

**WORKFORCE DIVERSITY MANAGEMENT FOR EQUITY AND  
FAIRNESS, CASE STUDY ON THE DISABILITY WORKERS  
MANAGEMENT IN GOVERNMENT ORGANIZATIONS**



**Suchavadee Dejthongjun**

**A Dissertation Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
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## ABSTRACT

<b>Title of Dissertation</b>	WORKFORCE DIVERSITY MANAGEMENT FOR EQUITY AND FAIRNESS, CASE STUDY ON THE DISABILITY WORKERS MANAGEMENT IN GOVERNMENT ORGANIZATIONS
<b>Author</b>	Suchavadee Dejthongjun
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The objectives of this research were to 1) to study the guidelines and limitation of the four ministries in implementing the disability employment policy according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013); 2) to study and synthesize diversity management through the dimension of the process of human resource planning, recruitment, selection, human capital development, and career development for persons with disability of the four ministries (specifically the organizations employ the persons with disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013); 3) to study and synthesize diversity management in terms of working form and atmosphere between general employees and employees with disabilities in the four ministries and 4) to provide theoretical finding, policy and practical suggestions related to employment of persons with disabilities and diversity management of disability in government organizations (only the ones which employ the persons with disabilities according to Section 33). This research used the qualitative research model. The samples consisted of 75 persons who were policy makers, policy implementers, supervisors, colleagues, and employees with disabilities in 4 ministries. The samples were selected by using the stratified sampling method, the purposive sampling method, and the snowball or chain sampling method. Data were analyzed from document analysis, observation including non-participant observation, in-depth interviews and focus groups. The research results were found as follows:

Successfully implementing the disability employment policy had several important factors as follows: 1) There were main agencies responsible for the employment policy of persons with disabilities, namely the Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities; 2) the communication creating mutual understanding within government agencies on disability employment policies; 3) the focus on policy implementation by top executives; 4) the organizational structure and the chain of command must be united and 5) understanding persons with disabilities.

Diversity management through the dimension of the process of human resource planning, recruitment, selection, human capital development, and career development for persons with disability of the four ministries (specifically the organizations which employ persons with disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)). For the issue of equity and fairness, there are several important issues as follows:

1) Human resource planning in employing persons with disabilities. The Ministerial Regulation of Prescribing the Number of Persons with Disabilities Employed by Employees or Entrepreneurs and Government Agencies, B.E.2554 had prescribed the proportion of disability employment in government agencies to strictly calculate the workforce of persons with disabilities in their own agencies. However, the research found that in allocating manpower to employ persons with disabilities, based on the Ministerial Regulation and Section 33, some agencies had encountered the problem of no positions available to employ them.

2) The recruitment process of persons with disabilities. In general, this process is complied with the laws and the guideline stated by the Office of the Civil Service Commission (OCSC) in the circular letter no. 1004/21, issued on 3<sup>rd</sup> November 2017. Recruitment sources to look for persons with disabilities were the agency responsible for the employment of persons with disabilities, the government agencies which offer scholarships to persons with disabilities, vacancy announcement

by people who work for the agencies which were opening positions, the sharing of vacancy announcement by the people who were close to persons with disabilities and the associations or agencies related to persons with disabilities. The most effective source of recruitment in the present day was via social or other technological media which persons with disabilities were able to access more. There were 4 factors contributing to the effective and successful recruitment; cooperation and assistance between external agencies which were affiliated with the same ministry, the reputation of organizations, some departments open positions welcoming applicants from various fields of study and educational qualifications and physical readiness of agencies which aim to recruit persons with disabilities.

3) The selection processes. The examination to measure the qualification of persons with disabilities is varied as much as the one to measure general people; there are written exams, interviews, and practical exams. Another essential operation is the preparation of facilities for examinees with different disabilities to promote equity and fairness.

4) The human capital development processes. These processes were managed by government agencies for employees with disabilities for equality and fairness. They included (1) the main priority of the human capital development was to prepare persons with disabilities to enter the organization and providing living skills with others in the organization, (2) employees with disabilities had the opportunity to develop, train and grow in a career path equally and fairly, and (3) the most common method of human capital development for employees with disabilities was teaching while working or on-the-job training. Limitations resulting in inequality and unfairness to the human capital development of employees with disabilities were (1) disability was raised as a limitation on the development of employees with disabilities, (2) the types of positions of employees with disabilities affected their opportunities to receive training and career path development, and 3) some types of employees with disabilities were not able to enter the career path process because of some complications and a lot of information involved.

Diversity management in terms of working collaboration between general employees and employees with disabilities in the four ministries had key issue in which the sample group agreed in the collaboration between employees with disabilities and general employees was the attitudes and understanding of disabilities of their supervisors and their colleagues, essentially leading to a happier and more efficient coexistence and collaboration.



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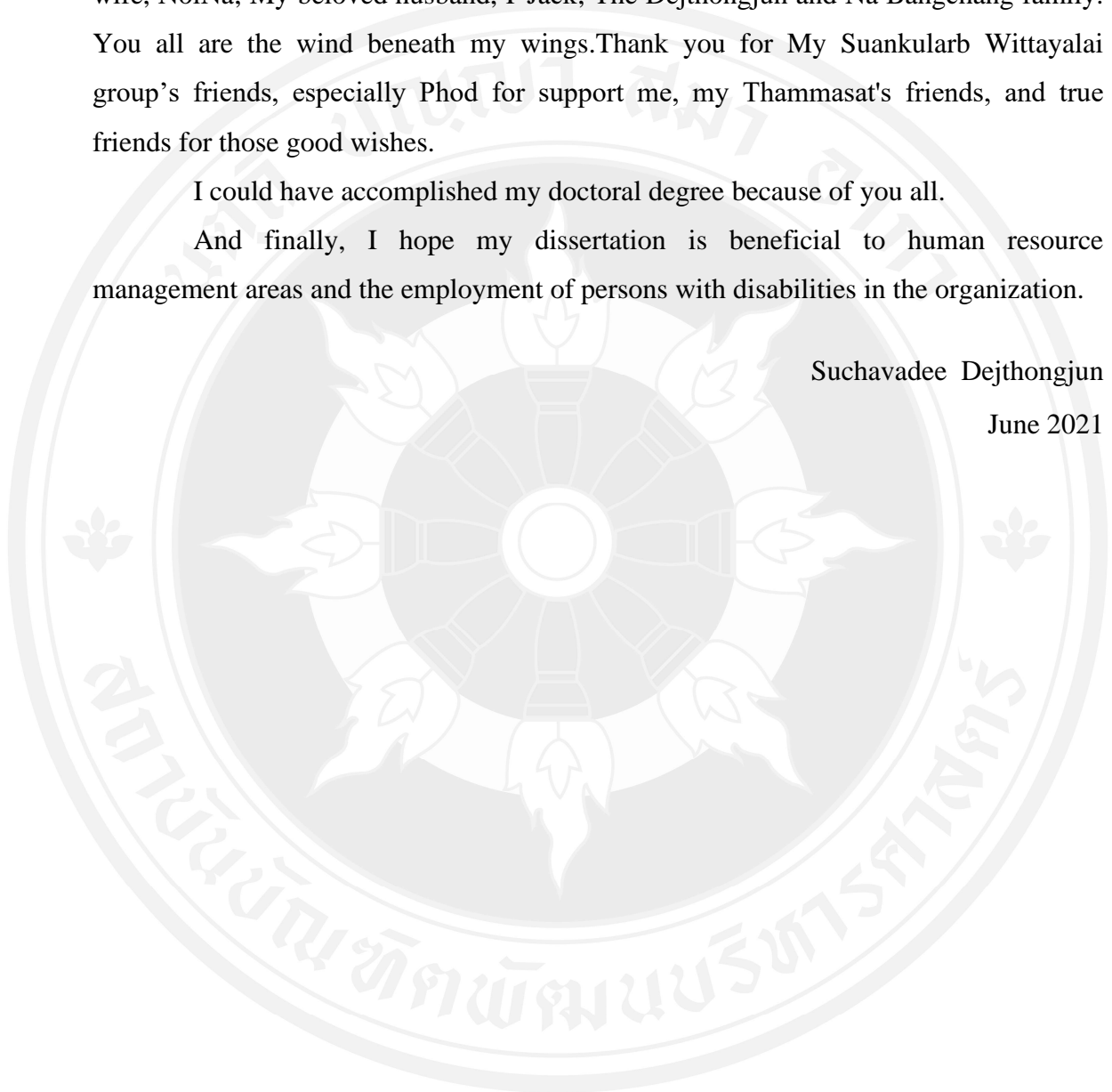
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Suchavadee Dejthongjun

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# CHAPTER 1

## INTRODUCTION

### 1.1 Problem Statement

Today, man or human resource is widely recognized as the most important resource in organizational management. It is considered as the main factor driving organizations toward a success. Thus, any organization focusing on human resource management is expected to eventually reach its goals and achievement and create sustainable competitive advantages.

Meanwhile, there is a rich of diversity among man or human resource, i.e., labor workforce, in the labor market in terms of culture, ethnicity, nationality, age, religion, disability, gender, education, and belief (Edwin, 2001, as cited in Shaker Ardakani, Abzari, Shaemi, & Fathi, 2016, p. 408). In other words, diversity means different traits belonging to different individuals; they can be reflected when an individual's trait is compared with others'. (Brimhall, Lizano, & Barak, 2014, p. 79) Diversity in labor workforce leads to the difference of human capital, either derived from birth or accumulation of experiences, from person to person. Diversity, whether similar or different, can affect process of thinking, learning, perception, and motive, resulting in different behaviors expressed by individuals who work in the same organization.

On the other hand, from the perspective of the fundamental idea of Resource Based View theory (RBV), an organization with diversity of human resources and human capitals and with successful diversity management for utilization can enhance its own efficiency and efficacy, leading to successful operation and delivery of benefit to its stakeholders. In addition, diversity management can lead to competitive advantages and corporate reputation (Cooke & Saini, 2010, p. 480).

Dimension of diversity in labor workforce can be divided into several groups, including the persons with disabilities; these people are listed in the group of diversity of physical abilities or disabilities. Prapaisri Thumviriyavong (2016, pp. 4-6) categorized personnel diversity in organizations into 15 groups. They also include employees with general health and those with disabilities. The point here is that if the former and latter groups work in the same organization, it can lead to the feeling of difference or unequal practices in the process of human resource management, such as recruitment and selection, position appointment, benefits, development opportunities, training, or participation in organizational activities. It also includes acceptance, sympathy, or different treatments toward different persons.

Moreover, considering the definition of persons with disabilities, it means person who has a limitation to perform their daily activities or to fully participate in society due to visual, hearing, mobility, communication, mental, emotional, behavioral, intellectual, learning or other impairments, in combination with obstacles in various ways, and has special needs to obtain any particular aid in order to perform their daily activities or participate in society like normal persons. (Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and Empowerment of Persons with Disabilities Act (No. 2), B.E. 2556 (2013)). When compare persons with disabilities with other types of diversity, the persons with disabilities are the group with more restriction in their lives than the persons with racial, gender, educational, and other differences. Therefore, in this study, the researcher chooses to study the persons with disabilities as the study population as it is interesting to study and find out answers about diversity management within organizations.

An organization cannot raise the issue of difference or diversity as a claim for discrimination or bias in management that leads to inequality or unfairness. The international principles of Human Rights emphasize the importance of equality between persons with disabilities and general people in terms of human dignity. Therefore, all countries have adopted the practical guidelines from the Universal Declaration of Human Rights 1948, the Convention on the Rights of Persons with Disabilities, and other internationally relevant policies aiming at caring and protecting persons with disabilities, for example, the Standard Rules on the Equalization of

Opportunities for Persons with Disabilities, 1993 A.D. and the Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 A.D. (No. 159).

In Thailand, the rights of persons with disabilities are comprehensively protected in accordance with international principles. The protection also covers employment right according to Section 20 (3) and (4) of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013), which states that:

A Person with Disabilities has the right to access and utilize public facilities including welfare services and other supports from the State as follows: ...

(3) vocational Rehabilitation including up to standard services, labor protection, measures for employment opportunity, promotion of independence occupation, media services, technology facilities and any other assistance to support work and occupation of Persons with Disabilities according to the rules, procedures and conditions prescribed by the Minister of Labor;

(4) acceptance and participation in social, economic, and political activities in a full and efficient manner on an equal basis with general persons as well as the receiving various facilities and services according to the needs of Persons with Disabilities.

At present, a number of persons with disabilities have already entered the labor market in Thailand; though the proportion of those working in organizations is still small, the trend for persons with disabilities entering the labor market is likely on the rise in all public, state enterprise, and private sectors, supported by state policies and related laws. To have persons with disabilities working in the organization, it must have a policy and purpose to employ persons with disabilities, including the system of diversity management for equity and fairness between employees with general health and employees with disabilities. The system must begin with fairness in recruitment, selection, hiring and to the creation of working atmosphere which does not incur the feeling of difference; there must not be discrimination in human resource management, for example, personnel selection for promotion in several occasions, development and training, and career development plan.

Thus, the research study of Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations is established. The researcher aims to study the guideline and limitation in implementing the strategy of disability employment for organizations according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013) specifically, the diversity management on the process of human resource planning, recruitment, selection, human capital development and career development for persons with disabilities in the government sector from four ministries (only the agencies employ the persons with disabilities according to Section 33), including diversity management on working form and atmosphere between general employees and employees with disabilities from the four ministries. The researcher employed the study guidelines of qualitative research throughout the study.

## **1.2 Research Objectives**

In this study, the researcher aims to study and find out answers about diversity management in government organizations in terms of disability management in accordance with the implementation of disability employment policy legislated in Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). As such, the objectives of this study consist of the following items:

To study the guidelines and limitation of the four ministries in implementing the disability employment policy according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013).

To study and synthesize diversity management through the dimension of the process of human resource planning, recruitment, selection, human capital development, and career development for persons with disability of the four ministries (specifically the organizations employ the persons with disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)).

To study and synthesize diversity management in terms of working form and atmosphere between general employees and employees with disabilities in the four ministries.

To provide theoretical finding, policy and practical suggestions related to employment of persons with disabilities and diversity management of disability in government organizations (only the ones which employ the persons with disabilities according to Section 33).

### **1.3 Research Questions**

To study the research topic, apart from setting the four objectives, the researcher has determined the following scopes of research questions to answer each objective:

- 1) What are the key factors, process, and limitation to implement the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)?
- 2) What are the guidelines for manpower allocation to employ persons with disabilities, including specifying position types for employment, based on the organization's context and decision-making process?
- 3) To manage human resources equally and fairly in terms of diversity management between general employees and employees of persons with disabilities, what should the processes of recruitment, selection, human capital development and career development be?
- 4) Before and after persons with disabilities working with the organization, what are the best practices in preparing and creating a good working atmosphere where executives, general employees, and employees with disabilities can work together?
- 5) What are the obstacles of the government system related to implement the employment policy of persons with disabilities and diversity management between general employees and employees of persons with disabilities?

## 1.4 Scope of Research

In this study, the researcher determined the following three topics as its research scope:

1) The scope of content. The researcher focused on the scope of content as follows:

To study the factors and contexts on the implementation of disability employment strategy based on Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013).

To study the guidelines and context of government organizations in making decisions on human resource planning to employ persons with disabilities based on Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013).

To study the guidelines and practice of human resource management in government organizations aiming to manage diversity; they are specifically human resource planning, recruitment and selection, human capital development and career development, and effective working atmosphere, leading to equality between employees with general health and with disabilities.

The study also includes understanding the characteristics and attitudes of persons with disabilities, supervisors and colleagues, so that it can propose guidelines and preparation for collaboration between supervisors, colleagues, and persons with disabilities in the organization.

To study practices involved with employment of persons with disabilities, so that the study can provide recommendations on policies and practices to main agencies responsible to proceed with the mission.

2) The scope of population and areas. The researcher conducted the study with qualitative research methods by studying the context of disability employment in the government organizations that employ persons with disabilities. Therefore, the population and sample of the study are divided into two large groups:

(1) The main population in the study includes the leaders who implement disability employment policy; they are executives and agencies responsible for

management and development of disability manpower and the persons with disabilities who have been employed in the ministries according to Section 33, supervisors and colleagues in four ministries, which are the Ministry of Finance, the Ministry of Social Development and Human Security, Ministry of Education, and Ministry of Public Health.

(2) The stakeholder population in the study means those who are involved with policy formulation, supervision, and monitoring for ministries, so that they can correctly employ persons with disabilities according to the laws. They are also the groups who are specialized in disability employment or diversity management in organizations, namely the Director of the Department of Empowerment of Persons with Disabilities, Director of the Division of Fund and Equality Promotion for Persons with Disabilities, Head of Disability Employment Group in The Division of Fund and Equality Promotion for Persons with Disabilities, etc.

The researcher explains further details of population and sample groups in Chapter Three.

3) The scope of time. In terms of the scope of time, the researcher spent two years to study (from January 2018 – December 2019).

## **1.5 Benefits of Study**

The researcher expects that from this research study, it will generate benefits as follows:

Discover the right form to implement the strategy of disability employment in organizations which leads to successful practices.

Discover the form of human resources management system, which includes human resource planning, recruitment and selection, human capital development and career development, aiming to manage diversity between persons with disabilities and general employees in all types of government organizations and to establish equality and fairness.

Discover the guidelines and preparation towards working and living together between supervisors, colleagues, and persons with disabilities in (from the preparatory

stage before employing persons with disabilities to the caring of persons with disability and their mental and attitude adjustment toward working).

Provide policy suggestions for employment of persons with disabilities, including diversity management of disability in government organizations.



## CHAPTER 2

### LITERATURE REVIEW

In the research “Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations”, the researcher reviewed literature from various sources including books, documents, laws, regulations, guidelines, complete research, and research articles. The literature review was intended to cover relevant theories and concepts to the research topic. The researcher, thus, divided the topic into the following key issues:

- 2.1 Workforce diversity management in organizations.
- 2.2 Human resource management in organizations.
- 2.3 Equity and Fairness.
- 2.4 Persons with disabilities and disability employment
- 2.5 Related research.

#### **2.1 Workforce Diversity Management in Organizations**

Human resource diversity or workforce diversity is a result of changes in demographic characteristics. The changes have affected the workforce or human resources in the labor market in multiple ways, for example, the increasing number of women in the market comparing to the past and age difference among people who are from different generations. Besides, the emphasis on human rights and equality in the society has encouraged and promoted disability employment, which finally becomes a dimension of workforce diversity in organizations.

