# Behavioral Sciences in Thailand: An Organizational Case Study for Knowledge Management

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## Abstract

This case focuses on exploring how an empirically developed organizational case study could be used as an effective tool for knowledge sharing and knowledge management. The organization in context is the Behavioral Science Research Institute (BSRI), an academic faculty at the Srinakharinwirot University in Bangkok, Thailand. There are twofold objectives of deliberating this case. The first is to share the process of the research based development of this organizational case study of the BSRI. The second is to explore how this organizational case study could be used as one of the tools for knowledge sharing and knowledge management in the organization. In the first part of this case, we discuss the process of building the organizational case study. Based on a qualitative design, empirical investigation was carried out to understand the historical roots and the development of BSRI. Insights are shared to understand the academic and applied significance of the behavioral sciences in today's world as well as in Thai context. In the second part of the case, we endeavor to evaluate how this organizational case study could be used as an organizational tool for knowledge sharing, knowledge management, and human resource development. Further implications and applications are discussed in terms of individual and organizational outcomes.

**Keywords:** Qualitative Research, Behavioral Sciences, Knowledge Sharing, Organizational Learning.

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# พฤติกรรมศาสตร์ในประเทศไทย: กรณีศึกษารายองค์การ
# เพื่อการบริหารจัดการความรู้

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## บทคัดย่อ

การศึกษาครั้งนี้มุ่งเน้นที่การประยุกต์ใช้กรณีศึกษาเพื่อเป็นเครื่องมือในการจัดการความรู้และพัฒนาทรัพยากรมนุษย์ ซึ่งประกอบไปด้วยวัตถุประสงค์ 2 ประการ คือ 1) เพื่อเผยแพร่ถึงกระบวนการการพัฒนาโดยใช้กรณีศึกษาของสถาบันวิจัยพฤติกรรมศาสตร์ 2) เพื่อแสดงให้เห็นว่ากรณีศึกษาขององค์การสามารถนำมาใช้เป็นเครื่องมือเพื่อการจัดการความรู้และกลวิธีในการพัฒนาทรัพยากรมนุษย์ โดยมีสถาบันวิจัยพฤติกรรมศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ กรุงเทพฯ ประเทศไทย เป็นกรณีศึกษา โดยในส่วนแรกของบทความนี้ จะเป็นการอภิปรายเกี่ยวกับกระบวนการสร้างกรณีศึกษา โดยใช้ระเบียบวิธีวิจัยเชิงคุณภาพ โดยมุ่งทำความเข้าใจถึงประวัติในการพัฒนาองค์การของสถาบันวิจัยพฤติกรรมศาสตร์ และความเป็นพฤติกรรมศาสตร์ในสากลในส่วนที่สอง เป็นการประเมินถึงการนำกรณีศึกษาขององค์การมาใช้เป็นเครื่องมือเพื่อการจัดการความรู้และกลวิธีในการพัฒนาทรัพยากรมนุษย์ ในส่วนของประโยชน์ของงานวิจัยการศึกษาวิจัยในอนาคตได้มีการกล่าวถึงประสิทธิผลทั้งในระดับบุคคลและระดับองค์กร

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## The Preface

The origins of the "what, why, how, who, where and when" of this case study, ensue from a personal story of the author. The author is of Indian origin and came to live in Thailand many years ago. A quest for self-development motivated her to join the Behavioral Science Research Institute (or "BSRI" as it is referred to in short) as a Ph.D. student. The BSRI is an academic faculty at the Srinakharinwirot University in Bangkok, Thailand, and this is identified as the "*what*" of this case.

The first experience of the author's interaction with the BSRI was as a doctoral degree student. After successful completion of the degree, the author applied for a teaching vacancy and got selected to join the BSRI as an academic faculty. Time went by. However, even after years of interaction, the author felt that her knowledge about the institute was rather limited; one of the main factors contributing to this was the language barrier. So how could the author gain more information about the institute and its founders? A discussion with her academic mentor (who was also the director at the BSRI) inspired her to prepare a full research project to evaluate the roots of behavioral sciences in Thailand, and especially the historical development of BSRI.

