the concept of teams in relations to the members’ roles and characteristics of (Belbin, 1981) stating that “a coordinator” is responsible for managing and coordinating the group towards the planned goals and group participation.”

Therefore, personal media is still used as a core media in combination with online networking. In addition, “a person” is an important factor in mobilizing the networks more effectively under the condition that such personal media or such person must possess needed or required qualifications. To elaborate this, a qualified person must have a good attitude, good personality and manner, good communication skills, good presentation skills, and good knowledge and versatility, especially the knowledge about his or her own organization. Hence, a person can function as a good communicator and good public relations practitioner and can connect all information

together. This is because the purpose of the network communication is to build up a friendship, to find a collaborative opportunity, and to establish a long-term relationship. The important tool to achieve such goals is “personnel.” Consequently, to recruit personnel with all needed qualification is a challenging thing for the organization.

Despite the extensive use of social media nowadays, the BNM office emphasizes a face-to-face communication for strengthening the relationship, trusts, and mutual sincerity. The transmission process in the network communication from the business alliances to the educational alliances is to create an opportunity towards beneficial collaborations among alliances. Especially, when communication comes from all directions, it is an all-channel network. Thus, the ultimate consequence of the network communication is a value creation for all members of the network.

Therefore, from the networking of the organization studied in this research, it is different from general business networks, which aim for a short-term goal. Once a mission is accomplished, the network ends. In some cases, a network still exists with some remaining members but without any common activities, the network will then gradually be diluted and disappear eventually. It is a kind of network that we call, “easy to occur but fast to end”. On the contrary, the transmission process of the studied network communication focuses on a long-term and sustainable relationship. The network building comes from a prior planning and aims to be an endless process from the building phase to the maintaining phase, continually and regularly, until it becomes a part of corporate culture. Upon a sense of belonging, a support, interdependence, and collaboration can easily occur. The consolidation of members into a network is easily possible as well. The studied transmission process in the network communication is in accordance with the Factor Analysis of Kriangsak Charoenwongsak (2000) who found in his study seven major components of a good network: 1) common perception, 2) common vision, 3) common benefits and interests, 4) extensive participation of members, 5) mutual reinforcement, 6) interdependence and 7) exchange interactions.

Furthermore, the transmission process in the network communication from business alliances and educational alliances found in this study is comparable to the emergence of Chinese business overseas in various countries in which a China town is located. Additionally, due to extended-family nature and kinship-oriented value of Chinese people, they inherited their familial relationship pattern in the form of a

Bamboo Network as coined by Weidenbaum and Hughes (1996). The Bamboo Network is compared to a strong bamboo tree with spreading branches. It grows fast but flexibly with high adaptability, with a long life. In short, the network communication emphasizes the development of “people” to learn how to communicate in a network effectively since “people” or “personal media” play a significant role in this communication process to create value and meaningfulness of the network sustainably.

5.3 Recommendation

From the findings of this study, the innovation of the transmission process in the network communication from business alliances to educational alliances is useful for the studied organization at both micro and macro level. The network communication induces a collaboration between various sectors and levels: intra-organizational, inter-organizational, and external organizational. At the macro level, the network communication performs its connection function to respond to the “Thailand 4.0” policy that calls for collaboration among organizations by using each organization's strength and expertise, especially a collaboration between business and educational sectors. At the micro level or from individual level up to organizational level, the network communication builds a good relationship towards cooperation and reinforcement. However, a major obstacle found in this study is an understanding of the networking concept because, without a correct understanding, a collaboration will not occur. Therefore, a network management is important and requires an effective recruitment of personnel suitable for the networking tasks, especially people with good human relations in coordinating with all concerned parties, both internal and external organizations. Specifically, the network communication found in this study is a personnel management.

Recommendations for application and for future research are proposed as follow;

5.3.1 Recommendations for Application

The transmission process of the network communication from business alliances to educational alliances is suitable for an organization with high flexibility

and being able to respond to rapid changes in its environment. The process contains both formal and informal communication, starting from a systematic building of business relationship towards the effectiveness in reducing the conflicts, and increasing organizational profits and entrepreneurship with its business partners. This helps to enhance an organization's competitive capacity and higher potentials from common uses of resources and knowledge sharing among network members. Once the network communication within an organization is successful, it expands its networks through a transmission process across organizations. The network communication enables a leader or an executive of an organization to use network data for an organization's planning analysis to set up some guidelines for improving the networking structure and its connectivity within the same and between networks.