Workforce diversity management is a key topic in organizational and human resource management in the 21st century. If we looked back in the mid-1980s, we would find that the concept of diversity came from a dimension of human resource management in the United States. Such dimension has later impacted the change of

population in organizations. Diversity management is involved with retention, integration, and career development. Moreover, laws on human rights and equity of ethnic minorities, women, elderly, disabled, gay and lesbian have increased between 1990s and 2000s. Consequently, the awareness, acceptance, and appreciation toward different individuals have been established in the workplace and society (Cooke, 2014, p. 99). Diversity management thus is a tool to synergize human capital within organizations and prevent organizational management with stereotyping, prejudice, and discrimination (Sirapatsorn Wongthongdee, 2016, p. 277) that can cause an inefficient human resource management.

### **2.1.1 Workforce Diversity**

#### 1) The definition of workforce diversity

Diversity means the consideration of differences between one person and the others; the differences include age, ethnic group, education, sexual orientation, work habit, race, sex, etc. (Dolezalek, 2008, as cited in Noe, Hollenbeck, Gerhart, & Wright, 2012, p. 405)

Rosado (2006, p. 5) defines personnel or workforce diversity as total differences a person has when becoming a member of an organization.

Kaniknart Rakrod Sutthirak (2015, p. 4) explains that diversity means the differences between individuals in an organization; such differences are essential for modern management of human resources, assisting the organization to prepare for and cope with the changes of management. Key points of diversity are the differences in age, race, culture, and society, for example.

Siriyupa Roongrerngsuke (2015) defines the word 'diversity' that it refers to the acceptance and appreciation toward differences among individuals; they are race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical condition, religion, and belief that includes political belief.

Bedi, Lakra, and Gupta (2014, p. 102) explain that workforce diversity means the similarity and difference of characteristics including age, sex, ethnicity, race, physical conditions, both healthy and impaired, nationality, and sexual orientation, which can affect the operation of an organization.

## 2) Type of workforce diversity

Daft (2008, as cited in Pimolpan Chueabangkaew, 2011, p. 154) categorizes diversity among people or labors as primary dimension - age, gender, race, ethnicity, sexual orientation, physical ability, etc. - and secondary dimension - education, belief/religion, military experience, domicile, income, work experience, parental status, and marriage status.

The division of diversity by Daft, R. L. is in line with Caleb Rosado's diversity classification (Rosado, 2006, p. 7) which proposes two dimensions – primary and secondary dimensions - as well. Rosado explains that the primary dimension is the person's inherent diversity and secondary dimension the diversity accumulated or created by that person as shown in Figure 2.1

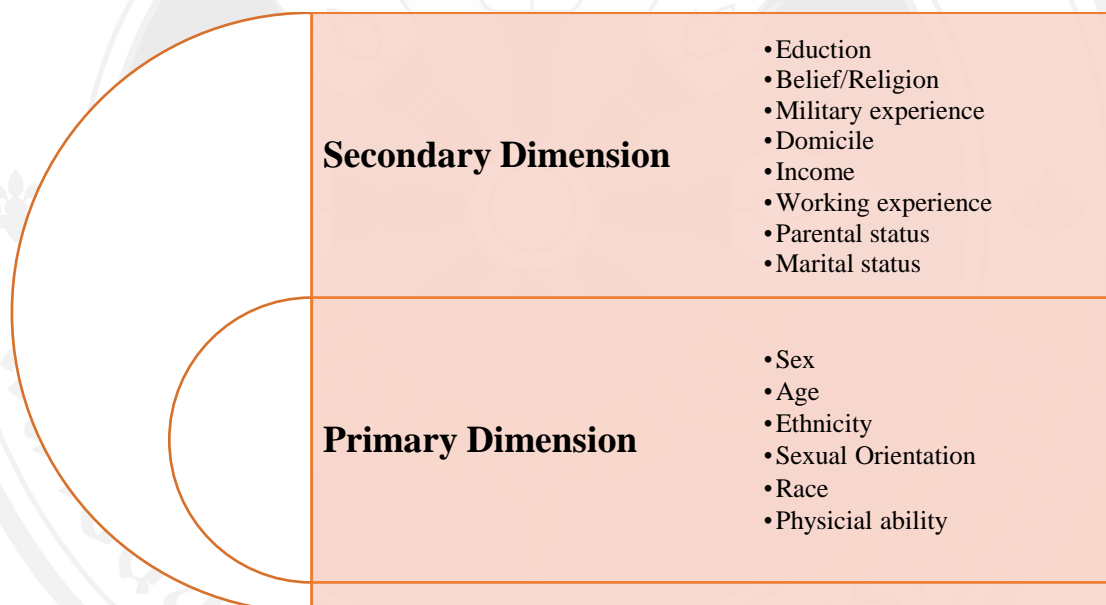


Figure 2.1 Diversity Dimensions

Source: Adapted from Daft (2008) as cited in Pimolpan Chueabangkaew (2011, p. 154); Rosado (2008, p. 7)

According to the division of dimensions in diversity from Figure 2.1, there are several interesting groups, including persons with disabilities; these people are within the category of physical ability in Daft, R. L.'s primary dimension of diversity and of disabilities in Rosado's primary dimension.

Prapaisri Thumviriyavong (2016, pp. 4-6) divides workforce diversity into 15 groups:

1) People from different ages and generations in organizations can lead to different lifestyles. As a result, different dissatisfactions toward the operation of organizations may occur, or there might be a gap between people from different ages.

2) Gender difference can affect management in terms of, for example, communication and attention of thoughts and feelings of people with different genders.

3) Education institutions, where employees graduated, can create a sense of "institutionalism" and lead to the sense of difference in an organization.

4) Regionalism or provincialism, like institutionalism, can cause a feeling of difference and discrimination among people from the same region or province.

5) The nature of employees working together can result in group formation, or workers who once worked together in the former workplace may form their own group. These workers will see different problems and think differently.

6) Multinational corporations investing in Thailand have both Thai and foreign employees, causing the differences in terms of language and culture. It can bring the barrier of communication to the organizations.

7) Hiring foreign workers means there will be language and cultural differences; employees may split into different groups like the case seen in multinational corporations.

8) The character of career groups is different, as there is a wide range of positions in an organization requiring distinct knowledge. Meanwhile, each group has different topics of interest.

9) Form of employment is different between full-time employees, out-source, and contract employees; each type of employees has also different enthusiasm, responsibility, honesty, loyalty, and characteristics.

10) The change of company's structure, such as business merger, business dissolution to join with other companies, or the switch of executives, can result in differences among employees.

11) The difference between employees who are and are not members of the labor union means the company must carefully communicate with them.

12) Disharmony among employees due to conflicts, internal competition, or internal politics is a result of the company's characteristics.

13) A group of employees with different family backgrounds, taste, and values refuses to accept any insult against their differences.

14) The differences in job characteristics, salary, and positions.

15) If the group of employees with general health and with disabilities work in the same organization, it might create the feeling of difference or unequal treatment in terms of human resource management, such as recruitment and selection, benefits and opportunities for self-development, training or participation in the organization's activities. This can include being accepted, receiving empathy from others, or reacting differently toward different people.

Woodard and Saini (2006) explain that diversity is a dimension of differences among people which are related to gender, race, ethnicity, physical disability, sexual attitude, education, experience, point of view, belief, personality, value, duty, competency, economic and social status, parental status, genetic, attitude, and skill.

Meanwhile, Rangsan Prasertsri (2005, pp. 52-54) considers that workforce diversity represents demographic difference which can be divided into the followings: 1) sex; 2) age; 3) Marital status; 4) body structure; 5) seniority at work; and 6) religion.

Therefore, if consider the classification of workforce diversity in organizations made by the scholars the researcher has mentioned above, it can be summarized in a comparative point of view as seen in the table 2.1

Table 2.1 Comparative of Workforce Diversity in Organizations Made by the Scholars

Diversity	Scholars				
	Daft,R.L. (2008)	Caleb Rosado (2008)	Prapaisri Thumviriyavong (2016)	Nina Woodard and Debi N. Saini (2006)	Rangsan Prasertsri (2005)
Sex	✓	✓	✓	✓	✓
Age	✓	✓	✓		✓
Ethnicity	✓	✓		✓	
Sexual orientation	✓	✓		✓	
Race	✓	✓		✓	
Physical ability	✓	✓	✓	✓	✓
Education	✓	✓	✓	✓	
Belief/Religion	✓			✓	✓
Military experience	✓				
Domicile	✓		✓		
Income	✓		✓		
Working experience	✓			✓	✓
Parental status	✓			✓	
Value		✓	✓	✓	
Culture		✓	✓		
			(Multinational corporations/Foreign labors)		
Language		✓	✓		
			(Multinational corporations/Foreign labors)		
Occupation		✓	✓		
Learning characteristics		✓			

	Scholars				
	Daft,R.L. (2008)	Caleb Rosado (2008)	Prapaisri Thumviriyavong (2016)	Nina Woodard and Debi N. Saini (2006)	Rangsan Prasertsri (2005)
Diversity					
Nature of employees			✓		
Employment position			✓		
Group from company's structural change			✓		
members of labor union			✓		
Departments with conflicts among employees			✓		
Marital status	✓				✓
Economic and social status				✓	
Competency				✓	
Skills				✓	
Point of view and attitude				✓	

### 2.1.2 Workforce Diversity Management

#### 1) Definition of diversity management

According to the literature review, the researcher found that there are many people who define workforce diversity. Their definitions can be divided into 3 groups based on the key points in their definition as follows:

The first group put the definition of workforce diversity as policy and strategy as follows:

Siriyupa Roongrengsuke (2015) said that diversity management refers to an organization with policies of human resource management which does not

exclude persons with diversity. In other words, it means that anyone with capabilities can work with the organization; they can get promotion in their jobs and will be treated like other employees.

Bedi et al. (2014, p. 102) said that diversity management is a strategy to promote awareness, knowledge, and application of diversity within organizations. Workforce diversity is crucial to the complexity of organizational management. Success in diversity management will result in effective communication and good productivity of the organization.

The second group put the definition of workforce diversity as process and methods as follows:

Rosado (2006, p. 5) said that diversity management is a process to show different talents and capabilities which members of organizations bring to the communities or societies in their organizations. Moreover, diversity can enhance the potentiality of and maximize benefits for organizations.

Woodard and Saini (2006) put a definition of diversity management as the process to develop environment which facilitates the operation of employees; it will prioritize different attributes between groups and individuals. It is also seen as a new form to create equal opportunity.

Krisanachot Bualar (2017, p. 163) explains that diversity management is the process of planning and systematic practice in organizations; it deals with personnel diversity in terms of recruitment, retention, reward, and promotion. The process aims to produce advantages from diversity, and it is the opportunity to resolve conflicts or reduce disadvantages of organizations to remain as least as possible.

Pimolpan Chueabangkaew (2011, pp. 154-155) said that diversity management among employees is about planning and applying organizational practice and system. It aims to manage people, so that organizations can take advantages from the diversity and reduce disadvantages to remain as least as possible. In addition, it includes creating an environment which optimize the capability and potentiality of employees, including creative presentation in their work and responses to the goals of organizations.

Sopis Mudpongtua (2015, p. 6) explains that diversity management means the methods of workforce diversity management in a workplace where

employees are diverse of age, race, sex, culture, educational background, religion, etc. Also, it means the process to create and maintain working environment embedded with both different and similar values. Such process can maximize potentiality and participation of employees, contributing to the success of organizations in meeting with their purposes and strategic targets. Hiring workforce with diversity is a crucial challenge of organizational management. Successful diversity management can lead to stronger determination, more satisfaction, better performing employees, increasing productivity, and stronger finance of organizations.

The third group puts the definition of workforce diversity management in terms of realization and acceptance of difference of the process of human resource management as follows:

Prapaisri Thumviriyavong (2016, pp. 1-2) said that workforce diversity management in organizations is deemed as the realization and acceptance of personnel differences; it aims to manage personnel to perform their unique abilities or talents for the benefit of their organizations. The idea of this diversity management covers the making of good environment which makes every employee feel that they have value; their talents are utilized to the maximum level and contribute to the organization's achievement as it planned.

Shaker Ardakani et al. (2016, p. 408) put a definition that diversity management means the difference between employees. Such difference is an asset creating efficiency and efficacy to organizations if there is an appropriate management. Thus, it can be said that diversity management is a part of strategic human resource management.

Rangsan Prasertsri (2005, p. 53) proposes that diversity management is a concept of diversity management focusing on the difference in self-value perception and acceptance among their employees.

## 2) The Importance of Diversity Management

Human resource diversity represents human capital brought to organizations by employees. They can get a ton of benefit if they are able to manage their internal diversity well and effectively.

Noe et al. (2012, p. 40) explains the advantages of diversity management in organizations in the following issues:

(1) Cost: If organizations welcome diversity by taking the dimensions of diversity into account during the recruitment process, then it will be able to take more competitive advantages.

(2) Employee attraction and retention: Organizations with effective diversity management can elevate their reputation because a wide-open organization can attract people to become its members or employees, together with the diversity of those people.

(3) Market share: In the case of multinational corporations, having employees or organizational members from various races, languages, societies, and cultures, or from different regions or localities will be an opportunity for organizations to expand the markets for their businesses or products.

(4) Creativity: With different perspectives from people, it can welcome and boost individuals to think differently, allowing creative ideas to take place, if there is an appropriate management and systematic support.

(5) Problem solving: Different ideas, answers or solution toward existing problems can help organizations find the best or most appropriate answer to the problems.

(6) Flexibility: An organization with diversity can enhance its capability in adjusting with different situations quickly.

Meanwhile, Bedi et al. (2014, p. 102) propose five benefits of diversity management as follows:

(1) Higher productivity: With appropriate compensation, healthcare, and performance evaluation, employees will not feel different in organizations. As a result, corporate productivity and profit will increase.

(2) Exchange of varieties ideas and teamworking: Working with diverse tasks requires workforce from more than one person; teamworking can help organizations complete their tasks. If team-members have different ideas, then the representation of ideas will be varied, whereas the best solution will likely be found in a short time.

(3) Learning and Growth: Diversity of workforce creates opportunities for employees to grow from learning culture, ideas, and new

perspectives. This can support each employee to have better perspectives toward environmental management.

(4) Effective communication: Workforce diversity creates strength in the relationship between customers and organizations; customer service can access to all types of customers, making them impressed and warm every time they ask for services.

(5) Diverse experiences: Employees and their colleagues who are from different places will have different backgrounds. Such difference will become the center of diverse skills, knowledge, and cultures among employees. As a result, organizations can gain the strength in business operation and generate different results that conform to changing contexts.

Prapaisri Thumviriyavong (2016, p. 7) points out that diversity among employees will provide competitive advantages to organizations because such diversity can create more opportunities; they are skill development for work, adjustment of working methods and workplace for effective operation, product development, and appropriate services that meet with customers' demands. This statement is in line with the work of Sopsis Mudpongdua (2015, p. 10) who proposes that the company with the reputation of diversity management will have a competitive advantage in the labor market; its diversity management can attract and retain employees with motivation. Quality labors will seek companies which are able to manage diversity to work with. Employees believing in the value of their differences will be loyal to the company; they will generate productivity higher and have stronger will than general employees. Thus, diversity management will offer a good result to the organization as well as sustainability because this management will mark the change of culture, belief, and attitudes among employees.

Meanwhile, Pimolpan Chueabangkaew (2011, pp. 154-155) has a similar perspective, pointing that effective diversity management will help organizations gain the ability of adjustment and creative capability, as well as the increase of competitive capacity. Positive results from diversity management within organizations can be described into the following items:

(1) Employees can have more creative thinking because the ambiance in the organization facilitates employees with diverse ideas, capabilities,

and experiences to present their existing human capital through their concepts and innovations. As a result, corporate image and brand will be accepted by the society and customers in a more positive way. In other words, personnel with creative ideas are way more flexible: they can adjust to the market context and demands from customers, better creating a good relationship with customers.

(2) Recruitment of new personnel and talent retention will be easier due to corporate reputation in effective diversity management.

(3) Morale of employees will increase because the executives understand and realize the value of talent diversity among their employees.

(4) Conflicts among employee will decline because they rely on each other and need to help each other under their differences; they are required to team up to work together, which reduces dissatisfaction and complaints among them. As a result, employees will be happier, and their satisfaction in human resource management will be higher as well.

(5) Productivity of organizations will increase because there is the flexibility in working, cutting down unnecessary procedures.

(6) Organizations can compete in the market because they gain higher productivity supported by diversity. Their competitive capability will increase too, whereas the diversity of culture and language can help expand customer base larger than their competitors.

### 3) Strategies for the Success of Diversity Management

Mathis and Jackson (2002, as cited in Chetsada Noknoi, 2009) proposed strategies which affect the success of diversity management in organizations in the followings: 1) Focusing on diversity in organizations through Training and development; 2) Distinguishing diversity management from elimination of disparity; 3) Creating an informally consulting system to respond to organizational diversity; 4) Raising awareness of responsibility toward diversity management; 5) Prioritizing the development and achievement of organizations from diverse perspectives; and 6) Diversity in executive committees.

Bedi et al. (2014, p. 102) proposed that the strategy to raise awareness of diversity management should include the followings:

1) Reducing prejudices and stereotypes: Recognize that diversity exists; learn to value and respect fundamental differences; admit one's own biases and commit to reduce them; and dismiss myths about diversity of others when in a group of friends or associates.

2) Minimizing miscommunication to people with diversities: Educate oneself about differences by reading, listening, and broadening one's experience about diversity; communicate effectively by listening attentively and asking questions about what one did not understand; avoid terms that spotlight only individual or certain group and ignore some individuals or groups.

3) Building relationship with others with diversity: Form positive relationship with others; seek feedback the others about how well one is communicating in respect of differences; and prioritize and be familiar with diversity among individuals by not treating them as strangers.

## **2.2 Human Resource Management in Organizations**

Organizational management has many systems and processes. Effective system and process of human resource management are essential to lead organizations to achieve their objectives. Especially, the organization which aspires to gain a competitive advantage over their competitors in the modern era must operate with a strategic human resource management instead of general one.

### **2.2.1 Strategic Human Resource Management**

In the research "Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations", it determines the first research objective as to study the guidelines and limitation of the four ministries in implementing the disability employment policy according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). After analysis, the research found that the policy implementation aims to organizationally connect strategies between ministries; it links the laws of disability employment in government organizations and the practice of the strategy or policy together. Thus, the

researcher conducted a review of literature on strategic human resource management which is involved with the models of strategic human resource management.

Today human resource management is highly different from the past one called personnel administration. It now focuses on proactive and competitive operation, creating competitive advantages for organizations with existing human resources and capitals. As a result, the process of human resource management must be in line with organizational strategy and mission. This leads to the concept of strategic human resource management.

The models of human resource management in the academic world mainly come from two well-known academic groups, one from the United States and the other from the United Kingdom (Boon-Anan Phinaitrup, 2017, pp. 31-41; Phichit Thepwan, 2011, pp. 34-38).