This paper aims to provide an overview of how the author/researcher empirically researched the historical development of the organization, the BSRI, and then later on used this case study of BSRI to share with others. The main rationale guiding the research is grounded in the importance of behavioral sciences in today's world. Moreover, with reference to the current paper, the "*why*" of building this case can perhaps be answered by clarifying the three main intentions of the researcher- i) to share the research based empirical information about the history of behavioral sciences in Thailand, with the focus on the development of the organizational case study of the BSRI; ii) to share how the case study or the organizational story (as it will be referred to in this paper) could be used as a tool in the organizational processes of knowledge sharing, knowledge management, and human resource development processes; and iii) to evaluate if such a case study could have wider use in both academic and applied scenarios.

The "*how*" of this paper refers to the process of building the case study of the BSRI. A qualitative research was designed by the author to fulfil two main objectives of examining - i) the historical roots, and the development; and ii) the contributions of the behavioral science in Thailand. A qualitative approach seemed most appropriate to meet the research objectives. Starting with a literature review of Thai research papers and BSRI's data base and followed by the second phase where data was gathered by in-depth interviews of 7 experts in the field of behavioral science (all having worked at the BSRI). The data was subsequently analyzed using qualitative guidelines, and then complied into a report published by the author (Mohan, 2015). The "*how*" of this case also refers to how the case study was shared with others rather than just the research purposes; e.g. knowledge sharing. Further applications would be discussed in the 3rd part of this paper.

The "*who*" in this paper can be referred to from three different perspectives. The first refers to the people who contributed towards the development of the behavioral sciences and the growth of BSRI in Thailand. Their contributions are explained in the 2nd part of this paper. The second group of people, related to this, are the researchers, academicians and practitioners in the field of behavioral sciences; for whom this historical information may share valuable insights about the development of the discipline. The third group of "*who*" in this paper refers to those researchers and practitioners who may be interested in developing a case study of an organization and use it for knowledge management and sharing. The implications of knowledge sharing for this group are explored in the 3rd part of this case.

To answer the "*where and when*" about the case study, the author puts forth the various situations/implications for sharing this organizational story of the BSRI at the end of this case. How could this paper about the organizational story of BSRI and its application in knowledge sharing, and knowledge management be useful? Could we identify how the process of building and sharing the organizational story could be valuable in the organizational learning process? The readers would be urged to evaluate the various aspects of organizational learning and development processes, and suggest the appropriate applications of using the organizational case study.

With this background, we move on to look deeper at the importance of the behavioral sciences, the case study of the BSRI, and the final discussion about the knowledge sharing initiatives.

### The Three Layers of Perspective in this Case Study

For the ease of understanding, readers are presented with three layers of perspective to understand the case study, which are encapsulated in figure 1. The first perspective focuses on the significance of behavioral sciences in the world. The second perspective showcases the development of the behavioral science in Thailand through the organizational case study of BSRI. The final perspective is about the application of the information generated from the case study; it explores how an organizational story could be applied as a strategic tool for an organization for various purposes such as socialization of new members, knowledge management, and organizational learning.
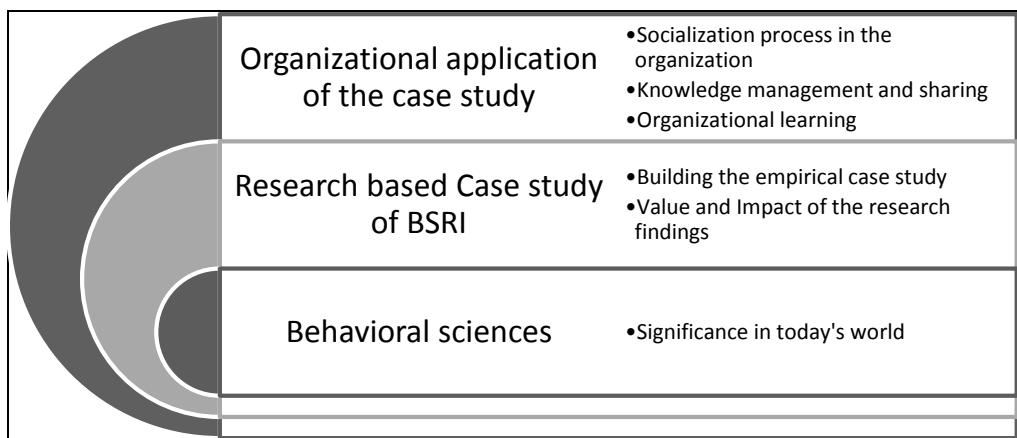


| Organizational application of the case study | •Socialization process in the organization<br>•Knowledge management and sharing<br>•Organizational learning |
| Research based Case study of BSRI | •Building the empirical case study<br>•Value and Impact of the research findings |
| Behavioral sciences | •Significance in today's world |