Besides, it can encourage an organization's personnel for an extensive participation in various forms and in various ways. It can be in the form of knowledge sharing (i.e. sending personnel to be guest lecturers for members outside an organization), jointly operation (i.e. network transmission from personnel in business organizations to personnel in educational organizations of both internal and external organizations), and the creation of corporate culture across organizations. Besides, executives can use information gained from the network to organize plans for developing personnel's potentials, increasing their knowledge of connecting information of an organization, and building good relationships with their alliances. Some training can be organized to increase the understanding of networks and networking, of the uses of common resources in joined activities, and of the advantages and disadvantages, to help to cope with the rapidly changing environment.

Furthermore, the obtained data can be used as guidelines for adjusting the paradigm of an organization's leader to be aware of the severity level of competition and business relations affecting a systematic networking development. Such guidelines can increase an organization's strength and lead to effective and integrated uses of common resources between organizations to reduce costs concretely. Besides, an organization can be prepared for its development in the digital era, and be able to analyze environmental factors, both internal and external, to plan strategies for proper and sustainable business operation.

Three main recommendations for application are proposed as follow;

1) An Establishment of a Network Database Management Center

One interesting issue found from the study on the innovation of the transmission process in the network communication from business alliances to educational alliances is that a network communication is complex and requires an investment in time. Friendship, trust, and accountability may not occur at the first time of an interaction, so it is necessary to have a regular meeting and to know each other for a while until both or more parties have some collaborative opportunities. A network communication is endless, and it does not depend on how many networks needed to terminate the networking. On the contrary, networks can keep expanding without ceasing. Therefore, a database is essential for an organization needed to apply a network communication. However, in this study no usage of technology in database management is found, especially expanding networks. Besides, some circles in the networks are overlapping since the communication within the network is from all directions. Thus, without good management, a problem of the repeated working process can affect the effectiveness in the coordination with network members. Subsequently, technology will be a useful instrument helping to transfer and exchange members' learning, to provide facilities, and to organize and categorize knowledge data in a systematic way. Especially, from the findings, repeated information and communication is one of the obstacle factors towards the effectiveness of the network communication. It also lowers the level of satisfaction of network members. The database management can be conducted in various forms, such as to establish a central office or a center responsible for managing and updating members' data. In doing so, this office or center will take a role of both a sender and a receiver interchangeably. It will perform as a sender when transmitting information about an organization's activities to its members and as a receiver when receiving information about network members from internal networking offices. The data or information will be collected and classified. Such classification can avoid an overlapping problem and allow concerned people or parties to call for it immediately when needed, using technology. Data or information in a database contains details of network members, such as a name list of executives, type of business, address, communication channels, expertise, needed collaborative projects, interest, etc. The center should update such information

regularly. Besides, the database center should function as a contact point for external organizations or members as well.

2) Training for Networking Personnel

From the findings, the business organization uses an observation in an actual organization as training for networking personnel to help them learn all related networking steps: preparation, operation, data to be presented and consulted with network members, etc. However, only an observation may not be sufficient to achieve a standard and an effective training. This is because, in a real situation, no mistake or no trial-and-error can be tolerated. On the other hand, the chief will not have enough time to give knowledge in an actual situation, so a training course can reduce the problem of misunderstanding of the networking, which is a major obstacle in a network communication. Nevertheless, from the study, it is found that an observation from an actual organization plays a significant role as a channel in providing an opportunity for networking members to witness the actual operation of the organization. If a training is added, it can help increase their learning and can save time for on-job training. Therefore, an organization that intends to apply a network communication, training should be provided from the immediate level to high level. At the immediate or low level, training is to help them understand meanings, purposes, significant roles, and benefits of the networks. Later at a higher level, training is to provide information about networking operation procedure, information to be presented to the members, relationship-building activities, up to training providing information about the maintenance of networks in a sustainable way and the development of the personnel towards being a good communicator at the highest level.

Nevertheless, each organization must search for communication methods appropriate or suitable for its organization. The five levels of training courses on networking are summarized in Table 5.2

Table 5.2 Networking Training Courses

Level	Stage/Topic	Training Content
1	Understanding of networking/ networks	Definition, significance, purposes, and benefits of the networks. Characteristics of business networking and the study of organizational information, skills needed in networking tasks, and qualifications of networking personnel
2	Network building	Steps of contacts to build a network, the inquiry of network sources, the scrutiny of concerned networks
3	Network extending	Steps of contacts to expand a network, the connection within a network, and between networks.
4	Network moving	Steps of contacts to move a network, activities organization
5	Network maintaining	Steps of contacts to maintain a network, communication channels for a regular interaction, the maintenance of a good relationship.