Their main ideas are as follows:

Group 1 - Models from the United States academics: The models are divided into two large ones: One is the Harvard's Human Resource Management Model and the other Michigan's Human Resource Management Model. After the literature review, the researcher summarized the essence of both models as follows Table 2.2:

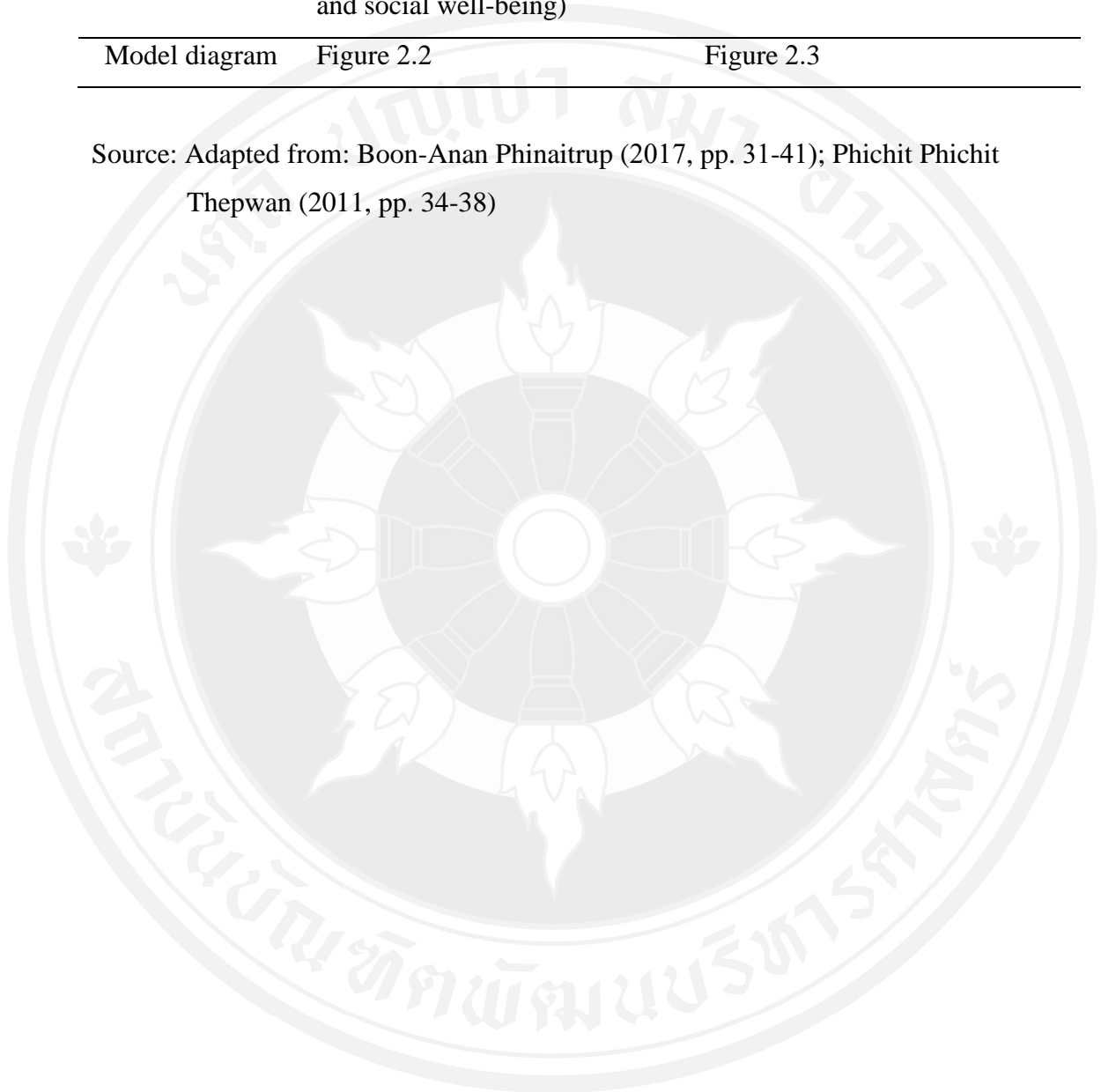
Table 2.2 The essence of the Harvard's and Michigan's Human Resource Management Models

<b>Content</b>	<b>Harvard's Model</b>	<b>Michigan's Model</b>
Model	- Harvard's Human Resource Management Model - Developmental Humanism Model	- Michigan's Human Resource Management Model - Managerialism Model
Model Developer	Beer et al (1984)	Fombrun et al. (1984)
Hypothesis	Past problems of human resource management can be solved depending on the executives, who based on their visions, policies,	Prioritize benefits of organizations and provide "people or human resources" as the tool to achieve their

Content	Harvard's Model	Michigan's Model
Key Factors	<p>strategies, and implementation of human resource management, set directions for their employees and methods for achievements of their organizations.</p> <ol style="list-style-type: none"> <li>1. Other factors both inside and outside organizations (such as labor characteristics, business strategies, management skills, labor market, labor union, technologies, and laws).</li> <li>2. Stakeholders and those who are related to organizations (e.g. shareholders, executives, employees, governments, and unions)</li> <li>3. Human Resource Management Alternative Policy (i.e. employee influence, human resource management flexibility, reward and incentive systems, and operational systems.</li> <li>4. Human resource management outcomes (i.e. effort, competence, and cost-effectiveness)</li> </ol>	<p>objectives, leading to a better performance.</p> <ol style="list-style-type: none"> <li>1. Recruitment and selection process (Acquisition and selection to match the job).</li> <li>2. Performance appraisal process (managing performance for the best interest of organizations).</li> <li>3. Reward and benefit process (Rewarding in accordance with organizational achievements).</li> <li>4. Training and development process (developing knowledge, skills, abilities and behaviors as required by organizations).</li> </ol>

Content	Harvard's Model	Michigan's Model
	5. Long-term results (i.e. employee well-being, organizational effectiveness, and social well-being)	
Model diagram	Figure 2.2	Figure 2.3

Source: Adapted from: Boon-Anan Phinaitrup (2017, pp. 31-41); Phichit Phichit Thepwan (2011, pp. 34-38)



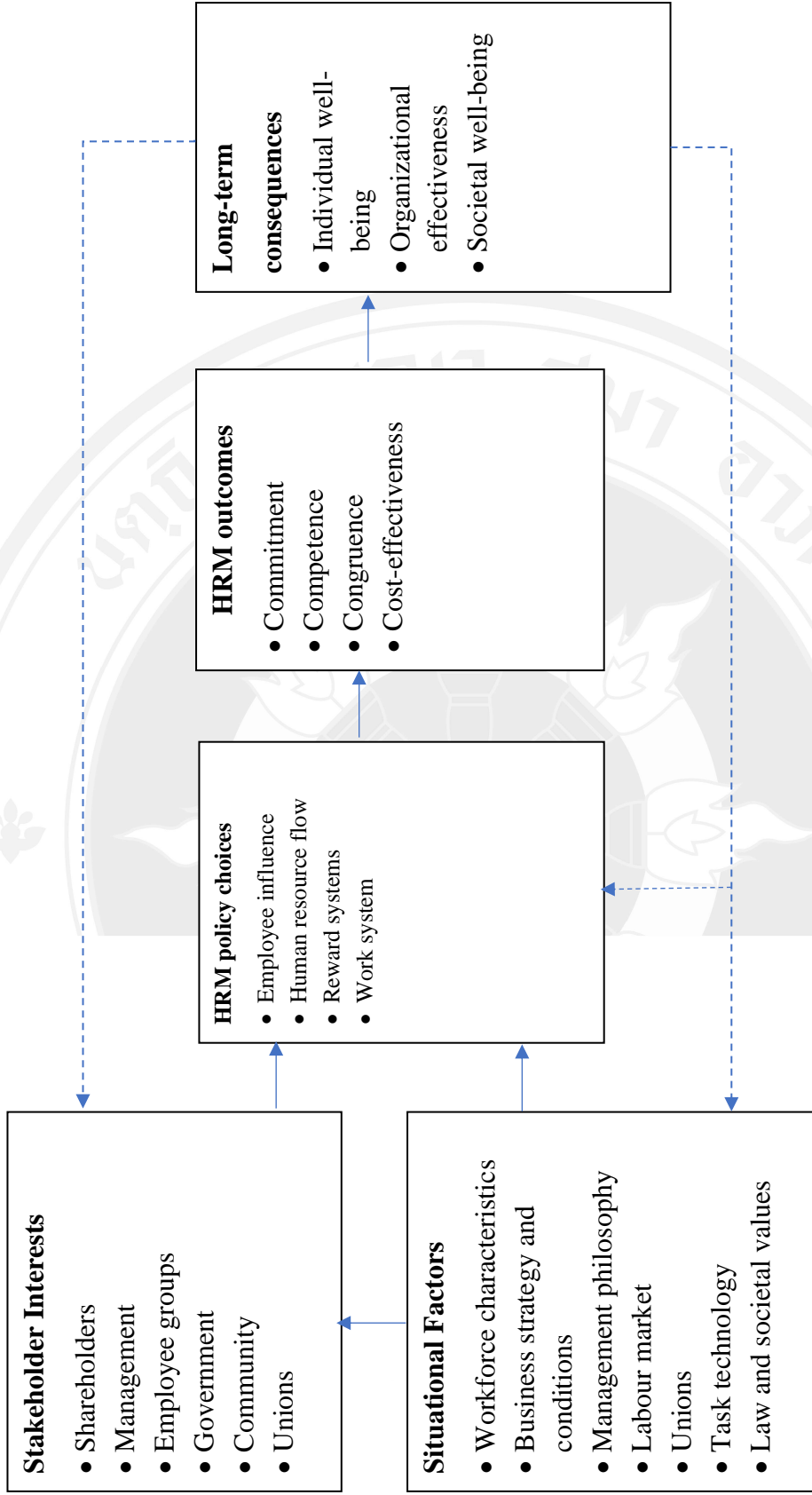


Figure 2.2 Harvard's Human Resource Management Model

Source: Adapted from Boselie (2011)

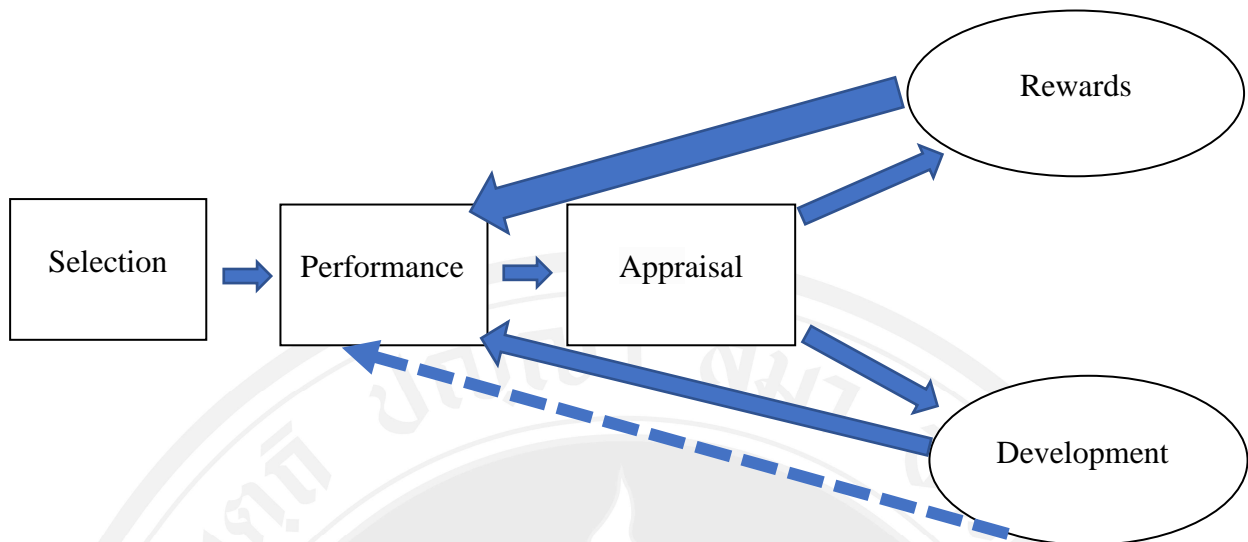


Figure 2.3 Harvard Model of HRM

Source: Priya Chetty (2019)

Group 2 - Model from the UK academics: It is called the Warwick Model of Human Resource Management, created by Hendry and Pettigrew (1990, as cited in Phichit Thepwan, 2011, pp. 38-39) . The model's hypothesis is that human resource management should be in line with organizational strategy by integrating the scope of human resource management with organizational environment, focusing on five key contexts: external context, internal context, content of business strategy, human resource management context, and the content of human resource management as shown in Figure 2.4

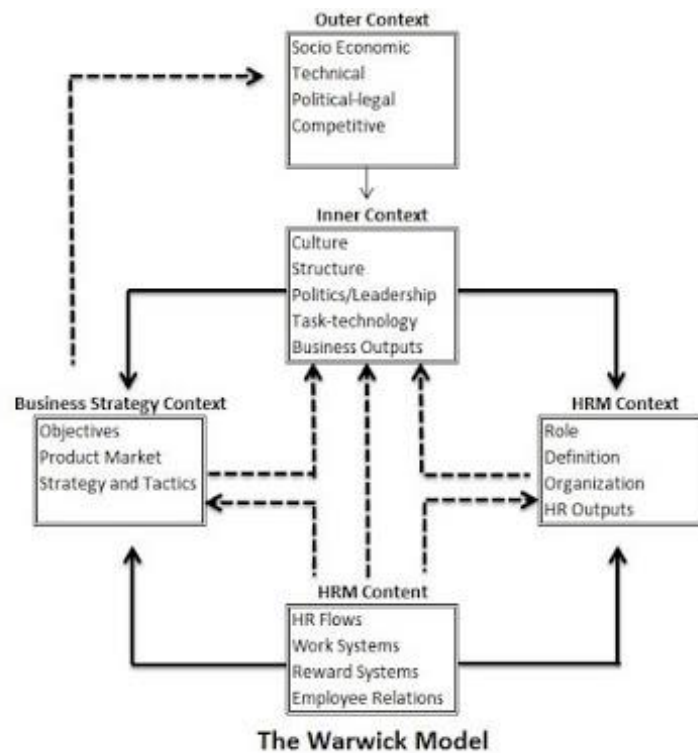


Figure 2.4 Warwick Model of HRM

Source: Neha (2015)

However, human resource management studies must understand the contexts of human resource management as well. In this study, the researcher focused on the Harvard Model of Human Resource Management that represents context and stakeholders in organizational strategy, including the results of effective strategic human resource management.

In addition, many scholars have proposed several models of strategic human resource management. In this study, the researcher considers Schuler and Jackson's fit model (1987, as cited in Boselie, 2011, pp. 25-26) that it clearly explains the relationship between organizational strategy and human resource management and that the application of this model is not complicated. It has two concepts: strategic appropriateness or vertical fit and internal appropriateness or horizontal fit. The model's essential contents can be summarized as follows:

1) The concept of strategic appropriateness or vertical fit considers the suitability of business and HR strategies. Such appropriateness has different forms. In this research, it aims to represent the form by Golden and Ramanujam

(1985, as cited in Boselie, 2011, p. 25), which is divided into four types of links according to Figure 2.5

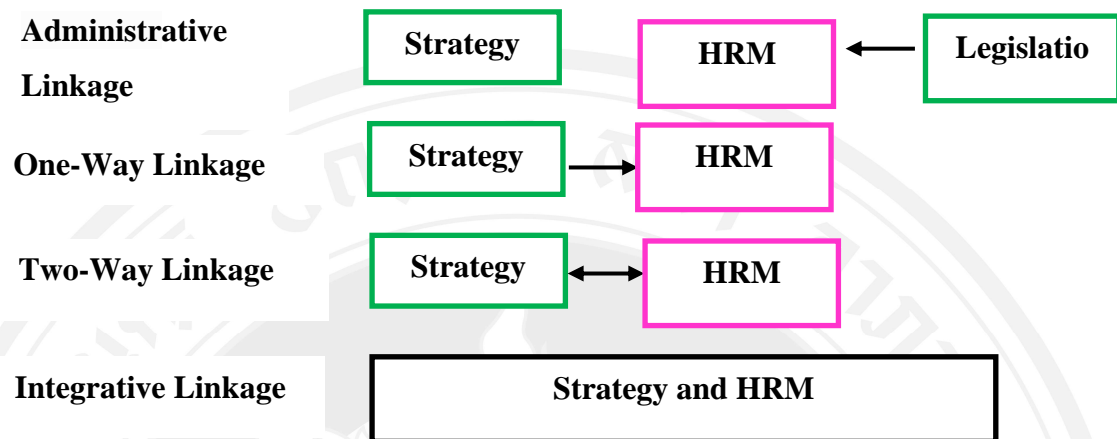


Figure 2.5 Strategic or Vertical Fit

Source: Adapted from: Golden and Ramanujam, 1985, as cited in Boselie (2011, p. 25)

2) The concept of internal appropriateness or horizontal fit is to link each step of Human Resource operation together, so that it becomes an element of success for the right strategy called Human Resource system approach. This Human Resource system links the Human Resource process with Human Resource strategies and organizational philosophy. For instance, in recruitment and selection process, an organization will select new employees in terms of quality and working attitudes; after the selection, these new employees will go through the process of corporate socialization to fit in with organizational strategy and culture. The strength of socialization is the training and compensation process which is suitable for the strategy.

### 2.2.2 Human Resource Management Process in Organizations

In this research “Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations”, diversity management of human resources in organizations that can certainly create equity has several key processes. For this research, it will focus on five issues of

human resource management processes, including human resource management policy, human resource planning, recruitment and selection, human capital development and career path, and formation of collaborative atmosphere, with details from literature review as follows:

1) Human Resource Management Policy

Human Resource Management Policy is a navigation tool in human resource management within the organization. The researcher would like to summarize the essence of human resource management policy as follows (Armstrong, 2015, pp. 48, 94; Chindalak Vadhanasindhu, 2010, pp. 1-14):

First, to formulate human resource management (HRM) policy requires the determination of its objectives from the first place. Without objectives and understanding towards them, the policy cannot exist. An HRM policy may have objectives related to, for example, fair compensation, good working condition, economic stability, management participation, and career development opportunity.

Second, formulation of HRM policy must cover all aspects of human resource management in the organization in order to treat all groups of workers in all matters, leading to the same operational standard, non-discrimination, and equity and fairness between employees.

Third, the HRM policy must be written, after an agreement to formulate the HRM policy, to implement and become the norm of operation within the organization.

Fourth, it is the stage of policy approval, announcement, and propagation. The executives must consider the essence of the written policy whether it is appropriate to practice and implement in the organization. If it is appropriate, they will announce the policy implementation and propagate it to employees, creating mutual understanding and adhering it as the main policy of operation.