**Figure 1:** The Three Layers of the Perspective for the Case Study

### I. The Significance of Behavioral Sciences in Today's World

The core layer of this paper intends to share the importance of the discipline of behavioral sciences (BS) in the present time. In this section the readers are first presented with an overview of the development and significance of the behavioral sciences from the western context so that the distinctive contributions of the Thai behavioral sciences could be gauged later in a holistic and comparative manner.

The dynamic changes in our world today put the human behavior at an interesting and complex standpoint- both as the cause of the change and also as its impact. Behavioral science (BS) as an academic and applied discipline has great significance in today's world. Through its inter-disciplinary approach to understanding behavior, the field of behavioral science contributes to the creation of knowledge that is rich and gives a holistic view of the behavioral problems/ issues on hand. With contributions from various disciplines such as psychology, sociology, anthropology and education, to name a few, the understanding is wider in scope than could have been from the lens of just one discipline. Furthermore, the application of this knowledge has more practical benefits as it takes into account the diverse issues that are the causal factors of the problem, as well as looks at the diversity of impacts.

For understanding the importance of this discipline one should perhaps look at its historical development, particularly from the western context. Tracing the growth of the field of behavioral science from the early 1900's, Bottom (2009) noted that it emerged soon after the world war, with major contributions in the field coming from multidisciplinary approaches in the work context and from the field of organizational behavior. In the western world, the field of BS continued to flourish with the main links to organizational behavior. As way back in 1963, Bennis had noted that there was "an emerging action role for the behavioral scientist" in the organizational change movement. The interest in the academic and applied value of BS underwent some changes in the later decades of the 20th century. Commenting about their widening scope, Klemke, Hollinger, and Kline, (1980) noted that the behavioral sciences' contributions could be categorized in two broad areas: "neural or information" sciences and "social or relational" sciences. With an increasing scope of research and application in the current times, there is no one definition or scope of the behavioral sciences; it's as per the usage (Mohan, 2015).

Perhaps, one of the most noteworthy contributions of behavioral science has been that its knowledge is being used to merge the gap between scientific theory and its application in the real life practice, especially in the work place (Latham, 2007). Practitioners and researchers in the behavioral sciences investigate problems in real life and the aim to provide research based solutions. Irwin and Suplee (2012) also

highlight that the importance of the behavioral science knowledge is in its research and also its application. This special contribution of the behavioral sciences can be understood better in the next section when we read about the contributions of the BSRI.

Keeping in view this brief overview of behavioral science, perhaps more from a western perspective, we now move on to focus on the specific case of behavioral sciences from the eastern perspective- specifically from Thailand. There is not much literature in English to show the development of the field of behavioral science as such in eastern world. Hence we go on to the second layer or theme of this paper (figure 1) which focuses on the research based development of the case study of BSRI.

### II. The Case Study of the Behavioral Science Research Institute

As mentioned in the preface, the author initiated a research project to investigate the historical development of behavioral sciences in Thailand with the focus on the organization – the Behavioral Science Research Institute or "BSRI" at the Srinakharinwirot University in Bangkok. A qualitative approach was employed in the investigation and the main findings were consolidated to build the case study or the "organizational story" of the BSRI. So what were the salient findings that helped to build this story of BSRI? Let's review further.

## The Context of Thailand

Tracing the growth of an academic discipline is not an easy task. Krishnan (2009, p. 32) says that "like any other social phenomena academic disciplines do have a history. Every discipline can be analyzed by looking at its historical development". Many factors influence the development of disciplines, and since man is a "social animal", it is perhaps more so that social factors influence the growth of scientific knowledge (noted by Longino, 2016). The growth of behavioral sciences in Thailand has also been imbued by the socio-cultural influences and the national/contextual concerns. The Thai population is around 69.12 million as reported in 2010 (World Bank Organization, 2012), and about 94.6% follow Buddhism as their religion, as reported in the census of 2010 (National Statistics Office, 2011).