3) The Provision of a Practical Guideline for Networking Operation

From the study, it is found that a recruitment of networking personnel is quite difficult since networking tasks require personnel with various skills and abilities, including extensive experiences. Thus, the researcher proposes a guideline for a networking operation; though the networking procedure is relatively flexible and varying according to different situations, they must face. Such guideline will help networking teams of both business and educational organizations understand the operation of the networking more easily. The guideline should contain all operational steps and relationship management in different situations, in combination with an observation in an actual organization and training. Besides, to have a guideline can reduce the problem of a shortage of networking personnel. It can accelerate the learning process to understand the working steps faster, reduce the time for training, and increase

the effectiveness of networking operation. Most of all, it guides to work on the same standards.

5.3.2 Recommendations for Future Research

1) Further Studies

A model simulated from the study of the transmission process of the network communication from business alliances to educational alliances could be further studied in other forms besides from business to educational alliances, such as between industrial sectors that are S-Curve target industry in the Industrial Economic Development Plans under the Eastern Economic Corridor (EEC) Project. This kind of projects requires collaboration at a macro level or at national and international level. During the phases of networking, from network building up to network maintenance, it needs some center and networking personnel. The success and obstacle factors found in this study can be compared and further studied in other contexts.

2) Indicators of the Networking Success

The benefits gained from the networking operation are a tight relationship caused by a trust. It thus seems to be rather complicated to measure the value of the occurred benefits. Therefore, it is challenging to know what the indicators of the success in the network communication since the success can be often shows up at the terminal collaborated units or units at the end of the process rather than the success of the networking offices or units themselves.

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APPENDIX

Interview Questions and Record Form for Researcher

Appendix: Interview Questions for data collection by In-depth Interview

Set A: Interview Questions for an Opinion Leader

Title: Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

Full name.....Position.....

Interview date (D/M/Y).....Tel/Email.....

Interview Time..... Place.....Duration (hour).....

1. What are a Policy and Idea about Utilization of Networks Communication in organization?
2. How to select Personnel in organization to implement a networking task?
3. What are the strategies, philosophy, experiences about utilization of Networks Communication?
4. What are the goal of Business and Education in Networks Communication?
5. What are the success factors of Networks Communication?
6. What are the obstacle factors of Networks Communication?
7. What are the Lesson and Benefits of Networks Communication?
8. What are the Recommendations of Networks Communication?

Set B: Interview Questions for an Operational Leader / Head of Network groups

Title: Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

Full name.....Position.....

Gender.....Year of Service.....Role.....

Responsibility

Interview date (D/M/Y)..... Interview Time.....

Place.....Duration (hour)..... Tel / Email.....

Interview Questions	Possible answers	Observation Tools
<u>Part 1 SMCR Communication</u> 1) How do you select personnel in a networking team? 2) What are their qualifications? 3) What are the topic do you communicate with your network members? 4) Which channel do you communicate with them? 5) How do you select your alliances or network members?	1-2) Qualification 3-5) SMCR Communication process; Direction (Vertical, Top-down, Horizontal), Media Types (Personal media, Activity media, Special media, Provisional media, Specific media), Goal of Communication (Formal-Informal, Verbal, Non-verbal, One way, Two ways, In-Out)	Using Loftland Observation frame; Setting, Act, Activities, Relation between people and setting, ie; facial expression, action, tone of voice, atmosphere, timing, place, etc.

Interview Questions	Possible answers	Observation Tools
Part 2 Network Analysis 1) What are your goal to communicate with alliances and network members (Business, Education sectors)?	Sustainability of organization, popularity, etc.	Using Loftland Observation frame; Setting, Act, Activities, Relation between people and setting, ie; facial expression, action, tone of voice, atmosphere, timing, place, etc.
2) Type of Network a) What are the methods of communication with your network members? b) How to divide a responsible area of each network? c) Which channel do your network members communicate to each other?	Centralized; Chain, Y, Wheel type Decentralized; Circle, All channels / Formal-Informal communication type	
3) Pattern of Communication a) Who are your network members? b) Do you have to communicate with other network member in organization (If yes, specify)? c) Are there knowledge exchanges in your network members? How? d) Do you share resources in your network member?	Single layer network, Multiple layer network, Learning network, Resources network (Time, budget, people)	
4) What kind of activities do you use to communicate with your	Activities for policy, knowledge – information	

Interview Questions	Possible answers	Observation Tools
network members (Business & Education)?	exchanges, CSR, annual meeting seminar, event, etc.	
5) What is/are method (s) to communicate with each network organization? Any Similarity or Difference?	11.1) Non-mediated or Mediated channels	
6) Transmission Process in Network Communication a) How do you first get to know your network members? b) How do you extend your relationship with network members? c) What is/are your method (s) to move your network? d) How do you maintain your network members? e) Do you share the resources within your network? (If yes, how? people, budget, time) f) In your opinion, which phase is the most difficult phase? Why?	Information about four phases of Networks Communication; Build, Extend, Move, and Maintain Similarity and Difference of each phase	Using Loftland Observation frame; Setting, Act, Activities, Relation between people and setting, i.e.; facial expression, action, tone of voice, atmosphere, timing, place, etc.
7) What is (are) the success factor (s) of Transmission process in Network Communication?	<u>Success Factors</u> (Ranking 1-5) - Popularity of organization - Leader - Ethics	