Fifth, it is about policy compliance or policy implementation. The announced policy must be practical to achieve its objectives. There are several factors leading to the achievement of policy implementation, such as the competency of operating units and working environment. In addition, Voradej Chandarasorn (2011, pp. 129-146) has accumulated models of policy implementation as follows:

#### (1) Rational Model

The model focuses on the effectiveness of the system of planning and performance control, i.e., the policy responsible department has to define clear missions, objectives, strategies, and operational goals. It needs also to assign tasks to all relevant parties, create a system to measure performance, and offer rewards and impose punishment related to performance. All these are the essential factors to the success of policy implementation.

#### (2) Management Model

The model focuses on the internal competencies of the department responsible for policy management whether there are strengths and weaknesses in areas, such as organizational structure, staff, budget, location, equipment and facilities, and modern technology. Agencies with relatively high internal competency will have a better opportunity to implement the policy successfully. On the other hand, agencies with relatively low internal competency will result in unsuccessful implementation of the policy.

#### (3) Organization Development Model

The model focuses on organizational behavior and culture, especially leadership, motivation, teamwork, participation of workers, and commitment. It considers that the factor contributing to the success of policy implementation is to make the workers realize the sense of belonging and their importance on the implementation.

#### (4) Bureaucratic Process Model

The model assumes that the discretion of the operating officer will have a direct impact on the policy implementation, i.e., if the operational staff oppose the policy and refuse to apply it into practice as their regular work, they may consequently become ignorant in compliance, or they may exercise their authority and discretion to make any decisions not conducive to the policy.

#### (5) Political Model

The model emphasizes the ability to negotiate and compromise of individuals from different parties involved with the policy; these individuals, who have stakes with the policy, will exercise their influence to set the condition for negotiation, aiming to implement the policy in the way they gain more interest or lose

it the least. For example, they may utilize their capabilities to claim the legitimacy, carry out public relation and raise awareness, or build mass power to put pressure. Therefore, the ability to negotiate, compromise, and seek external support to implement the policy among individuals from relevant parties is the important factor to the accomplishment of policy implementation.

(6) General Model of Van Meter and Van Horn or A Model of the Policy Implementation, which consists of the followings (Van Meter & Van Horn, 1975):

(6.1) Policy objectives is an important element in the implementation of the policy. It aims to acknowledge the policy objectives and policy standards, so that it is easier to measure policy compliance. Its objectives and standards must be clear as well.

(6.2) Policy resources mean any facilities assisting policy management. They may include people and budget set out in the project plan of the policy, which can enhance effectiveness and efficiency of policy implementation.

(6.3) Communication between the organization and its drive to launch activities is the communication over standards of work and policy objectives, so that policy practitioners will correctly understand the matter of the policy.

(6.4) Characteristics of agencies which implement the policy must have an effective team with competency, strictness in the chain of command, and communication, both close and open systems.

(6.5) Economic, social, and political conditions are important factors in policy implementation; they directly affect the success or failure of the policy.

(6.6) The intention of policy practitioners is measured by their response to the policy and how well they are willing to make the policy accomplish.

Sixth, it is about policy monitoring and evaluation to consider whether there is the compliance to the policy and whether its objectives are achieved.

Finally, it is the improvement of the policy or formulation of a new policy. A policy, when it is implemented, can be appropriate for some time. When the

context changes, it may need an adjustment to become more suitable with the situation and the context. In some cases, after a policy evaluation, errors are discovered, and its improvement may be required.

## 2) Human Resource Planning

Human resource planning or Manpower planning is the initial process of HRM in the organization. Human resource planning is the determination of manpower needed to carry out the missions and meet the organization's goals. It can be done by forecasting sales or workloads or activities that affect the demand for manpower in both quantitative and qualitative terms; the organization must forecast both terms based on demand and supply of manpower (Tharnpas Sattayaraksa, 2005, p. 19). On the one hand, it is the prediction in which context the organization needs human resources in accordance with the corporate business strategy (Boon-Anan Phinaitrup, 2017, p. 154). In addition, forecasting the need of human resources of the organization will affect the determination of its treatment on its personnel and their responses to the organizational environment since they join the organization, while they are working for the organization, and after they leave it. The organization can utilize this prediction to lay out its approach and ensure that it will have a sufficient number of qualified staff all the time; it can also contribute to good quality of life in the workplace for its workers, making them work with effectiveness and efficiency in relation to the organization's whole objectives, which focus on its effectiveness, stability, and growth (Jaturong Sriwongwanna, 2015, p. 70).

According to the definition of human resource planning, the most essential element to do a human resource planning is the strategic plan or policy of the organization, which is known as business plan (Tharnpas Sattayaraksa, 2005, p. 20). A good human resource planning must comply with the organization's operational or strategic plan and the change of its context (Decha Dechawatanapaisal, 2016, p. 44); Vichen Witthayaudom (2007, p. 21) said that human resource planning and organizational strategy planning will become effective when the two plans are reciprocal. Successful companies such as Xerox have no distinction between strategic planning and human resource planning. Human resource managers become an important part in making the plan smoothly and is also a reliable person; he or she is crucial in building the future of the organization.

The human resource planning process can be divided into 6 steps as follows (Boon-Anan Phinaitrup, 2017, pp. 155-176):

(1) Environmental Scanning. Human resource planning must identify the problems, obstacles, and opportunities that drive organizational strategy planning. Environment analyses help the organization aware of problems and situations both inside and outside. The important elements of human resource planning are as follows:

First, understanding the labor market because the conditions of the labor market are important for human resource planning; such conditions include the number of workers and types of workers.

Second, affirmative action, which is in line with this research. Diversity of factors influences human resource planning, including types of human resources, laws, regulations, and policies which human resource planning must take into accounts to create equity for all parties. Employment equity has increased the diversity of the organization's workforce. The human resource planning is designed in line with the production of labor entering into the market and any possible occurring diversity.

Therefore, the current human resource planning must respond to the diversity of organizational objectives and the objectives of human resource planning, which is required to consider efficient and effective recruitment. It needs to take equity into account, removing the differences of human resources, such as sex, race, disability, etc., from the boundaries of planning and human resource recruitment.

(2) Labor demand forecast. It refers to forecasting organizational demand, including business organization and goals affecting human resource management. Forecasting the estimation of labor demand can be done both with qualitative and quantitative methods.

(3) Labor supply forecast. It means estimating the number of available workers in the labor market, both external and internal.

(4) Gap Analysis. It means taking the forecast data on labor demand to compare with the forecast of labor production entering into the labor market to notice what type of labor is in a shortage or type of labor skills that exceeds requirements.

(5) Action Programming. It is the final stage of human resource planning, using step 1-4 to plan and implement the plan.

(6) Control and Evaluation. It is the stage of monitoring and evaluation of the effectiveness of human resource planning in the organization. The evaluation covers both short- terms and long-terms.

### 3) Recruitment and selection

Recruitment and selecting human resources into the organization is an extremely crucial process because recruitment is the first step of any organization in acquiring human resources that have potential and morals to work in the organization.

Recruitment refers to the activities or practices of the organization to persuade and incentivize potential individuals to join it. The goal of recruitment focuses on the number of people applying to the organization, whereas there is no discrimination among applicants (Noe et al., 2012, p. 212); it can be said that recruitment is the approach to screen and select qualified people to fit the positions (Boon-Anan Phinaitrup, 2017, p. 8).

The most popular recruiting sources or recruiting tools are divided into 2 groups:

(1) Internal Recruitment. It is deemed as a policy enabling all employees to work within the same system by promoting teamwork and enhancing employee's working effort; consequently, they will dedicate to work more and can forecast their possible progress in the job. However, what needs to be cautious is that the organization may lose its opportunity of recruiting potential and knowledgeable personnel from the outside, which means that it is unlikely for the organization to see the rise of new ideas. The guidelines and practice of the organization's internal recruitment include announcement of recruitment within the organization, job rotation, appointment, recruitment via trainings, etc. (Boon-Anan Phinaitrup, 2017; Jaturong Sriwongwanna, 2015, p. 122; Tharnpas Sattayaraksa, 2005, p. 22).

(2) External Recruitment. It is a way to acquire new mindedness of human resources into the organization. The downside of this approach, however, is that existing employees may be rejected. For new employees, they are required to learn the organization's culture. The methods of this recruitment are varied; they include self-application of external people, vacancy announcement via printing media,

online/internet advertising, recruitment via education institutes, persuasion by internal personnel, hiring the service of recruitment agencies, etc. (Boon-Anan Phinaitrup, 2017, p. 179; Jaturong Sriwongwana, 2015, pp. 122-124; Tharnpas Sattayaraksa, 2005, p. 22).

Today, technologies such as websites and social media have become a great influence on life. They force many organizations to adapt to new contexts and online recruitment, which is also known as e-recruiting. As a result, their target group or those interested in working with them can read details of vacancy announcement and immediately apply via the online system. Online media, therefore, can help organizations seek new employees quickly; they provide many convenient recruitment tools, resulting in effective and successful recruitment within the deadline for the organization (Boon-Anan Phinaitrup, 2017, p. 181).

Selection is the next process of recruitment to select the best and most suitable people for the organization, which relies on efforts to screen most knowledgeable, competent, and qualified personnel to employ. It will consider whether the qualification of candidates is in line with the one determined by the organization, employing tests and tools to evaluate and decide who is the most appropriate application to be hired. Each organization sets the right qualifications based on its job analysis. It needs to recognize also that a good personnel selection is the beginning of growth, stability, and survival of the organization. There are many guidelines to carry out selection, for example, a writing test, operational test, psychological test, interview, background check, health check, investigation by supervisors, and hiring and contract signing as the last process (Decha Dechawatanapaisal, 2016, pp. 88-89; Jaturong Sriwongwana, 2015, p. 127; Wilawan Rapeepisarn, 2011, p. 95).

However, effective recruitment and selection must link with the context and environment of the organization, which is the concept of strategic human resource management and individual suitability to the environment (3 Person-Environment Fit). Recruitment strategies requires an understanding in selecting the source of recruitment, particularly the selection of sources to seek persons with disabilities whose qualification is met with the organization's expectation. This study requires a study on the design of selection process and tools used in the process of

selection persons with disabilities. Its challenge is how to obtain a right tool of recruitment and selection to screen the right candidates according to the 3 Person-Environment Fit; the precise and reliable selection tools are the key of selection process (Nisada Wedchayanon, 2011; Noe et al., 2012)

In addition, the diversity of human resources requires the recruitment and selection process to consider equal recruitment and selection. The organization needs to reach a recruiting source with a focus on the diversity of human resource pools by accessing to all groups of people to recruit potential candidates as well as to point out individuals whose qualification and competency are in line with the necessity of each available position. Therefore, the selection process must be executed based on the qualification, performance, and capability of the candidates, excluding the consideration of their personality, diversity, and background; taking this into account, the selection process will be fair (Kaniknart Rakrod Sutthirak, 2015, p. 12; Sopsis Mudpongdua, 2015, p. 10)

#### 4) Human Resource Development and Career Development

Sopsis Mudpongdua (2015, pp. 12-13) has presented guidelines for human resource development and career advancement that should begin with an awareness of the meaning and importance of diverse human resources. Then, it should follow by the enhancement of skill building and design of development programs, which support all employees to develop skills, promote career development, and evaluate their career advancement with equal assessment between diverse employees. Also, the organization should offer various routes for employees to advance to higher positions.

Human Resource Development or Human Capital Development commonly used in organizations (Decha Dechawatanapaisal, 2016, pp. 155-156) are as follows:

(1) Job Enrichment is a management activity that focuses on designing a different job style from what it used to be, or assigning the contents of a job, as well as increasing the scope of job responsibilities, making the current work more valuable and encouraging employees to develop a variety of expertise.

(2) Job Enlargement is to focus on assigning more jobs. However, the jobs which are set to increase will have no difference in value from the current

responsible jobs. This step will increase the number of tasks or expand the scope of responsibilities.

(3) Project Assignment is an assignment for personnel to perform a task. The scope of responsibility in the task is not large with a certain period of operation, often short-term.

(4) Job Rotation is one of the mechanisms that promote diversity of skills, knowledge, and capabilities or competencies of human resources in depth and broad.

(5) Being an internal speaker is deemed as a good development process because the transfer of knowledge to others means that the transferors must learn, prepare, and develop as well.

Human resource development or human capital development are strategic intervention, strategy in transferring the authority of responsible employees to the manager or supervisor, transforming the concept of training into learning, and emphasizing learning within the workplace. They can utilize several approaches, such as mentoring, knowledge management, creation of learning organization, and talent management (Nisada Wedchayanon, 2011; Noe et al., 2012).

In the system of human resource development or human capital development, it has a learning process involved, which covers training, continuing education, and development at the individual level (Taweesak Suthakavatin, 2008, p. 239). Training sources can come from both internal and external sources. Meanwhile, Yap and Ineson (2016, p. 153) recommend that diverse training programs can provide education to employers, employees and customers, so that they will recognize individual differences, understanding cross-cultures and eliminating bias. It also includes teaching methods for training participants to be aware of the difference in the workplace; they can receive both formal and informal trainings or on- the- job training and off.

5) Enhancing atmosphere of diversity management in the organization  
Sopis Mudpongtua (2015, pp. 10-13) has proposed ways to create a working atmosphere. Managing diversity can encounter some conflicts from diversity in the workplace, or some types of diversity may require flexibility in order to initiate working. Therefore, setting up a working atmosphere by offering flexible schedules

and work management in line with individual needs of persons with disabilities is important; for example, reducing working weeks, distributing workload, allowing work via telephones or work from home, and using telecommunication technologies, which means working at home with computers connecting to the office and other places where other employees work.

Martocchio (2014, pp. 241-244) presents a flexible work schedule to balance working life and livelihoods of employees. Flexible schedules aim to suit the needs of each employee. However, there is no reduction in the number of hours spent on the operation. Compressed work schedules mean to reduce working days and increase the number of working hours; for example, from working 5 days, 8 hours a day, to become working 4 days, 10 hours a week instead to reduce time and cost of travelling of employees; and the use of technology in communication or telecommuting by utilizing technological communication equipment to manage work at home or other locations outside the office, allowing employees to spend their time working both at the office and other convenient places.

### **2.3 Equity and Fairness**

Equity and fairness in the global society are the most important issues everyone emphasizes, reflected from the Universal Declaration of Human Rights 1948 which led to the Convention on Persons with Disabilities. The convention focuses on equity and fairness of persons with disabilities in the society, which includes the insistence in universality, indivisibility, mutual assistance, the connection between human rights and fundamental freedom, and the necessity to ensure persons with disabilities that they can completely enjoy exercising their rights without discrimination.

For the equity issue in Thai society, it has been written and prioritized in every constitution from different periods. For example, the Constitution of the Kingdom of Thailand, B. E. 2560 legislate the equity between individuals as follows (The Secretariat of the House of Representatives, 2017):

Section 27 All persons are equal before the law, and shall have rights and liberties and be protected equally under the law.

Men and women shall enjoy equal rights.

Unjust discrimination against a person on the grounds of differences in origin, race, language, sex, age, disability, physical or health condition, personal status, economic and social standing, religious belief, education, or political view which is not contrary to the provisions of the Constitution or on any other grounds, shall not be permitted.

Measures determined by the State in order to eliminate an obstacle to or to promote a person's ability to exercise their rights or liberties on the same basis as other persons or to protect or facilitate children, women, the elderly, persons with disabilities or underprivileged persons shall not be deemed as unjust discrimination under paragraph three.

Members of the armed forces, police force, government officials, other officials of the State, and officers or employees of State organizations shall enjoy the same rights and liberties as those enjoyed by other persons, except those restricted by law specifically in relation to politics, capacities, disciplines or ethics.

### **2.3.1 Theories of Equity and Fairness in Organizations**

Creating equity and fairness in organizations has become a topic human resource management prioritizes. Equity, fairness, and diversity are the social structure embedded in the political context in terms of equal opportunity and diversity management. The two terms are interconnected and crucial to today human resource management as a result of transforming the population structure of labor workforce. Besides, they are relevant to employment regulation, discrimination, and specific features of individuals, such as gender, age, ethnicity, religion, physical ability, and sexual orientation. Moreover, since the 1990s the concept of equal opportunity, especially diversity management, has appeared in the literature of human resource management (Cooke, 2014, pp. 97-99).

Fairness can be divided into two characters of organizational management: distributive justice, focusing on the fairness of administration and reward allocation to

members of organizations, and procedural justice, focusing on the fairness of policy implementation and methods of administration and reward allocation to members of organizations ((Dreher & Dougherty, 2001, as cited in Taweesak Suthakavatin, 2008, p. 67).

Stacy J. Adams (as cited in Kaur, Aggarwal, & Khaitan, 2014, p. 203; Suthinee Rurkkhum, 2017, pp. 34-35) proposes a theory of equity which has the essential matter that equity in a workplace will occur when an individual recognizes whether there has been the equity and how it occurred. Such person will change his behaviors following his recognition of equity. In other words, the person will try to compare his or her efforts, or inputs, and the results he or she gained from that effort with dedication of others and what they have gained from it. If the result of such comparison indicates equality or equity among them, then it would not cause any problem. On the other hand, if the comparison represents inequality or non-equity, then it would lead to the followings:

- 1) If the person recognizes that he or she gain a reward less than others, such person is likely to reduce his or her dedication to work to be in line with the compensation he or she receives.
- 2) If the person recognizes that he or she gain a reward higher than others, he or she is likely to work harder to fit with the compensation he or she receives.
- 3) That person may ask for a change in his or her reward, so that the comparison will become fairer.
- 4) That person may distort his or her perception on the issue or change the result of the comparison, so that the comparison will become fairer.
- 5) That person may correct his or her perception of injustice by changing the persons he or she compared.
- 6) Such person may leave his or her organization after trying every way possible, but still unable to find that he or she has been already treated fairly.

## **2.4 Persons with Disabilities and Employment of Persons with Disabilities**

In the global society, persons with disabilities are the group of individuals every sector prioritizes in both the national and international level. Particularly, if we consider carefully, we will find that persons with disabilities or handicaps are considered as valuable human resources. They should have the right and opportunities to enhance their capabilities to the maximum level; they should be protected from any exploitation and participate in activities, whether economic social and political ones, equally. They can gain information from several media that is appropriate to their disabilities and are recognized in their human dignity (Department of Empowerment of Persons with Disabilities, 2009). The United Nations (UN) has established the Secretariat for the Convention on the Rights of Persons with Disabilities (SCRPD) to promote life progress of persons with disabilities; it also regulates conventions and provisions relating to persons with disabilities, such as the 2006 Convention on the Rights of Persons with Disabilities.

### **2.4.1 Definition of Persons with Disabilities**

Persons with disabilities are defined and categorized differently. In the international level, the Convention on the Rights of Persons with Disabilities, 2006 states that disability is an evolving concept and a result of interaction between persons with impairments and attitudinal and environmental barriers, that hinders their full and effective participation in society on an equal basis with others (Convention on the Rights of Persons with Disabilities, 2006, (e)).