As noted by official websites even now, "95% of the Thai people are practitioners of Theravada Buddhism, the official religion of Thailand" (Tourism Authority of Thailand, 2016). Hence, Buddhism has influenced the growth of academic disciplines such as psychology (Tapanya, 2010), and along with other social-cultural factors, it also had an impact on behavioral science and its application in this country.

Another interesting aspect in the growth of any discipline in Thailand has been the use of Thai language predominantly in most of the academic publications. Though a rich database of research in behavioral sciences exits in Thai language, however there is limited information available in English language. So for the English speaking audience this information may remain largely inaccessible. Hence it became a personal quest for the author to give back to her *alma mater* by building this organizational case story of BSRI in English language.

## A Qualitative Research Investigation

So what was the process utilized for building this empirical case study? A qualitative research was designed by the author to trace the historical roots, the development, and the contributions of the behavioral science in Thailand. The rationale guiding this qualitative approach was – 1) to capture the insider's story about the emergence and the growth of the BSRI; and, 2) to make the research process systematic, valid and reliable. Hence the qualitative approach seemed most appropriate to meet the research objectives as it allowed in depth investigation of participants, allowing them to share their viewpoint in details (Silverman, 2004).

The subsequent research was conducted in two phases during 2014-15. The scope of the research was wider than just building the case story of BSRI. The first phase included a literature review of Thai research papers especially from the data base of the BSRI. The BSRI has online open access to all the researches published over the decades. The author took the help of research students at BSRI to scan and translate the information according to a format predesigned by the author to capture the related information. The main essence of the information was then translated to English.

In the second phase the data was gathered by in-depth interviews of 7 experts in the field of behavioral science, who had worked at the BSRI; 6 of them having worked as the directors of the institute. After consultation with the current experts in the faculty of BSRI, the "expert sampling" technique (Given, 2008) was used to prepare a list of key informants. The list generated was for 8 experts but the author could not conduct interview from one expert due to their prior work commitments. The interviews took a lot of time, ranging from a minimum of 45 minutes to a maximum of 2 hours.  Except for two current faculty members, most of the key informants were retired academicians. Appointments with each were scheduled with them. Open ended questions were designed to elicit the information required such as *"What are the roots of BSRI in Thailand?"; "What do you think are the unique contributions of behavioral science research?"* and so on. The interviews took place at a meeting room at the institute.

During this research, from the beginning the researcher kept a reflection journal and kept updating it as the research progressed. A researcher's reflections are an important part of a qualitative research paradigm. The researcher/author noted that the experience of doing the research helped her to gain knowledge about the history of BSRI, and also about the development of behavioral science discipline. Apart from that was the significance of the experience of learning from the experts- who had essentially lived the history of the institute. The most interesting and exciting part of the research was conducting interviews, as noted by the author (Mohan, 2015)-

*I am humbled by the learning and insights I could gain from the experts during each interview.* (p. 50)

The data collected through the research was subsequently analyzed using qualitative guidelines, and then complied into a report published by the author (Mohan, 2015).

So what were the main results that helped to create the "organizational story" of the BSRI? Some of these findings from the research are shared to show some main aspects about the organization- which in this case is the BSRI.

# Building the Case from the Main Findings

There was a vast amount of data generated by interviewing the 7 key informants. Examining and synthesizing the data from the research, several significant aspects of the development of BSRI were noted. As detailed in the full report by the author (Mohan, 2015), each key informant added valuable information. To secure the confidentiality of the informants, each key informant was given the name "E1, E2...till E7", where "E" stands for expert. Some of these key findings are shared herewith to show the rich history of the organization – and to showcase the story of BSRI. The story is shared in terms of the historical development of the institute, the emerging meaning of behavioral science from the Thai context, and some of the significant contributions from the field.