Interview Questions	Possible answers	Observation Tools
	<ul style="list-style-type: none"> - Budget - Job Quality (standard, Efficiency, Responsibility) - Personnel Quality (Reliable, Trustworthy, Good attitude) - Timing - Activities 	
8) What is (are) the obstacle factor(s) of Transmission process in Network Communication?	<p><u>Obstacle Factors</u> (Ranking 1-5)</p> <ul style="list-style-type: none"> - Popularity of organization - Leader - Ethics - Budget - Job Quality (standard, Efficiency, Responsibility) - Personnel Quality (Reliable, Trustworthy, Good attitude) - Timing - Activities 	Using Loftland Observation frame; Setting, Act, Activities, Relation between people and setting, ie; facial expression, action, tone of voice, atmosphere, timing, place, etc.

Set C: Interview Questions for Alliances and Stakeholders

Title: Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

Full name.....Position.....
 Gender..... Age..... Year of Service.....
 Number of year to participate in network.....year (s) Status in network group
Participation.....
 Interview date (D/M/Y)..... Interview
 Time.....Place.....Duration (hour).....
 Tel / Email.....

Interview Questions	Possible Answer	Observation Tools
1) <u>Transmission Process in Networks Communication</u> a) How did you know this network? b) Why are you in this network? c) What information do you receive from this network? How do they communicate with you? g) How often did you participate the activities of this network? h) What kind of activities organized by this network did you participate? i) How does this network maintain the relationship as a Network organization?	Information about four phases of Networks Communication; Build, Extend, Move, and Maintain Similarity and Difference of each phase	Using Loftland Observation frame; Setting, Act, Activities, Relation between people and setting, i.e.; facial expression, action, tone of voice, atmosphere, timing, place, etc.

Interview Questions	Possible Answer	Observation Tools
2) What is (are) the benefit (s) of being a member in this network?	<u>Benefits</u> - Collaboration - Exchange knowledge and Develop new ideas -Allocate resources	Using Loftland Observation frame; Setting, Act, Activities, Relation between people and setting, i.e.; facial expression, action, tone of voice, atmosphere, timing, place, etc.
3) In your opinion, do these networks could help you to improve your work efficiency and productivity? In which aspect?	Improve or Decrease efficiency and productivity	
4) What is (are) the success factor (s) of Transmission process in Network Communication?	Compare the answer with Set B Question 8	
5) What is (are) the obstacle factor (s) of Transmission process in Network Communication?	Compare the answer with Set B Question 9	
6) What is (are) your suggestion and recommendation about a Transmission Process in Network Communication?	New ideas, Comments	

Set D: Interview Questions for an Expert / Scholar

Title: Innovation of Transmission Process in Networks Communication from Business Alliances to Educational Alliances

Full name.....Position.....

Interview date (D/M/Y).....Tel /Email.....

Interview Time..... Place.....Duration (hour).....

Interview Questions to ask for an opinion of the finding from Set A-C

- 1) Communication Process
- 2) Network Analysis
- 3) Transmission process of Network Communication in 4 phases;
 - 3.1 Building Network Phase
 - 3.2 Extending Network Phase
 - 3.3 Moving Network Phase
 - 3.4 Maintaining Network Phase
- 4) Success Factors
- 5) Obstacle Factors
- 6) Suggestion / Recommendation

Researcher's Record Form

Set A-B: Researcher's Record of Interviewee within organization

Title: Innovation of Transmission Process of Networks Communication from Business Alliances to Educational Alliances

Full name of Interviewee.....Position.....Gender.....Year of service.....

Group of network.....Responsibility.....

Interview date (D/M/Y).....Time.....Place.....

Duration.....Tel / Email.....

Interview Questions	Possible Answer	Observation tools
1).....	1.1).....	1.2).....
2).....	2.1).....	2.2).....
a).....
b).....
c).....
3).....	3.1).....	3.2).....

Researcher's Record Form

Set C-D: Researcher's Record of Interviewee outside organization

Title: Innovation of Transmission Process of Networks Communication from Business Alliances to Educational Alliances

Full name of Interviewee..... Position.....

Gender.....Age..... Number of year to participate in network.....year (s) Interview date (D/M/Y).....

Status in network group.....Participation.....

Tel / Email.....

Interview Questions	Possible answer	Observation Tools
1).....	1.1).....	1.2).....
2).....	21).....	2.2).....
a).....
b).....
c).....

BIOGRAPHY

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