The World Health Organization (WHO) has defined the disability as a term that covers impairment, activity restrictions, and restrictions on participation. Abnormality in this case is deemed as the functional problem of body or its structure. The limitation of activity as such is deemed as the problem these people must encounter if they want to run or organization the activity. Therefore, disability is not only health problem, but also a complicated phenomenon which reflects the interaction between certain characteristics of the body, and between individuals and the characteristics of the societies they live. Persons with disabilities are forced to

overcome any difficulty to remove environmental and social barriers within the society they live (World Health Organization, 2011, p. 4).

In Thailand, there is a law related to persons with disabilities, which is the EMPOWERMENT OF PERSONS WITH DISABILITIES ACT, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). The law defines the word persons with disabilities in Section 4 that (Empowerment of persons with disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013))

“Person with Disabilities” means person who has a limitation to perform their daily activities or to fully participate in society due to visual, hearing, mobility, communication, mental, emotional, behavioral, intellectual, learning or other impairments, in combination with other obstacles in various ways, and has special needs to obtain any particular aid in order to perform their daily activities or participate in society like normal persons according to the types and criteria of disabilities prescribed by the Minister of Social Development and Human Security.

#### **2.4.2 Types of Persons with Disabilities**

There are multiple types of disabilities among persons with disabilities. According to The Notifications of the Ministry of Social Development and Human Security, 2009 and 2012 (Department of Empowerment of Persons with Disabilities, 2009, 2012), disabilities can be classified into the following types:

- 1) Visual impairment, including blindness or blurred vision.
- 2) Hearing impairment or deaf; it also includes communication disabilities which means a person with limitation to perform daily activities, or to participate in social activities, as a result of the impairment in communication, such as unable to speak, unable to understand others speaking, and unable to make other understand what he or she speaks.
- 3) Physical and mobility impairment.
- 4) Emotional and behavioral disorder.
- 5) Intellectual disability.
- 6) Learning disability.

## 7) Autism spectrum disorder.

The Ministry of Health by Sirindhorn National Medical Rehabilitation Institute (SNMRI) has adhered to the above disability classification by the Ministry of Social Development and Human Security. Meanwhile, the Ministry of Education has determined the types and criteria to classify persons with learning disabilities as well (Notification of the Ministry of Education, 2009); the ministry's classification further adds speech and language impairment and multiple disabilities as shown in Table 2.3 the comparison of persons with disabilities and their criteria.

Table 2.3 Comparing the Classification of persons with Disabilities and the Criteria of the Disabled.

Type	Ministry of Social Development and Human Security	Ministry of Education
- Visual impairment	✓	✓
- Hearing impairment	✓	✓
- Physical and mobility impairment	✓	✓
- Emotional and behavioral disorder	✓	✓
- Intellectual disability	✓	✓
- Learning disability	✓	✓
- Autism spectrum disorder	✓	✓
- Speech and language impairment		✓
- Multiple disabilities		✓

### **2.4.3 Laws and Regulations Relating to Persons with Disabilities at National and International Level**

#### **2.4.3.1 Convention on the Rights of Persons with Disabilities 2006**

It is the convention aiming to recognize the dignity, values, and equal rights of human beings, including persons with disabilities. According to it, everyone has the rights and freedom and can access their rights without discrimination; they are also placed importance based on their competency. The convention has brought the issue of persons with disabilities to become policies, both at the national, regional and international levels as the issues of these people have been included into the sustainable development indicators (SDG). Thus, the discrimination against disability means violating human dignity and values inherited from birth.

#### **2.4.3.2 Convention No. 159: ILO Vocational Rehabilitation and Employment (Disabled Persons), 1983**

The essence of this Convention is to ask national governments to take action to issue or revise laws, rules, or regulations, including actual implementation, which help persons with disabilities participate in the society equally and receive opportunities of occupational training and employment. Ratification of the Convention has had many positive effects, including effective protection for persons with disabilities, vocational rehabilitation and employment, the increase of international cooperation in seriously assisting persons with disabilities, leading to stronger cooperation at the national, sub-regional, regional and international levels, and driving changes in making concrete solution which is in line with the international standard. Also, the principles of human rights stated in constitutions have been adopted in a more concrete way.

#### **2.4.3.3 Sustainable Development Goals (SDGs)**

Regarding the dimension of sustainable development, Thailand and other 189 countries around the world once gathered at the United Nations Conference in New York City and agreed to set development goals at both national and international levels, which each country would pursue and accomplish by 2015. Such goals were called the Millennium Development Goals (MDGs) and consisted of eight main goals. Later, in order to continue the development, the United Nations (UN) has set new development goals based on a framework which aims to connect

developments from economic, social, and environmental dimensions together. These new goals are named the Sustainable Development Goals (SDGs). They are used as the development guideline from September 2015 to August 2030, covering a 15-year period and consisting of 17 goals. They include persons with disabilities in the following goals.

1) SDG 4 is to establish educational equality and promote lifelong learning without separation and create equity to all groups of people, including persons with disabilities.

2) SDG 8 refers to the promotion of inclusive and sustainable economic growth, including the promotion of full employment which covers the employment of persons with disabilities.

3) SDG 10 aims to reduce economic, social, and political inequality which includes persons with disabilities as a target group.

4) SDG 11 strengthens safety and immunity of urban communities and human settlements, which cover the settlement and livelihood of persons with disabilities.

5) SDG 17 strengthens mechanisms of operation and global partnership; persons with disabilities are considered as a group of people who can strengthen their society with others.

#### 2.4.3.4 Constitution of the Kingdom of Thailand about persons with disabilities

Since 1932, Thailand has become Democratically Constitutional Monarchy. The constitution is the supreme law to govern the country. The first constitution is the Temporary Constitution of the Kingdom of Siam, B.E. 2475 (1932). The second constitution, the Constitution of the Kingdom of Siam, B.E. 2475 (1932), enacted on December 10, 1932 had legislated that the rights of the people must be equal in Section 12.

However, Section 25 of the Constitution of the Kingdom of Thailand, B.E. 2534 (1991) regulated the equality of legal persons. It stated that “All persons are equal before the law and shall enjoy equal protection under the law”. Meanwhile, Section 81, a section under the directive principles of fundamental state policy, stipulated that the State shall help and provide relief to the elderly and the persons

with disabilities for health, morale, and hope in life to be able to maintain their rights as appropriate.

Until the Constitution of the Kingdom of Thailand, B.E. 2540 (1997), there was a provision on the equity of persons in the law. It also stated that unfair discrimination due to the difference cannot be done because of such difference, including the differences of physical condition or health in Section 30 as follows:

All persons are equal before the law and shall enjoy equal protection under the law.

Men and women shall enjoy equal rights.

Unjust discrimination against a person on the grounds of the difference in origin, race, language, sex, age, physical or health condition, personal status, economic or social standing, religious belief, education or constitutionally political view, shall not be permitted.

Measures determined by the State in order to eliminate obstacle to or to promote persons' ability to exercise their rights and liberties as other persons shall not be deemed as unjust discrimination under paragraph three.

In the Constitutions of the Kingdom of Thailand, B. E. 2550, the statements above have remained the same. Regarding this, it represents that disability cannot be claimed to discriminate or hinder the exercise of rights and freedom of persons with disabilities which leads to legal equity.

Constitutions of the Kingdom of Thailand, B.E. 2560 in Section 27 as follows:

All persons are equal before the law, and shall have rights and liberties and be protected equally under the law.

Men and women shall enjoy equal rights.

Unjust discrimination against a person on the grounds of differences in origin, race, language, sex, age, disability, physical or health condition, personal status, economic and social standing, religious belief, education, or political view which is not contrary to the provisions of the Constitution or on any other grounds, shall not be permitted.

Measures determined by the State in order to eliminate an obstacle to or to promote a person's ability to exercise their rights or liberties on the same basis as other persons or to protect or facilitate children, women, the elderly, persons with disabilities or underprivileged persons shall not be deemed as unjust discrimination under paragraph three.

Members of the armed forces, police force, government officials, other officials of the State, and officers or employees of State organizations shall enjoy the same rights and liberties as those enjoyed by other persons, except those restricted by law specifically in relation to politics, capacities, disciplines or ethics.

2.4.3.5 The Rehabilitation of Persons with Disabilities Act B.E. 2534 (1991) and Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)

The Rehabilitation of Persons with Disabilities Act B.E. 2534 (1991) established the Office of the Disability Rehabilitation Committee in the Department of Public Welfare, Ministry of Interior, which has the authority to provide relief for development and rehabilitation of persons with disabilities, as well as to promote the employment of persons with disabilities who have been rehabilitated.

Later, the Empowerment of Persons with Disabilities Act was issued in B. E. 2550 (2007) and the Rehabilitation Act B. E. 2534 was repealed. The Empowerment of Persons with Disabilities Act B.E.2550 is intended to set guidelines and improve methods for promoting and improving the quality of life of persons with disabilities at all levels to be more appropriate and to prevent unfair discrimination. That Act lays down provisions on the right of persons with disabilities to receive public facilities and other assistance from the state, and to provide specific measures for the employment of persons with disabilities. The researcher discusses the details of the promotion of employment for persons with disabilities on the next topic.

## **2.4.4 Employment of Persons with Disabilities**

2.4.4.1 National and international laws and practical guidelines relating to employment of persons with disabilities

Employment of persons with disabilities based on human rights principles in the international level demonstrates the equality between persons with disabilities and ordinary people by referring to and applying human dignity. As a result, countries have adopted such practices in accordance with the 1789 Declaration of Human Rights and Civil Rights. There were other conventions on the rights of persons with disabilities and international policies for persons with disabilities to organize social and legal systems for the care and protection of the rights of persons with disabilities, for example, the Standard Law on the Equalization of Opportunities for Persons with Disabilities 1993, Convention No. 159: ILO Vocational Rehabilitation and Employment (Disabled Persons), 1983, ILO guidelines on Managing disability in the workplace. For ILO guidelines, in particular, it has defined general duties of employers and workers' representatives and responsibilities of relevant employment agencies, including management frameworks, to support persons with disabilities in the workplace and human resource management guidelines related to persons with disabilities, namely, the recruitment of employees with disabilities, promotion, maintenance of employment conditions, adjustments to various facilities and keeping the confidentiality of information related to employees with disabilities, for example (International Labour Office Geneva, 2002).

In Thailand, all constitutions have stated that there must be equality and equity in the rights and freedom among Thai people with no exception to persons with disabilities. The latest constitution, the Constitution of the Kingdom of Thailand B.E. 2560 (2017), also addresses the equality of persons with disabilities under Section 27, focusing on non-discrimination, including the employment issue.

In addition, another law which has a direct relation to the employment of persons with disabilities in Thailand is the Empowerment of Persons with Disabilities Act B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013) in Sections 20 (3) and (4) which state that:

Sections 20 A Person with Disabilities has the right to access and utilize public facilities including welfare services and other supports from the State as follows: ... (3) vocational Rehabilitation including up to standard services, labor protection, measures for employment opportunity, promotion of independence occupation, media services, technology facilities and any other assistance to support work and occupation of Persons with Disabilities according to the rules, procedures and conditions prescribed by the Minister of Labor; and (4) acceptance and participation in social, economic and political activities in a full and efficient manner on an equal basis with general persons as well as the receiving various facilities and services according to the needs of Persons with Disabilities;

On the issue of employment of persons with disabilities, the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013), additionally stipulate that there are three options for government agencies and entrepreneurs in Section 33 to Section 35 as follows:

Section 33. For the purpose of the Empowerment of Persons with Disabilities, employers or owners of the establishments and State Agencies shall employ Persons with Disabilities to work in suitable positions in proper proportions to the entire number of the employees in the establishments or State Agencies. The Minister of Labor shall issue Ministerial Regulations to specify numbers of employees with disabilities that the employers, owners of the establishments and State Agencies shall employ.

Section 34. Employers or owners of the establishments who do not employ Persons with Disabilities at the proper proportions as prescribed in section 33 shall send money to the Fund pursuant to section 24( 5) . The Minister of Labor shall issue Ministerial Regulations to specify the amount of money that the employers or owners of the establishments shall send to the Fund.

Employers or owners of the establishment who are obliged to send money to the Fund as prescribed in paragraph one but failed to do so, or

delayed in making payment or made an insufficient payment, shall pay interests at the rate of seven and a half percent per annum of the outstanding amount to the Fund.

Employers or owners of the establishments who employ Persons with Disabilities or send money to the Fund as prescribed in paragraph one shall be eligible for tax exemption at certain percent of the amount they pay as wages or salaries to employees with disabilities or of the amount they send to the Fund, as the case may be, as prescribed by the law.

Section 35 In the event that any State Agency does not wish to employ Persons with Disabilities for work under section 33 or any employer or owner of the establishment does not employ Persons with Disabilities for work under section 33 and does not wish to send money to the Fund under section 34, the said State Agency, employer or owner of the establishment may grant concessions, arrange places for distributing products or services, hire subcontract employees or hire employment services by special means, provide apprenticeship or equipment or facilities and sign language interpreter or other assistance to Persons with Disabilities or caregiver of Persons with Disabilities based on the criteria, procedures and conditions as prescribed by the Committee in the Rules.

To specify the amount or number of vacant positions for persons with disabilities, the government has enacted a ministerial regulation. It is the Ministerial Regulation of prescribing the number of persons with disabilities that the employer or owner of the workplaces and government must employ and the amount of money that the employer or owner of the workplace must submit to the Fund and Equality Promotion for Persons with Disabilities, B.E. 2554, which has details as follows:

Article 3 Employers or owners of workplace with 100 or more employees and government agencies employ persons with disabilities who are capable of working in any position at the ratio of 100 non-disabled workers to one person with disabilities. The fraction of 100, if over 50 persons, requires adding one persons with disabilities. The number of workers is counted on October 1 every year. If an employer or owner of workplace has units or

branch offices in the same province, they are required to count all employees from all departments or branches in that province together.

Article 4 government agencies which have 100 staff or more employ persons with disabilities who can work in any position at the ratio of 100 non-disabled workers to one persons with disabilities. The fraction of 100, if over 50 persons, require adding one persons with disabilities.

The number of workers is counted on October 1 every year by the following methods:

(1) Ministries, bureaus, departments, or any other government agencies called a department, shall count the number of all workers together as ministries. In this regard, when the number of persons with disabilities to be employed by a ministry is agreed, the Permanent Secretary of the ministry shall allocate available position to and order any agency under the ministry to employ persons with disabilities based on the nature of work which persons with disabilities can perform as appropriate.

(2) Local governments shall count the number of workers in each provincial administrative organization, municipality, sub-district administrative organization, Bangkok, Pattaya City, and other local government organizations established by the laws.

(3) State enterprises established by acts or royal decrees count the number of workers of each state enterprise.

(4) Other government agencies which are juristic persons count the number of workers of each agency.

That Ministerial Regulation become the basic principle of recruitment and selection of persons with disabilities to work in the government sector as prescribed by the Office of the Civil Service Commission (OCSC) in the document no. 1004/ 21, issued on 3<sup>rd</sup> November 2017. Its essence is to direct government agencies to recruit and select persons with disabilities. If a government agency is unable to employ persons with disabilities, it must provide other compensatory services according to Section 35 (No reference to Article 34 on money transfer to the fund).

Moreover, the principle determines the qualifications and prohibitions of persons with disabilities to be employed. For example, a person with disabilities who is applying for selection must have a disability identification card according to the regulation issued by the National Commission of Empowerment of Persons with Disabilities. They also must not have any forbidden characteristics according to Section 36 of the Civil Service Act B.E. 2551.

#### 2.4.4.2 Statistics of Employment of Persons with Disabilities in Government Organizations in Thailand

According to the statistics of the Division of Fund and Equality Promotion for Persons with Disabilities, the Department of Empowerment of Persons with Disabilities (2017 and 2018), between B.E.2560 (2017) and B.E.2561 (2018) fiscal years the number of persons with disabilities working in government organizations can be summarized and divided into different agencies based on the Ministerial Regulation of prescribing the number of persons with disabilities with disabilities that the employer or owner of the workplaces and government must employ, B.E. 2554 as follows (the comparison between B.E.2560 (2017) and B.E.2561 (2018) fiscal years):

Table 2.4 Recruitment of persons with disabilities to work in ministries according to Article 33 and Article 35, comparing between fiscal years B.E.2560 (2017) and B.E.2561 (2018)

No.	Ministry	Fiscal Year B.E.2560 (2017)		Fiscal Year B.E.2561 (2018)			
		Required to employ	Employment	Percentage of number of employments per number of required to employ	Required to employ	Employment	Percentage of number of employments per number of required to employ
1	Ministry of Defence	35	6	17.14	35	19	54.29
2	Office of the Prime Minister	376	170	45.21	298	411	137.92
3	Ministry of Finance	16	6	37.50	16	16	100.00
4	Ministry of Foreign Affairs	22	2	9.09	17	7	41.18
5	Ministry of Tourism and Sport	92	100	108.70	91	180	197.80
6	Ministry of Social Development and Human Security			Information cannot be disclosed			
7	Ministry of Agriculture and Cooperatives	811	36	4.44	341	298	87.39

No.	Ministry	Fiscal Year B.E.2560 (2017)			Fiscal Year B.E.2561 (2018)		
		Required to employ	Employment	Percentage of number of employments per number of required to employ	Required to employ	Employment	Percentage of number of employments per number of required to employ
8	Ministry of Transport	276	28	<u>10.14</u>	136	498	<u>366.18</u>
9	Ministry of National Resources and Environment	406	60	<u>14.78</u>	103	77	<u>74.76</u>
10	Ministry of Digital Economy and Society	35	2	<u>5.71</u>	20	23	<u>115.00</u>
11	Ministry of Energy	24	4	<u>16.67</u>	13	14	<u>107.69</u>
12	Ministry of Commerce	48	23	<u>47.92</u>	34	27	<u>79.41</u>
13	Ministry of Interior	513	46	<u>8.97</u>	353	1,117	<u>316.43</u>
14	Ministry of Justice	246	18	<u>7.32</u>	170	37	<u>21.76</u>
15	Ministry of Labour	137	187	<u>136.50</u>	135	181	<u>134.07</u>
16	Ministry of Culture	55	2	<u>3.64</u>	41	5	<u>12.20</u>
17	Ministry of Science and Technology	11	4	<u>36.36</u>	11	9	<u>81.82</u>

No.	Ministry	Fiscal Year B.E.2560 (2017)			Fiscal Year B.E.2561 (2018)		
		Required to employ	Employment	Percentage of number of employments per number of required to employ	Required to employ	Employment	Percentage of number of employments per number of required to employ
18	Ministry of Education	4,980	2	<u>0.04</u>	3,923	1,807	<u>46.06</u>
19	Ministry of Public Health	2,278	444	<u>19.49</u>	1,791	1,278	<u>71.36</u>
20	Ministry of Industry	13	2	<u>15.38</u>	13	19	<u>146.15</u>

Source: Department of Empowerment of Persons with Disabilities. Division of Fund and Equality Promotion for Persons with Disabilities (2019).