### *The Roots of BSRI*

The roots of the behavioral sciences in Thailand can be traced to development of the institute which is called the Behavioral Science Research Institute or BSRI. Going back into time, it can be said that the foundation of the BSRI was established by the "International Institute for Child Study", which was launched as a joint venture between the Thai government and UNESCO in 1955 (Behavioral Science Research Institute, 2016). There was also an active role played by the Thai Minister of Education. The earlier focus of the institute, as the name suggests, was in the area of child development.

Tracing the history of BSRI various informants willingly shared their recollection of the "history", as also detailed in the research report (Mohan, 2015). One of these experts, called "**E7**" traced the history of the institute with the researcher in great details and said, "Let me add some information for you". Before the institute was formally established, **E7** said-

> *There were six important persons selected by the Ministry of education (Thailand) who were selected to go to Toronto (Canada) to study for one year. They went there to learn everything about the institute of child development. They came back to Thailand*

> *with broad knowledge about to how to start an institute and set*
> *up the International Institute for Child Study in Bangkok.* (p. 22)

According to further information accrued, the most significant contribution towards the inception of the institute was by Mom Luang Pin Malakul, who became Permanent Secretary of the Ministry of Education in 1946. In this capacity, he oversaw the founding in 1949 of the Higher Teacher Training School at Prasanmit, (which went on to become Srinakharinwirot University) and the drafting of the first national education plan (http://www.swu.ac.th/en/content/history.asp). He was elected to two terms on the UNESCO Executive Board from 1952 to 1956, during which the association between the Ministry of Education Thailand and UNESCO gained strength.

However as time went on, the scope of the research work expanded, as also the changing academic environment, the institute became a faculty as also the college of education became a university. As reported by another expert **E2** (Mohan, 2015, p. 23)-

> *In 1975, the name of the Institute for Child Study was changed to*
> *BSRI when the institute became a department of Srinakharinwirot*
> *University* (the new name for the previous the College of Education).

Thus BSRI was formally set up in 1975 and then developed a curriculum to teach behavioral science at master and doctoral level (http://bsri.swu.ac.th/aboutus_eng.htm). With its two main functions of teaching and research, the institute has made significant contributions towards the development of the discipline of behavioral science and also its research.

Impetus to the growth in behavioral sciences and its research in Thailand came from the formal establishment of BSRI. **E1** mentioned that "though BSRI had roots in research about child development, it later enhanced to the scope to include all human behavior" (Mohan, 2015, p. 24).

The research work at BSRI was aimed to solve problems and look at local issues, thus helping to create new theories and models which were relevant from the Thai context. As further elucidated by the expert **E2**-

> *The root of behavioral science research is related to the establishment of the BSRI. At first the knowledge in psychology in Thailand waslargely derived from western theories and research findings.* (Mohan, 2015, p. 23)

As time went by, behavioral sciences in Thailand garnered strength both from the creation of academic knowledge, research ventures and also the research applications. What is then the distinct meaning of behavioral science as viewed from Thai perspective?

### The Meaning of Behavioral Science from the Thai Context

During the research and after the analyses of the information, one could note the special flavor (if I may use this term) of the meaning and contributions of BSRI towards behavioral sciences (BS).

An eminent behavioral scientist who worked at the BSRI, Bhanthumnavin (2001) has mentioned that the academic discipline of psycho-behavioral science research emerged formally in Thailand in 1974. In the view of Suvannathat (1983), initially the behavioral science had contributions from three major disciplines - sociology, psychology and anthropology. Expanding this perspective, **E1** (another eminent expert in BS), said that the other disciplines that contributed towards behavioral science were- "*education, psychology, educational psychology, sociology and also a focus on research methodology*" (Mohan, 2015, p. 26).

So what was the focus of BS? This can be understood from the explanation by Suvannathat (1983) who worked at the BSRI, and wrote that the study of behavioral science can be identified from two main dimensions: 1) The study that investigates human behaviors; and 2) that which uses a scientific methodology to investigate these human behaviors.

Over the decades the BSRI has contributed to the development of BS knowledge and also to the research in BS. Explaining this, a previous director of the BSRI, Chuawanlee (2005), wrote that the behavioral science research at the institute adopts an interdisciplinary approach because human behaviors are complex and

difficult to understand. Many researches on contemporary issues were undertaken by the faculty and also by the graduate students who enrolled at the institute for their master and doctoral level degrees.