According to Table 2.4, several ministries have successfully employed persons with disabilities by the number prescribed in Article 4 of the Ministerial Regulation which prescribes the number of persons with disabilities employer or owners of the workplaces and the government must employ. The article states that a government organization with 100 staff or more shall employ persons with disabilities who can work in any position at the ratio of 100 non-disabled workers to one person with disabilities. The fraction of 100 non-disabled persons, if over 50 persons, requires adding one person with disabilities.

However, according to the data shown above, some organizations were unable to employ persons with disabilities by the proportion prescribed by the Ministerial Regulation. The percentage of persons with disabilities in the government sector, when the data is sorted out, in the fiscal year B.E.2561 (2018) comparing with the prescribed number in the Ministerial Regulation is represented in the following Table 2.5 and 2.6

Table 2.5 Percentage of the proportion of persons with disabilities in the Fiscal Year B.E.2561 (2018) compared with the proportion prescribed by the Ministerial Regulation of the Determination of the number of persons with disabilities to be employed, 2011.

No	Ministry	Fiscal Year B.E.2561 (2018)			Note
		Required to employ	Employment (section 33 and Section 35)	Percentage of number of employments per number of required to employ	
1	Ministry of Transport	136	498	366.18	As required
2	Ministry of Interior	353	1117	316.43	As required
3	Ministry of Social Development and Human Security	91	180	197.80	As required
4	Ministry of Industry	13	19	146.15	As required
5	Ministry of Finance	298	411	137.92	As required
6	Ministry of Labour	135	181	134.07	As required
7	Ministry of Digital Economy and Society	20	23	115.00	As required
8	Ministry of Energy	13	14	107.69	As required
9	Ministry of Foreign Affairs	16	16	100.00	As required
10	Ministry of Agriculture and Cooperatives	341	298	87.39	Must hire 43 people

<b>Fiscal Year B.E.2561 (2018)</b>				
<b>Ministry</b>	<b>Required to employ</b>	<b>Employment (section 33 and Section 35)</b>	<b>Percentage of number of employments per number of required to employ</b>	<b>Note</b>
11 Ministry of Science and Technology	11	9	81.82	Must hire 2 people
12 Ministry of Commerce	34	27	79.41	Must hire 7 people
13 Ministry of National Resources and Environment	103	77	74.76	Must hire 26 people
14 Ministry of Public Health	1791	1278	71.36	Must hire 513 people
15 Office of the Prime Minister	35	19	54.29	Must hire 16 more people
16 Ministry of Education	3923	1807	46.06	Must hire 2116 people

<b>Ministry</b>		<b>Fiscal Year B.E.2561 (2018)</b>			<b>Note</b>
<b>No</b>	<b>Ministry</b>	<b>Required to employ</b>	<b>Employment (section 33 and Section 35)</b>	<b>Percentage of number of employments per number of required to employ</b>	<b>Note</b>
17	Ministry of Tourism and Sport	17	7	41.18	Must hire
18	Ministry of Justice	170	37	21.76	10 people Must hire
19	Ministry of Culture	41	5	12.20	133 people Must hire
20	Ministry of Defence				36 people Information cannot be disclosed

Source: Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities, (2019).

Table 2.6 Percentage persons with disabilities in ministries, classified based on the data of disability employment in the government sector in the Fiscal Year B.E.2561 (2018) comparing with the number determined by the Ministerial Regulation of the determination of the number of persons with disabilities to be employed, 2011.

No	Ministry	Required to employ	Employment section 33	Employment section 35	Employment section 33 and 35	Percentage of number of employment per number of required to employ	Note
1	Ministry of Transport	136	76	422	498	366.18	As required
2	Ministry of Interior	353	34	1083	1117	316.43	As required
3	Ministry of Social Development and Human Security	91	<u>139</u>	41	180	197.80	As required
4	Ministry of Industry	13	14	5	19	146.15	As required
5	Ministry of Finance	298	<u>254</u>	157	411	137.92	As required
6	Ministry of Labour	135	88	93	181	134.07	As required
7	Ministry of Digital Economy and Society	20	7	16	23	115.00	As required
8	Ministry of Energy	13	5	9	14	107.69	As required
9	Ministry of Foreign Affairs	16	6	10	16	100.00	As required

<b>No</b>	<b>Ministry</b>	<b>Required to employ</b>	<b>Employment section 33</b>	<b>Employment section 35</b>	<b>Employment section 33 and 35</b>	<b>Percentage of number of employment per number of required to employ</b>	<b>Note</b>
10	Ministry of Agriculture and Cooperatives	341	100	198	298	87.39	Must hire 43 people
11	Ministry of Science and Technology	11	2	7	9	81.82	Must hire 2 people
12	Ministry of Commerce	34	25	2	27	79.41	Must hire 7 people
13	Ministry of National Resources and Environment	103	64	13	77	74.76	Must hire 26 people
14	Ministry of Public Health	1791	748	530	1278	71.36	Must hire 513 people
15	Office of the Prime Minister	35	10	9	19	54.29	Must hire 16 people
16	Ministry of Education	3923	1481	326	1807	46.06	Must hire 2116 people
17	Ministry of Tourism and Sport	17	0	7	7	41.18	Must hire 10 people

No	Ministry	Required to employ	Employment section 33	Employment section 35	Employment section 33 and 35	Percentage of number of employment per number of required to employ	Note
18	Ministry of Justice	170	37	0	37	21.76	Must hire 133 people
19	Ministry of Culture	41	5	0	5	12.20	Must hire 36 people
20	Ministry of Defense						Information cannot be disclosed

Source: Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities, (2019).

From tables 2.6, the samples are selected for qualitative studies as follows:

Group 1 : They are ministries which employ persons with disabilities by the proportion prescribed by the Ministerial Regulation in the fiscal year B.E.2561 (2018) and are the first two agencies which employ most persons with disabilities according to Section 33 by the highest number. The researcher considers that the first group should be studied with qualitative studies method. The two samples of this group are the followings:

First, Ministry of Finance employs 254 persons with disabilities under Section 33.

Second, Ministry of Social Development and Human Security employs 139 persons with disabilities according to Section 33.

Group 2: They are ministries which failed to employ persons with disabilities in the proportion prescribed by the Ministerial Regulations in the fiscal year 2018 and are the first two agencies being required to employ persons with disabilities by the highest number. The researcher considers that the second group should be studied with qualitative studies method. The two samples of the group are the followings:

First, Ministry of Education must additionally hire 2,116 persons with disabilities.

Second, Ministry of Public Health must additionally hire 1,513 persons with disabilities.

## **2.5 Related Research**

To complete this study, the researcher considers that it is necessary to study multiple research related to the research topic “Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations”. Therefore, the researcher reviewed relevant literature in three groups as follow:

### **2.5.1 Research that Studies Persons with Disabilities**

Empowering persons with Disabilities for Quality of Life Improvement: A Qualitative Study on Two Vocational Rehabilitation Training Centers by Ploy Suebvises (2006) is a qualitative research. It used documentary research techniques,

including interviews, in-depth interviews, participant observation, both formal and informal observation. The purpose of the study was to study the relationship between vocational training and empowerment and development of quality of life on two case studies: the operation of public and private vocational rehabilitation centers. The result of this research showed that both centers practiced non-empowering vocational training regarding Western standards, whereas Thai vocational training was only a charity-like training, which is different from Western practice. Despite such results, by the end of the trainings, persons with disabilities felt empowered and had a better quality of life.

From such research, the researcher found key points which can be utilized as information of this research study as follows:

1) Characteristics of persons with disabilities: From time to time, persons with disabilities require to have some privacy or stay alone. Concerning this condition, the context of workplace where everyone works together might affect behaviors of persons with disabilities when they are at their workplace.

2) Skills persons with disabilities acquire from professional training:

(1) Professional skills. However, each vocational training center teaches different skills for persons with disabilities; for example, Yardfon Vocational Rehabilitation Center for Disabled in Chiang Mai requires persons with disabilities to train additional skills in certain disciplines such as computer and electronics. On the other hand, persons with disabilities from Redemptorist Vocational School acquire most professional skills by working in real jobs provided by the Employment Center.

(2) Educational qualification by the non-school education system at the centers: Both public and private vocational rehabilitation centers support a group of persons with disabilities to gain higher qualification in education.

(3) Social skills: It is one of the most important skills persons with disabilities learn from the center. Living at the centers in a condition like a boarding school makes everyone learn to adjust to live together; they learn to help each other and scarify for. Interacting with both disabled and non-disabled people through activities outside and within the centers teach them to participate in social activities, learn self-care, and express their opinions.

(4) Medical rehabilitation: it is a benefit which persons with disabilities gain from rehabilitation centers, especially from Yardfon Vocational Rehabilitation Center where the government supports rehabilitation in all aspects while they are at the center.

(5) Creation of Network among persons with disabilities through special activities outside the centers: This network makes persons with disabilities realize their self-value, whereas people in the community see more of their potentials.

(6) Social adjustment: persons with disabilities can adjust themselves to blend in the society at a greater level, building self-confidence and accepting their condition as persons with disabilities. Also, they are more confident to participate in various activities, whether in their families, communities, and societies.

The aforementioned information can help organizations in preparation of employment of persons with disabilities.

### **2.5.2 Employment and Organizational Diversity Management Studies (Employment of persons with disabilities and non-disabled persons)**

Gröschl (2004) research “Current Human Resources Practices Affecting the Employment of Persons with Disabilities in Selected Toronto Hotels: A Case Study” studied four hotels, ranging 3-4 stars, in Toronto, Canada. The study focused on qualitative research with case study by conducting in-depth interviews of executives and human resources departments of the four hotels. The purpose of the research was to recognize human resource management toward persons with disabilities in those organizations. It found that the management in the number of persons with disabilities depended on whether their hotels were under designated laws or not. If they were in a controlled area by the laws, they would employ persons with disabilities in accordance with the prescribed numbers. On the other hand, if they were outside enforceable areas, they were not subject to strictly comply with the rules of laws.

In terms of management of human capital development among persons with disabilities, most organizations focused on hygiene development and training. Meanwhile, atmosphere management in the organizations required mutual understanding between persons with disabilities and general employees in

communication, attitude, and working cooperation because general employees were usually worried to talk and coordinate with persons with disabilities, or ask them to do some tasks; they were not sure whether their action would affect physical and emotional conditions of persons with disabilities or not. Meanwhile, persons with disabilities were anxious and embarrassed with their disabled conditions. As a result, they did not want to work with general people much. Though this study was unable to conclude the result to be a reference for other case studies in Canada's hotel industry, it can be said that this study was the beginning of further studies in human resource operation and challenges against employment of persons with disabilities by hotels in Toronto and across Canada.

Chetsada Noknoi (2009) wrote the research named "Organizational Diversity Management: Human Resource Model for Equality of Employees with Different Sexual Orientation". The objective of the study was to study the situation in which multiple gender identities are accepted in the workplace from the perspective of human resource management. It aimed to study factors and context which affect human resource management for the equality of multiple gender identities in organizations and the impacts of human resource management due to injustice against multiple gender identities in organizations by stakeholders. Also, it targeted to study organizational policies related to the management of gender diversity among human resources. In the study, the researcher applied the methods of qualitative studies by collecting information from gender-diverse people who worked in both public and private sectors, using storytelling techniques by allowing the sample groups to share their autobiography and in-depth interviews. The study by these sample groups were treated equally and fairly in human resource management because their supervisors essentially evaluated them based on their performance and talents.

Factors and context affecting human resource management for the equality of gender-diverse people in organizations include the followings:

- 1) Gender, occupation, expression, and perception of others that they are gender-diverse people.
- 2) Diversity management in organizations, i.e. diverse members in the Board of Directors; trainings and lectures on diversity in organization in terms of

human resources; counselors/ formal groups providing advice; and policy of indiscrimination toward any group.

3) Other contexts, including Social norms and laws.

Krisanachot Bualar (2017) presented the results of the Study on “Cultural Diversity Management of Human Resources of “A Private Organization in the Service Industries”. The objectives of the study were to study the characteristics of cultural diversity in human resources and models of cultural diversity management in terms of organizational human resources. It also aimed to study the results of cultural diversity management in the part of human resources in organizations. The case study of this research was Bumrungrad Hospital International. The study applied the method of qualitative research through descriptive writing. Primary data was collected by in-depth interviews and non-participatory observation. Secondary data was studied through reviewing relevant documents. The study found that cultural diversity in the individual level included the diversity of races, religions, and personal attitudes. Cultural diversity management of human resources in an organization is the principle to establish equality amid diversity and to promote it to become organizational culture. The result of cultural diversity management in terms of human resources indicated that personnel in the organization were satisfied with their peers, though their races and religions were different from them, whereas the performance of the organization had successfully met its targets.

Kaniknart Rakrod Sutthirak (2015, p. 1) conducted the research “Diversity Management in Human Resource Management Process”. The research objectives were to study and understand diversity of human resources in organizations and to study the approach of diversity management through the human resource management process, including recruitment and selection, training and development, and performance assessment. In the study, the researcher applied qualitative research methods by reviewing policies and regulations of organizations, together with semi-structured interviews of management staff in the form of in-depth interview. The results of the study showed that human resources in organizations understood and perceived the value of diversity and diversity management processes through the process of human resource management. It can be achieved when an organization provides equal opportunities to both external people who want to work with the

organization and its existing employees. Thus, an organization must create a fair, transparent, and non-discriminate process of human resource management.

### **2.5.3 Legal studies and measures for the employment of persons with disabilities**

“The Amendments to Laws that Discourage persons with Disabilities from Participating in Society: A Study of Laws and Regulations Limiting the Rights of persons with Disabilities to Occupation” by Wiriya Namsiripongpun, Montien Buntan, and Akaraphan Kwan Chuen (2013) was a study in sociology of law. The research applied the methodology of qualitative research, including documentary research, interview, attendance of academic seminars, and questionnaires for opening surveys. The study showed an important result: The problem of restriction of working rights of persons with disabilities in workplace; the result can be summarized in the following items:

- 1) There is a specification of jobs or occupation persons with disabilities can do. With the specification, persons with disabilities are usually refused to do other jobs outside it. Thus, this specification is contrary to the principle which believes in the potentiality of persons with disabilities. The principle aims to support these people to do new and challenging tasks. Besides, the number of employment and career reserves can be an issue because reserved jobs usually provide a small amount of compensation.

- 2) The prescription of qualification or prohibited characteristics in the provision of the laws related to jobs, including physical impairment or disability, handicapped, infirmity, and deafness, which cause inability to read, write, or perform tasks, or mental health problem inappropriate to work as civil servants, can result in tangible and unfair deprivation or discrimination against persons with disabilities.

- 3) If related laws allow persons to use their discretion to evaluate qualification or characteristics whether they are prohibited from some jobs, then discrimination against persons with disabilities in seek jobs might take place. With determination by the rule of law of prohibited qualification or characteristics, the discretion is purely dependent on law enforcement officers.

## CHAPTER 3

### RESEARCH METHODOLOGIES

In the research “Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations”, the researcher aims to explain the social phenomenon associated with human resource management in organizations, especially the relation with persons with disabilities who work in government ministries and are employed according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). This research began to study the adoption of the Act and its amendment, set as a strategy to employ persons with disabilities, and its implementation among government organizations. Next, the research inquired about the process to manpower planning and vacant positions, employment, recruiting and selection, human capital development processes, career development for persons with disabilities, and equal and fair management of diversity within the working atmosphere which consists of both general employees and persons with disabilities. The details of the study are as follows:

#### 3.1 Research Design

In this research, researcher applied the methods of qualitative research to study more in-depth data from potential samples and limited samples whose diversity management in employment are limited under Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). The study also included human capital development and creation of co-working atmosphere to promote equity and fairness. The principles to choose qualitative research methods are as follows:

1) This research studies the phenomenon of policy transformation into organizational strategy, which is deemed as a social phenomenon. Because each ministry has different operational approaches, searching for factors, context, strengths, and limitations of each ministry require in-depth studies, including the information of ministries, their structures, and regulations. It led to in-depth interviews with their executives who are responsible for recruiting persons with disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). Regarding the approaches in this study, it is reasonable to use the methods of qualitative research.

In addition, the researcher designed this research with purposive sampling by selecting specific samples: they are the ministries which successfully employed persons with disabilities by the right number legislated in the related law, and the ministries which failed to employ persons with disabilities by that number.

2) This research aims to study people's behavior and attitudes, which is considered as another kind of social phenomenon study, especially the study of persons with disabilities who are categorized as a vulnerable group. This study is essentially relied on observation and in-depth interviews because these people are often considered as a socially disadvantaged group and tend to protect themselves. In fact, if a group of persons with disabilities is given the opportunity to demonstrate their competency, we will find that they do not lack of potentials comparing to others. In-depth interviews provide clear, detailed, and in-depth information. Meanwhile, it is required to collect data on attitudes and behaviors of supervisors and colleagues of persons with disabilities because these people need to protect their images because they do not want to be seen that they are treating persons with disabilities unfairly or discriminately. Therefore, this study requires a tool which support the research to sufficiently access to information and time to build trust and acquire information with least discrepancies.

The above statement is the conclusion of the reason to use qualitative research methods in this study.

## **3.2 Population and Sample of the Study**

This study is a qualitative research. The researcher defines the population and sample groups in the study as follows.

### **3.2.1 Main Population of the Study**

Main population of the study is the Thai ministries which employ persons with disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013).

### **3.2.2 The Samples of the Study**

The samples of the study are selected based on the method of stratified sampling by dividing population into groups or classes in relation to the purpose of the study as follows:

- 1) The group of officers who implement the policy of employment of persons with disabilities – they are administrators and agencies at the ministerial level which are responsible for the management and development of disabled manpower according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). This sample group was selected from 2 groups which have specific characteristics; the result of selection leads to the study of population from 4 ministries as stated below.

Group 1: The 2 ministries which employed persons with disabilities beyond the prescribed number and saw the highest number of disability employment according to the Section 33 in the fiscal year B.E.2561 (2018), namely the Ministry of Finance and the Ministry of Social Development and Human Security.

Group 2: The 2 Ministries which failed to meet the target proportion of employment and were required to mostly increase the employment rate in the fiscal year B.E.2561 (2018) in order to reach the proportion required by the law, namely the Ministry of Education and the Ministry of Public Health.

2) The group of persons with disabilities from various ministries who are employed according to the Section 33, including supervisors, and colleagues – they are from the Ministry of Finance, Ministry of Social Development and Human Security, Ministry of Education and the Ministry of Public Health.