Another aspect of the growth of BS was the use of rich methodology to support the investigations. This was highlighted by **E2** (expert in BS) who said-

> *Behavioral Science research welcomes both qualitative and quantitative approaches while in some discipline one approach is more eminent than another approach* (Mohan, 2015, p. 30).

Another feature of the growth of the BSRI was the academic collaboration which is also mentioned by **E3**-

> *Many joint projects of research were initiated at BSRI. The first one was also collaboration between the team at BSRI and other faculties* (Mohan, 2015, p. 33).

As mentioned earlier the BS plays an important role in merging the gap between scientific theory and its application in the real life practice (Latham, 2007; Irwin and Suplee, 2012) and this was a very significant role of the BSRI too. The research based knowledge that was developed at the BSRI has also helped in developing behavioral science interventions to address the contemporary behavioral issues and problems related to educational reforms, family involvement in the upbringing of children, nutrition and obesity, HIV Aids, and other vital problems (Mohan, 2016). One example of the research and its application is highlighted by **E4** who shared that-

> *The significant development of the "moral tree model" in 1993 (Banthumnavin, 1995) at the BSRI is still used in research work* (p. 33).

The BSRI's team of researchers also got involved in Thailand's national policy level endeavors, to understand the important behavioral issues through research, and then design instruments and interventions to uphold the quality of life among the community and the country.  The details of these research interventions are also listed on the institute's website.

### *The Significant Contributions of BSRI*

There have been many significant contributions of the institute since its establishment over the last 62 years. Some of the contributions that were found during the research have been highlighted by the author (Mohan, 2015, 2016) and are summarized here-

1. Creation of rich behavioral science knowledge that provides a holistic understanding of behavior through its multidisciplinary approach.

2. Developing a rigorous academic curriculum that offers master and doctoral level students an opportunity to study behavioral science and create their own research outputs in the area of "applied behavioral science research".

3. Creation of robust and high quality data base of significant researches and projects that have been undertaken at the BSRI. The website of the BSRI reports 163 researches (http://bsris.swu.ac.th/research_public.asp) in various areas and with different issues related to behavioral sciences.

4. Publishing three high quality behavioral science journals- two in Thai language and one in English (IJBS). All three are indexed in the tier 1 of Thai Citation Index (TCI), are peer reviewed and open access journals that can be accessed at the institute's website (http://bsris.swu.ac.th/journal/index.html).

It is perhaps not within the scope of the current case study to enlist all the contributions found during the qualitative investigations that have been made by the researchers and faculty members at the BSRI.

In conclusion we may note that the institute is currently in its 62nd year since establishment and is still a significant part of the academic community with its unique focus on behavioral science and applied behavioral science research.

Concluding this section the author would like to share a personal note that it was indeed a very satisfying journey to conduct the research and get to know more

about her workplace. Documenting the feelings, the author had expressed (Mohan, 2015, p. 49)-

> *This research was a personal journey of learning and development as it took me along diverse paths to different destinations that perhaps I didn't know I was going to visit when I first began this study.*

The experts were people who had experienced the historical development of the BSRI and they were all very generous in sharing their stories (*organizational stories*). The in-depth interviews facilitated a deeper learning for the author about BSRI from the senior faculty (*organizational memory*), and the process was indeed valuable in terms of sharing of information (*knowledge sharing*). So was completing the research project enough or was something else done? Let's find out in the last section.

(A small note to the readers- the words in italics in the previous paragraph are linked to the application of this case study in part III).

### III. Application of the Case Study for Human Resources Development

After completing the research based investigation the author took various initiatives to share this research knowledge. In terms of academic sharing, the author prepared a research report (Mohan, 2015) that has been shared on the website of the BSRI and has open access. Hence the report has become a part of the knowledge management process at the BSRI. Furthermore, the author went on to share this research knowledge about the case study of BSRI through at least three different platforms with slightly different objectives as enumerated:

1. Organizational learning: A presentation of the research – the case study of the BSRI was shared though a presentation with the faculty and staff during the monthly staff meeting. The aim was to share the information and also to take feedback from them to make any changes in the research findings. This also provided an opportunity to capture the organizational memory that exists within the organizational members.