3) The group of stakeholders with this study - it refers to the group of people who were involved with policy formulation, including directing and monitoring ministries to employ persons with disabilities in accordance with the law. They are specialized in disability employment or organizational diversity management, such as Director of the Department of Empowerment of Persons with Disabilities, Director of the Division of Fund and Equality Promotion for Persons with Disabilities, Head of the Disability Employment Group, etc.

In the process of sample selection, the researcher started with the key informants; they are the Director of the Division of Fund and Equality Promotion for Persons with Disabilities and the Head of the Disability Employment Group, Division of Fund and Equality Promotion for Persons with Disabilities, who are responsible for monitoring and directing employment of persons with disabilities by government agencies to comply with the law.

In conclusion, this study sampled persons with disabilities by the stratified sampling method; it is a population sampling which initially divided the population into groups or classes based on the purpose of the study. Then, it used the specific sampling method to find the appropriate number from each sample group. At the initial stage of sampling in random, the researcher worked with caregivers from the four ministries to select the sample groups before randomly sampling them with snowball or chain model in the next data collections. The first informant introduced people involved with the issue and the researcher continually conducted interviews until the data was repetitive and clear of questions, or when there was no new data, which is called data saturation, then the researcher would conclude the study.

### **3.3 Methods and Tools of Research**

This research uses qualitative data collection to answer its main objectives. The researcher determines the following methods and tools to study:

The first method – Document analysis, including theories, research, and local and international laws related to employment of persons with disabilities.

The second method – Observations, including non-participant observation in organizations that employ persons with disabilities and observation of working atmosphere in organizations.

The third method - In-depth interview, which utilizes semi-structure interview as the tool to make interviews more flexible. The target groups of the interview include executives or officers who are responsible for disability management in their organizations, persons with disabilities who already work in organizations, supervisors, and colleagues of persons with disabilities. Details of topics in the interviews are as follows:

1) The group of persons who direct, supervise and monitor the implementation of the policy of employment of persons with disabilities in government organizations (Section 33)

(1) The critical will in legislating the employment of persons with disabilities (According to the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013).

(2) Operation as supervising and monitoring organizations of existing employment of persons with disabilities

(3) Strengths and limitations in regulating and monitoring agencies to comply with the law of disability employment in government organizations.

(4) Strengths and limitations of agencies in implementing the policy (focusing on the government sector in ministerial level).

(5) Directions of future policies on employment of persons with disabilities in government organizations.

(6) Other issues related to the research.

2) The group which practically implement the policy of employment of persons with disabilities in government organizations (Multiple ministries) (section 33)

(1) Distinctive points or strength within the organizations and external support over the implementation of the disability employment policy.

(2) Restrictions within the organizations and threats from external contexts against the implementation of the disability employment policy.

- (3) Current policy implementation on disability employment.
  - (4) Directions of future policies on employment of persons with disabilities in government organizations.
  - (5) Other issues related to the research
- 3) The groups of persons with disabilities who have been employed in the organizations according to section 33.

#### Section 1 General information (to build familiarity)

- (1) General information of the sample groups.
- (2) Disability onset date: Before or after employment (This data is involved with inquiry through research questions on the process of recruitment and selection).

#### Section 2 Recruitment and Selection

- (1) Why did you choose to apply for a job in the organization instead of accepting concessions from agencies to sell products?
- (2) Where did you get the news of the job posting? And what channels should be added to advertise job postings?
- (3) Considering this job application, did you decide to apply on your own, or was it recommended by anyone?
- (4) What are the processes of selection (pre-employment testing)? Do you think such process is appropriate, fair, and equitable?

#### Section 3: Human capital development, career development, and teamworking atmosphere.

- (1) When you joined the organization, how did you prepare yourself to work? And how has the organization prepared you to work with other people as a team?
- (2) What courses have you attended for your development or as a training? Does the training go in the same direction as other employees?
- (3) Have you been advised and prepared your career development plan? Who is your mentor? And have you been encouraged to develop your career development according to the plan?
- (4) How has the teamworking atmosphere with your colleagues and supervisor been?

(5) Do you plan to work in this organization until your retirement? If yes, what position do you think you will be at your retirement? Which human capital you have that will take you to the position?

(6) What issue have you been treated unfairly and unequally comparing with other employees in the organization? And what kind of support or facility do you want in your work?

4) Supervisors and colleagues of persons with disabilities who are employed in organizations according to Section 33.

#### Section 1 General information (to build familiarity)

(1) General information of the sample groups.

(2) Have you ever worked or been associated with persons with disabilities before working with them?

#### Section 2 Recruitment and Selection (Supervisors only)

(1) Why did you decide to employ persons with disabilities instead of offering concessions for selling goods?

(2) What are the processes of selection (pre-employment testing)? Do you think such process is appropriate, fair, and equitable?

Section 3: Human capital development, career development, and teamworking atmosphere.

(1) How do you prepare yourself to work with persons with disabilities?

(2) Have you helped employees with disabilities in their development or trainings, or become mentors who take care of their living in the organization?

(3) Is the making of career development plan for employees with disabilities to be equal with other employees appropriate in your opinion? And how can you contribute to the planning of their career development?

(4) What is the teamworking atmosphere with your colleagues and supervisors?

(5) What are your concerns in working with employees with disabilities?

The fourth method - Focus Group Discussion, which include the groups of persons with disabilities, supervisors, and colleagues who work in the sample ministries; in the interview, each sub-group was clearly separated in order to recheck the result of in-depth interviews of persons with disabilities, supervisors, and colleagues.

The issue arisen from interviewing the sub-group of persons with disabilities was the opinion expression of “whether there is equity and fairness in recruitment, selection, human capital development, career development, and team collaboration between employees with disabilities and other members of the organizations, comparing to what the organizations have done to other employees”. There were other relevant issues arising during focus group discussions as well.

(Note: sub-group interviews will take place when the data from ongoing in-depth interview is found saturated)

### **3.4 Interview form Construction and Tool Testing**

The interview form was created based on literature review and interviews of persons involved with disability employment in government organizations, such as staff of Division of Fund and Equality Promotion for Persons with Disabilities and the Department of Empowerment of Persons with Disabilities, in addition to the review of literature related to the research.

After interview form construction, the study tools were examined; they were proposed in a full set to the research supervisor and the Ethics Committee on Human Research, the National Institute of Development Administration, for consideration. The researcher received recommendations to improve the tools to be suitable for conducting interviews, especially questions regarding persons with disabilities who are a vulnerable group, such as the cause of their disabilities. The Ethics Committee on Human Research had advised that such question should not have been in the interview because it might affect mental health of some persons from the sample group; they might not want to speak of the incidents which brought disabilities to their lives. As a result, the researcher has changed the question to be, for example, whether

the disabilities occur before or after work, aiming to acknowledge the processes of recruitment and selection of the sample groups.

Besides, before conducting each interview with the sample groups, the researcher submitted interview topics to their affiliated agencies for initial consideration, so that they would provide a consent to conduct an interview. This process aims to recheck the tools how well they can be used to question the sample groups and acquire the data in accordance with the purposes of this study.

### **3.5 Research Ethics and Facilitation for Persons with Disabilities**

Because the scope of the sample groups in this research is related to persons with disabilities, who are deemed as a vulnerable group to make a research, the researcher had requested for a research approval from the Ethics Committee on Human Research, the National Institute of Development Administration. It was approved on August 27, 2019 and has been certified according to the international standards of human research ethics, including the Declaration of Helsinki (DoH), Good clinical research practices, and Belmont reports. Before conducting the research, the researcher had submitted documentations to explain the process of research participation to the sample groups to allow them to make the decision whether they agreed to be part of the research. If they agreed to give consent, the sample groups would sign a voluntary consent form to join the research. If they disagreed, the researcher did not force them to become a part of this research.

Throughout the research, the researcher facilitated the sample groups to participate in it based on the ethics of human research and human rights principles. According to the data from the sample groups, the researcher found that the persons with disabilities who have been employed according to Section 33 can be categorized into 4 groups of disabilities. The researcher facilitated disabled people who participated in data collection via interviews based on their disabilities as follows:

#### **1) Visual impairment**

Facilitation: Travelling to interview or initiate a group discussion with the sample groups at their workplace which they are familiar with and feel comfortable to take an interview. The place must not be noisy because visually

impaired persons can notice sounds around them quickly, which may distract them from the interview.

2) Hearing impairment or communication disorder

Facilitation: Travelling to interview or initiate a group discussion with the sample group at their workplace; the place to conduct an interview must be familiar to the interviewees and makes them comfortable to take the interview. The place must not be disturbed by anyone or be seen from a close distance. It may be an outdoor area separated from the building. Papers are prepared to take notes of answers which must be kept confidentially.

3) Physical or mobility impairment

Facilitation: Travelling to interview or initiate a group discussion with the sample groups at their workplace; the place to conduct an interview must be familiar to the interviewees and makes them comfortable to take the interview. The place must be spacious if the interviewees use wheelchairs or it could be an outdoor area separated from the building.

4) Intellectual disability, mental or behavioral disorder, learning disability and autism spectrum disorders

Facilitation: Travelling to interview or initiate a group discussion with the sample groups at their workplace; the place to conduct an interview must be familiar to the interviewees and makes them comfortable to take the interview. Thus, the place must not be uncomfortable and confined; it can be an outdoor area separated from the building. The interviewees must feel safe to provide information, whereas the interviewer must keep observing the reaction from them; if they show a sign of stress, the interview must be stopped immediately.

The location to conduct an interview must not be a secret place or the place where there are only the researcher and the interviewee. It must be the place which interviewees feel safe to provide information. The interview may be conducted during lunch time or afterwork. Beverage and snack are also provided to the interviewees.

## **CHAPTER 4**

### **RESEARCH RESULTS**

The research “Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations”, is a study of the phenomenon in human resource management focusing on persons with disabilities who work for government agencies. The research conducts the study with qualitative research methodology, including observation, study of related documents, interviews, and focus group discussion. The researcher would like to present its results in the following details:

#### **4.1 General Characteristics of the Sample Groups**

The researcher classified the sample groups into 3 groups to conduct both interviews and focus group discussion to collect data. There were totally 75 people from the sample groups. Details of the three groups are as follows:

1) The group of people who determine and supervise disability employment policies, including the Director of the Department of Empowerment of Persons with Disabilities, Director and officers of the Division of Fund and Equality Promotion for Persons with Disabilities, totaling 4 persons.

2) The group of officers who implement disability employment policies, including ministerial or department executives/representatives which are affiliated with the Ministry of Social Development and Human Security, Ministry of Finance, Ministry of Public Health, and the Ministry of Education, totaling 13 people.

3) The group of persons with disabilities who work for the ministries which employ them according to Section 33, supervisors, and colleagues who are affiliated with the Ministry of Social Development and Human Security, the Ministry of Finance, the Ministry of Public Health, and the Ministry of Education, totaling 58 people. This sample group of persons with disabilities who work for the ministries

which employ them according to Section 33 covers 4 types of disabilities, including, physical/mobility impairment, hearing impairment, visual impairment, and intellectual/mind disability; it also includes their job positions, whether they were civil servants, government officers, or contract-based officers.

Table 4.1 Number of participants in interviews and focus group discussion, classified by types of sample groups and affiliated ministries.

<b>Ministry</b>	<b>Policy Makers</b>	<b>Policy Implementer</b>	<b>Employees with Disabilities</b>	<b>Supervisors and Colleagues</b>	<b>Total</b>
- Ministry of Social Development and Human Security	4	-	3	1	<b>8</b> <b>(11%)</b>
- Ministry of Finance	-	9	14	10	<b>33</b> <b>(44%)</b>
- Ministry of Public Health	-	2	3	3	<b>8</b> <b>(11%)</b>
- Ministry of Education	-	2	14	10	<b>26</b> <b>(34%)</b>
<b>Total</b>	<b>4</b>	<b>13</b>	<b>34</b>	<b>24</b>	<b>75</b>

According to Table 4.1, there are 34 employees with disabilities (persons with disabilities) who work under Section 33; these people are categorized according to their disabilities, positions, and affiliated ministries as shown in Table 4.2 and 4.3.

Table 4.2 Number of Employees with Disabilities According to Section 33, Classified by Types of Disabilities and Affiliated Ministries

Type of Disability	Ministry				Total
	Ministry of Social Development and Human Security	Ministry of Finance	Ministry of Public Health	Ministry of Education	
Physical or mobility impairment	2	10	1	4	17
Hearing impairment	1	1	2	4	8
Visual Impairment	-	3	-	5	8
Intellectual disability	-	-	-	1	1
<b>Total</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>34</b>

Table 4.3 Number of Employees with Disabilities according to Section 33, classified by types of positions and affiliated ministries

Type of Position	Ministry				Total
	Ministry of Social Development and Human Security	Ministry of Finance	Ministry of Public Health	Ministry of Education	
Civil servants	-	2	-	10	12
Government employees	3	12	-	1	16
Employees	-	-	3	3	6
<b>Total</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>34</b>

#### **4.2 The Guidelines and Limitation of the Four Ministries in Implementing the Disability Employment Policy According to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)**

The policy on employment of persons with disabilities in government organizations as provided in the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013) has affected various agencies to pay attention and accept persons with disabilities to work in organizations. However, in B.E.2554 (2011) a Ministerial Regulation has prescribed the number of persons with disabilities that employers of businesses and government agencies must employ and the amount of money the employers must submit to the Fund of Empowerment of Persons with Disabilities of B.E.2554 (2011). The regulation has motivated various agencies to pay more attention and comply with the law on recruiting persons with disabilities to work in their organizations. In particular, after the Cabinet had a resolution on October 28, 2015, approving the government agencies to completely employ persons with disabilities by the proportion of employment specified in Section 33 and Section 35 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). by the fiscal year B.E.2561 (2018). Regarding this, it can be considered that all government organizations have had a great awareness of and urgently implemented the policies.

From the interview with the sample group, the research found that implementing the disability employment policy has several important issues as follows:

First, there are main agencies responsible for the employment policy of persons with disabilities, namely the Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security. These agencies are the providers of information, suggesting and monitoring the policy implementation as required by the law. According to the interview with Nataorn Indesri, Director of

Strategy and Planning Division in Department of Empowerment of Persons with Disabilities, and former Director of Division of Fund and Equality Promotion for Persons with Disabilities, she described the role of the Department of Empowerment of Persons with Disabilities in promoting employment for persons with disabilities as follows (Nataorn Indesri, personal communication, August 27, 2019):

First step: Initiating public relations about employment of persons with disabilities during the fiscal years B.E.2559-2561 (2016-2018). There were workshops for relevant government agencies of about 180 departments from 20 ministries; the workshops aimed to clarify policies and guidelines according to Section 33 and Section 35; they had co-speakers from the Ministry of Labor who explained 7 methods of employment approaches regarding Section 35.

Second step: Creating a proactive plan to present the policies of employment of persons with disabilities according to Section 33 and Section 35 to ministerial executives.

Third step: Preparing officers from the Division of Fund and Equality Promotion for Persons with Disabilities and the Department of Empowerment of Persons with Disabilities as mentors in employing persons with disabilities under Section 33 and the medium for agencies that wish to employ persons with disabilities under Section 35 with the Ministry of Labor.

Fourth step: Initiating public relations to inform agencies of the data of registration of persons with disabilities who are seeking jobs. The data is produced by the Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities. If any agency wants to recruit persons with disabilities, they can contact the division. Their staff can facilitate the selection of candidates for the agency.

Fifth step: Collecting statistics and making a database of employment of persons with disabilities by government organizations.

Sixth step: Initiating public relations on the employment of persons with disabilities via the Department's website.

Seventh step: Monitoring and evaluating the employment of persons with disabilities within government organizations by reporting the result every 6 months to the cabinet meeting.

The role of the Department of Empowerment of Persons with Disabilities was confirmed by the interview with Pawinee Suksaard (personal communication, August 29, 2019) from the Division of Fund and Equality Promotion for Persons with Disabilities. She is an officer responsible for promoting employment for persons with disabilities and acts as a mentor, before and after employment, to both government agencies in employing persons with disabilities and disabled people in searching for jobs. She explained her and the fund's roles in assisting and supporting other agencies in recruiting persons with disabilities as follows:

Our duty is not to send persons with disabilities to work and ends there. Actually, if there is a problem in employing such persons, the agency is required to inform the issue back to us. We found that most feedbacks included misunderstanding in working collaboration and no assignment for persons with disabilities. As a result, these persons with disabilities felt disheartening. ... Our agency's duty is, apart from promoting these people to work, to make sure that they can work and get along with others because persons with disabilities have lived with their families and groups throughout their lives; so, their attitudes are different from the others. When there is a problem, we need to help them adjust the attitudes of both sides to become agreeable and identical... For example, an agency has welcomed our persons with disabilities to work ... and they let us to talk to the agency's officers as well. At the time, the agency employed persons with visual impairment, and I was the guest speaker to inform them how to help blind people... We are willing to help any agency with problems, so that the employment figure of persons with disabilities can rise continually.

The operation of the Division of Fund and Equality Promotion for Persons with Disabilities has been accepted and appreciated by various agencies such as the Ministry of Finance, through the story told by Sipphan Mosikrat (personal communication, August 30, 2019):

... We've been working closely with Department of Empowerment of Persons with Disabilities. We know that the main liaison officer in the employment of persons with disabilities is Khun Kung Pawinee and she always calls us to ask

about the employment and its problems, making our work more convenient; and we can successfully hire persons with disabilities by the proportional number specified by the law...

Several government organizations have reflected, however, that they have the problem of insufficient manpower quota to employ persons with disabilities. The Department of Empower of Persons with Disabilities as the main agency responsible for directing the policies to achieve the target has never stood still to the problem; rather, it has tried to form a network and coordinate with relevant agencies in order to discuss and solve the problem as told by Wilaiporn Khanunkon (personal communication August 29, 2019):

We proposed the solution of this problem to the National Committee for Empowerment of Persons with Disabilities. The solution was to launch a joint meeting on the employment of persons with disabilities with the Office of the Civil Service Commission (OCSC) on the issue of manpower quota and with the Budget Bureau on the issue of budget allocation. The committee agreed to organize the joint discussion by inviting both the OCSC and the Budget Bureau to join it to determine the scope of manpower and budget allocation to support each ministry employing persons with disabilities. Currently in the process of coordinating.

Second, it is the communication creating mutual understanding within government agencies of disability employment policies, which is important for policy implementation. The agencies which are able to proceed with the employment of persons with disabilities up to the proportional figure specified by the law will have an empirical approach in practicing the policy. Regarding this, Somsak Sirilertpitak (personal communication, August 30, 2019) told the researcher that,

The Ministry of Finance has responded well to the disability employment policy after the Ministerial Regulation was issued. Human Resource Management Division, The Office of the Permanent Secretary of Finance, has held a meeting to clarify its practical guideline according to the regulation, which prescribes the number of disability employment. It invited agencies at

the departmental level under the Ministry and relevant persons from external agencies, including the officers from the Department of Empowerment of Persons with Disabilities and the Association of the physically handicapped of Thailand, to join the clarification. The meeting, which was chaired by then Deputy Permanent Secretary of Finance, informed of the origin of the policy and practical procedures regarding the ministerial regulation. It also provided the information of the number of employees and available positions and of practical guideline in employing persons with disabilities of the Ministry of Finance.