2. New faculty orientation: Then the author designed a project to share this case study with the new joinees or the new faculty and staff who joined the BSRI in 2016. An interactive session was designed with the aim to share the knowledge and orient the new joinees with the history of BSRI. This included a PowerPoint presentation and Q&A sessions. The intention was to share the "organizational story" and contribute to the "organizational socialization process".

3. Organizational knowledge sharing: Finally the author presented the research as a keynote address to a larger audience at the 12th International Postgraduate Research Colloquium hosted by the BSRI (Mohan, 2015, August 27). The audience comprised of students and faculty from diverse faculties, including the postgraduate students at the BSRI. The aim was to disseminate knowledge about the BSRI and also share the organizational impact on the development of the discipline of behavioral science in Thailand.

All initiatives received a positive feedback from the participants who found the presentation of the research quite interesting and informative. These presentations formed a part of the knowledge sharing and knowledge management initiatives designed to match the aims of the strategic plan of the BSRI. The second presentation was aimed at new faculty orientation and the last two aimed to help the socialization process of the new joinees (both employees and students) at BSRI; socialization of new comers to an organization forming a vital part of the human resource development endeavors.

## Concluding Thoughts and Links to Organizational Outcomes

The development of the research based organizational case study has been useful both in terms of its academic and applied value. More than that it was also a personal journey which had many benefits- using research as a method of in-depth investigation, building an understanding of the organizational culture and also applying the knowledge to build and share the "case study" of BSRI. The initial

responses to the sharing of the organizational story may contribute to the organizational socialization process as highlighted by Kreitner (2009). Furthermore, as stressed by Mondy and Mondy (2012), the orientation process plays a significant role in building the organizational culture and it helps to build the employee-organizational fit; thus having an impact on the human resource management process.

An integral part of the knowledge management in any organization are the efforts to retain organizational knowledge and organizational memory; both are often used as synonyms according to Jennex and Olfman (2003). Furthermore, the organizational memory can be stored as the history of the organization and recreated later on to share with the employees for enhancing organizational effectiveness. According to Dawson (2003) the organizational story can be a powerful narrative to influence a change process in an organization as well. So could I use the "organizational story" of BSRI for some other purposes?

The importance of employee development, training, and socialization are important aspects of human resources management in any organization (Mondy and Mondy, 2012). According to Dessler (2011), employee orientation is an important function of any organization that provides functional information to employees and also helps them to get "emotionally attached" to their organization. Dessler (2011) clearly enunciates the importance of the socialization process as he highlights that the orientation program for the employees should involve the features of- a) understanding the culture of the organization, and b) become socialized into the firm's culture and ways of doing things. Kreitner (2009, p. 260) has also noted that orientation training in which the employees learn about the organization's history and culture are important first steps in the socialization process. So by sharing the BSRI's story were we successful in socializing the employees?

Though the orientation programs are a formal part of human resource development in many organizations, yet there is not enough research based evidence to record the impact if these activities (Akdere & Schmidt, 2008). So how could we measure the impact of using an organizational case study, such as this, in the orientation program and also its impact on the knowledge management process of an organization?

**Teaching Note: A Case for Further Investigation of Organizational Application**

It is recommended that this case study be used as an example of how organizations could build a research based organizational case story and use it as strategic tool for development and other areas of strategic management. It could be useful to analyze this paper from both research and also applied perspectives.

For researchers and those interested in developing case studies, questions that maybe thought-provoking are- 1) So what can be other research designs to develop empirical case study of an organization's history?; or 2) What methods of research analyses could yield other significant information?

Setting a direction regarding its application, this case study could be of use in at least two identified areas within organizations - for human resource development as well as knowledge management within organizations. The readers are urged to think more about the scope of applications of an organizational case study. Some questions that may be useful are: 1) What can be the other ways of applying the "organizational story" for supporting the human resource development in the organization? and, 2) How do we measure the impact of sharing such a case study on the knowledge management outcomes?

As it may not be within the scope of this paper to list all applications about using the case study, it is recommended that innovative pathways be explored further.

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