Meanwhile, Sipphan Mosikrat (personal communication, August 30, 2019) further said that,

After the first clarification meeting, the Human Resource Management Division has held several meetings on disability employment, so that the agencies under the ministry can proceed with the procedures correctly and smoothly; for example, the meeting discussion on disability recruitment to work for the Office of the Permanent Secretary of Finance on 21 December 2011 and the meeting on recruitment guidelines for persons with disabilities to work for the Ministry of Finance on Thursday, 30 October 2014, and Tuesday, 25 November 2014. In 2017, intensive practices had been carried out due to the cabinet resolution on 17 October 2017, which required government agencies to accelerate disability employment up to the prescribed proportional number by the fiscal year 2018, i.e., by September 2018, the ministry must completely employ persons with disabilities by the figure determined by the Ministerial Regulation. In the meeting No. 9/2017 of the ministry's top executives, there had been a Finance Minister's order ordering the ministry to completely employ persons with disabilities according to the cabinet's resolution within the fiscal year of 2018. At the time, the Ministry of Finance was required to additionally recruit 140 persons with disabilities. As a result, it held a meeting on 10 April 2018 to discuss on the issue and determine the guideline of disability employment to reach the prescribed employment

number by 2018. The meeting invited representatives from the departments under the ministry to discuss and jointly share their opinions.

Besides, Siriwan Inthaiwong (personal communication, August 30, 2019) put a conforming comment that,

The success of employing persons with disabilities by the prescribed number of the Ministry of Finance came from internal communication within the organization and collaboration from all departments. Some departments had opened vacant positions, but nobody came to apply; so, they consulted the Human Resource Management Division what they could do further. We then contacted other departments under the ministry, which had already shortlisted persons with disabilities. This assistance, communication, and great attention from the ministry's executives are the main factors contributing to the ministry's achievement in completely filling disability employment as required by the proportional quota. It also included the strategy of many departments in hiring persons with disabilities beyond the compulsory target, which helps maintain the full number of employees with disabilities as required, despite some resignation during the fiscal year and a wait of recruitment process.

During this interview, the researcher noticed that Khun Siriwan was smilingly and happily telling the story. Her reaction did not imply that it had caused a stress in trying to successfully implement the policy.

It is consistent with the story told by the representatives from the agencies under the Ministry of Finance, who confirmed that the ministry has always informed of and supported the employment policies for persons with disabilities. Charumas Somboonsilp (personal communication, September 3, 2019) said,

At first, after the announcement of this policy, the Comptroller General's Department received an invitation from the Office of the Permanent Secretary to attend a meeting to clarify the guidelines and methods in employing persons with disabilities according to the law. There were many meetings held around

the time. The agenda included specifying it as a performance indicator for the management, which forced all departments to quickly complete the mission.

The comment is in line with Chanawut Phansawat (personal communication, September 9, 2019) who recalled that,

I learnt about the policy in the first minute after the ministry required each department to send its representatives to attend a meeting and clarify every department's employment policy. It was also determined to become a performance indicator for executives of the ministry, which, as a result, forced the Custom Department as an affiliated unit of the Ministry of Finance to completely employ persons with disabilities by the prescribed proportion.

To practically implement the policy, the third essential element is the focus on it by top executives. According to Nataorn Indesri (personal communication, August 27, 2019), she recalled her experiences as the Director of the Division of Fund and Equality Promotion for Persons with Disabilities that,

Sometimes, government agencies thought it was difficult to implement the policy. So, they did not do or ignored it. It is the reason why their executives should urge them to do so. These executives must pay more attention at the policy, considering it as a cabinet resolution and law. We have educated every department which invited us to lecture, and their executives played a crucial role, which is to bring this national policy – this cabinet's resolution – to implement within their organizations. Therefore, they must prioritize the policy. Without their attention, this disability employment in the public sector could not become real. The chairperson of the meeting was the permanent secretary level, which means the chance of employment would go higher. It is really important for the executives' attention because there is no requirement to contribute to the fund, but they will make a report of contribution every six months to the cabinet.

According to the interview, there is an example of policy accomplishment supported by the executives who prioritized the policy: It was the Ministry of Finance.

Wilaiporn Khanunkon (personal communication, August 29, 2019) said to this case that,

... In the fiscal year 2018, many agencies have accelerated the employment of persons with disabilities until they reached the prescribed number of employments. Some agencies went beyond the target number, exponentially, such as the Ministry of Finance, where either permanent secretary or deputy permanent secretary came to supervise the employment themselves. Every time there was a meeting on the issue, the permanent secretary would talk to every department, asking them how far this policy was going. It was the reason why the Ministry of Finance was able to effectively employ persons with disabilities within only one year. So, the Ministry of Finance is an interesting ministry; they provide a good collaboration with us. I talked there several times, and saw that all available positions were given to employ persons with disabilities...

Pawinee Suksaard (personal communication, August 29, 2019) provided an information which is in line with the above statement. She said,

The Ministry of Finance called us to provide knowledge; they are really interested in it. The chairperson of the meeting is the ministry's permanent secretary. When the secretary attended the meeting, then all departments of the ministry did as well. There were orders asking all of them to do. When some department did not do, then came the question why cannot do and what their reasons. The Ministry of Finance is extremely determined.

Apart from the Ministry of Finance, other agencies confirmed that the implementation of the policy depended on the command and focus of the executive. For example, Kittika Chedchom (personal communication, September 2, 2019) said that,

Article 33 is sustainable, but it is difficult for the public sector. The issues are manpower and contract extension...We have had a commanding letter to every unit; it is dependent on the executives whether they approve it or not.

An echo from Pawinee Suksaard (personal communication, August 29, 2019), who sees the potential of the executives in government agencies, reflected that,

Several agencies have much understood the policy because their executives graduated from abroad; they are still young and always talk to me. They look for available positions for persons with visual impairment. They search the jobs for them because blind people can hear spoken language; they can really work.

In addition, determining the proportion of employment of persons with disabilities as a performance indicator of executives considered is a factor which encourages top executives of all organizations prioritize this policy. According to Somsak Sirilertpitak (personal communication, August 30, 2019),

Employing persons with disabilities by the Ministry of Finance originally started from the cabinet's resolution which issued the disability employment as an indicator of executives. As a result, all government agencies have been alerted to accomplish all indicators. This is the history of the policy.

Fourth, the organizational structure and the chain of command must be united. Some agencies are unable to employ persons with disabilities by the prescribed number within the deadline because their organizational structure was varied and did not have unity; for example, the Ministry of Education, in which every department has senior executives who administered it without a direct dependence on the Office of the Permanent Secretary of the ministry. Chonlatan Pincharoen, officer from the Division of Fund and Equality Promotion for Persons with Disabilities (Chonlatan Pincharoen, personal communication, August 29, 2019) said,

... The Ministry of Education has been divided into several chains of command, which its office of the permanent secretary is unable to control because the chiefs in every chain are equal in their rank. Consequently, to suggest or help those departments are difficult. In reporting their results, they wrote different reports to us, not in single document like other ministries. So, their employment has yet completed proportionally ...

The final important element in successfully implementing the policy is understanding persons with disabilities. Nataorn Indesri (personal communication, August 27, 2019) explained to the making of understanding towards persons with disabilities among state agencies that,

Government agencies that accept persons with disabilities must create understanding and educate their officers that their organization are going to employ persons with disabilities. Their attitudes and perspectives are important. They must offer opportunities to persons with disabilities, seeing their potentials; otherwise, they could not graduate, could not meet others in the society; they need to understand other general people. Thus, general employees must open their minds to welcome these people, allowing them to work like general people. This is crucial. Sometimes we found a problem that no one assign persons with disabilities tasks; so, they can only sit there and do nothing. This makes them unable to work with colleagues. It is an essential part which both sides must adapt – between disabled people and their colleagues. Therefore, the organizations must create a good relationship and good attitude. If some use wheelchairs, then it requires to have some facilities for them as well as for blind people. Or do we have an interpreter for deaf people? How are we going to communicate with them?

It is line with Pawinee Suksaard (personal communication, August 29, 2019) who is close to persons with disabilities and agencies that employ persons with disabilities:

... Actually, state agencies should understand different types of disabilities, ... Each type of disabilities is not the same. Persons with autism can obtain a B.A. and work like others, but people who do not have children or grandchildren with autism will see them as crazy ones. Autism is a behavioral disorder; children can't be under heavy pressure, which leads to their behavioral explosion. General employees, when they are criticized by their heads, can keep their emotion. On the contrary, if they are complained by their heads, they maybe ready to crash. There was a case which one employee pointed a cutter at his own neck at the office, but the office did not tell us, it

let the employee go. They did not tell us what has actually occurred; only when we inquired, they would tell us the truth. We complained that why they did not inform us of the problem when there was the problem, that you let the problem remain there before letting the employee go...When the problem occurred, you cut it out without trying to solve. Well, we have complained them a lot, adjusting their attitudes... Now we do not fight for the employment of persons with disabilities; rather, we fight against people's attitudes, so that they will employ persons with disabilities...

Meanwhile, Wilaiporn Khanunkon (personal communication, August 29, 2019) added that,

... Many organizations understand they can assign persons with disabilities to do any task. In reality, however, if they study carefully, they will find out that the number of persons with disabilities who obtain bachelor's degree is currently enormous. Only adjusting their attitudes and giving them opportunities is enough...

However, from interviewing some agencies which employed persons with disabilities, the researcher found there are a few agencies still not clearly understanding these people. As a result, they still limit types of applicants in recruiting persons with disabilities; for example, An Human resource officer (personal communication, October 19, 2019) discussed about the reason in employing persons with mobility/physical disability to work in organizations.

...Do you understand that our job is documents and coordination? If we employed blind or hearing-impaired persons, then how could they work? Possibly, blind people may be right for operator positions, but not for administrative jobs in office. Of course, there have been complaints of discrimination, but we need to fight against the cases with reasons and real condition of workloads.

Actually, however, persons with visual impairment can do more tasks according to Pawinee Suksaard (personal communication, August 29, 2019):

Several agencies have well understood persons with disabilities because their executives graduated from abroad; they are still young and always talk to me. They look for available positions for young people with blind, like data entry task or data accumulation because people with blind have a language speaking program; they can work...

### **4.3 Diversity Management through the Dimension of the Process of Human Resource Planning, Recruitment, Selection, Human Capital Development, and Career Development for Persons with Disability of the Four Ministries (Specifically the Organizations Employ Persons with Disabilities According to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)) for Equity and Fairness**

#### **4.3.1 Human Resource Planning**

In determining manpower rate of each government agency, there is the main agency responsible for setting the framework of manpower: The Civil Service Commission or the OCSC. In employing persons with disabilities, there is also the Ministerial Regulation of Prescribing the Number of Persons with Disabilities Employed by Employees or Entrepreneurs and Government Agencies, B.E.2554. This regulation has prescribed the proportion of disability employment in state agencies as follows:

Article 3 Employers or owners of workplace with 100 or more employees and government agencies employ persons with disabilities who are capable of working in any position at the ratio of 100 non-disabled workers to one persons with disabilities. The fraction of 100, if over 50 persons, requires adding one person with disabilities. The number of workers is counted on October 1 every year. If an employer or owner of workplace has units or branch offices in the same province, they are required to count all employees from all departments or branches in that province together.

Article 4 government agencies which have 100 staff or more employ persons with disabilities who can work in any position at the ratio of 100 non-disabled workers to one person with disabilities. The fraction of 100, if over 50 persons, require adding one person with disabilities.

The number of workers is counted on October 1 every year by the following methods:

(1) Ministries, bureaus, departments, or any other government agencies called a department, shall count the number of all workers together as ministries. In this regard, when the number of persons with disabilities to be employed by a ministry is agreed, the Permanent Secretary of the ministry shall allocate available position to and order any agency under the ministry to employ persons with disabilities based on the nature of work which persons with disabilities can perform as appropriate.

(2) Local governments shall count the number of workers in each provincial administrative organization, municipality, sub-district administrative organization, Bangkok, Pattaya City, and other local government organizations established by the laws.

(3) State enterprises established by acts or royal decrees count the number of workers of each state enterprise.

(4) Other government agencies which are juristic persons count the number of workers of each agency.

All government agencies use this proportion to strictly calculate the workforce of persons with disabilities in their own agencies. For example, in the case of the Ministry of Public Health, Kittika Chedchom (personal communication, September 2, 2019) said that, “ To determine manpower for each department in terms of persons with disabilities, we will have an order from the ministry to them. Chaweewan Sampao (personal communication, September 2, 2019) further added a detail that,

In employing persons with disabilities under Section 33, they can work in all 3 positions, including civil servants, permanent employees and government employees ... To recruit for employment is dependent on each department’s consideration; we do not force them to do because they have different

missions. The central unit has the duty to determine the framework of disability manpower in percentage prescribed by the law in comparison with the manpower plan each department informs us.

There is a similar method which all organizations apply to consider distributing their manpower framework to their units; it is the appropriateness and readiness of their internal units to employ persons with disabilities as well as the proportion of employment rate prescribed by the law. Regarding this, Chaweewan Sampao (personal communication, September 2, 2019) explained,

To consider whether to recruit persons with disabilities, we will look at available positions of each agency, covering both central and regional areas, by taking their manpower figure into consideration and calculating to provide them a quota for each province. Because each province does not have only one hospital, we send the issue to the Public Health Office of the province to manage; for example, this province receives a quota of 20 persons; the provincial office must find the way to recruit the positions for persons with disabilities at which hospitals in the province. For the central agency, they are under the management of the Human Resource Management Division, which analyzes the manpower of persons with disabilities and provide provincial quotas. We do not force them whether to follow Section 33 or 35.

Similarly, Somsak Sirilertpitak (personal communication, August 30, 2019) explained the proportion of persons with disabilities prescribed by the Ministry of Finance that,

First of all, we will consider at the ministry level how many quotas it has, and then consider at sub-level – like departments and offices. We set quotas according to the number of employees of departments and offices. The Permanent Secretary's Office will look at our quota, whereas our ministry will look at the whole whether the number is fully filled according to the quota.

The Comptroller General's Department has managed the quota distribution as well. According to Charumas Somboonsilp (personal communication, September 3, 2019),

When the Ministry has an order to determine that the proportion of persons with disabilities to work is 100: 1, but the Comptroller General's Department has a manpower capacity of about 2,200 people, which means it is required to employ 22 persons with disabilities. The method of the Comptroller General's Department is because we have departments distributed to all 76 provinces, and we arrange them as regional zones, totally 9 zones, we assign those departments in each zone to take care of the issue. We divide the quota for each zone; one zone for two persons, totaling 18 persons at the regional level. The remaining quota, four persons, will be employed by the central agency.

In addition, for the consideration of manpower allocation and position determination, some agencies choose to initially explore the rate of disability manpower available in agencies before starting to recruit new personnel; they determine the number of opening positions to be in line with the mission of the organization. Regarding this issue, Chanawut Phansawat (personal communication, September 9, 2019) said the following:

In determining the position and manpower of the department, after we received the policy, we began to explore whether there were persons with disabilities working in our department because, previously, we had never surveyed whether we had any disabled people working with us. Thus, we started to collect information about how many persons with disabilities were working in the department and what types of positions they were, or they were already persons with disabilities but did not hold the disability card; in such case we had to inform them of applying for the disability card because some of them might be worried that if they told us they were disabled, they might lose some rights. We need to make them understand that we are going to run this policy. After that, we will consider about the position; regarding the mission of the Customs Department, which is a public service, with some of its departments required to go outfield and suppress illegal activities, we will

start to look at the right jobs for persons with disabilities. We begin with the position of government employees because it is easier to employ than civil servant positions. We recruited for government employees and considered which jobs and positions the applicants could do.

The Treasury Department has processed the employment similar to the Customs Department. Witoon Chotikulpisarn (personal communication, October 31, 2019) explained to the case of the Treasury Department as follows:

To completely recruit persons with disabilities according to the law, the department mostly recruits positions for government employees because the law specifies that the opening positions must be secure job. We then decided to recruit of government employees...To recruit persons for government employee positions, we accept application from persons with disabilities only. However, we do not employ all types of disabilities. We only receive application from persons with mobility impairment...

However, some agencies have defined the job titles for persons with disabilities, regarding their job security. Charumas Somboonsilp (personal communication, September 3, 2019) said to this topic,

The Comptroller General's Department has quite a large number of government employees. These employees are under the four-year employment period. For temporary employees, they are based on the yearly employment basis. Thus, to secure the jobs of persons with disabilities, we decide to mainly open positions of government employees. Our employees with disabilities are 100 percent government employees, guaranteeing that they will be under the four-year employment.

The study found that in allocating manpower to employ persons with disabilities, based on the Ministerial Regulation and Section 33, some agencies have encountered the problem of no positions available to employ them. Nuttawat (personal communication, September 16, 2019) said shortly that "The employment rate framework, according to the OCSC, is not consistent with the current context.

Therefore, there are very few people with disabilities who have qualifications to apply for work.”

Chaweewan Sampao (personal communication, September 2, 2019) clarified that,

Although there was the Ministerial Regulation announcing the proportion of employees with disabilities, the OCSC has not designated an additional number of disability employment. As a result, we use the existing rate of positions, dividing them for each government agency.

This comment is in line with Witoon Chotikulpisarn (personal communication, October 31, 2019) who looked at the same problem:

The problem is there is no addition of manpower quota. The law states that, without an addition of quota for opening positions, then we need to allocate the quota from the current manpower. As a result, for some departments which are already at the limit of their employment quota, there is no more positions to employ persons with disabilities. On the other hand, employments can be done for some departments which still have some quota remaining or have yet carried out the recruitment; they can initiate the application process which is for government employee position.

According to the cabinet’s resolution, which stated the deadline at the end of the 2018 fiscal year, all government ministries must fully employ persons with disabilities by the number prescribed by the law. However, it turned out that they were able to employ persons with disabilities by 84.75 percent out of the expected figure. The main responsible agency over this issue, the Department of Empowerment of Persons with Disabilities, has not stood still. It then has collaborated with many state agencies to analyze the reason why some state agencies failed to employ these people.

From an interview with Nataorn Indesri, Director of Strategy and Planning Division in Department of Empowerment of Persons with Disabilities, and former Director of Division of Fund and Equality Promotion for Persons with Disabilities (Nataorn Indesri, personal communication, August 27, 2019), she analyzed the

reasons why some agencies were unable to fully employ persons with disabilities as required by the law.

The main reason for the failure of some government agencies to employ the number of persons with disabilities as the law required came from no available positions to initiate the recruitment according to Section 33. The section states that there must be available positions for civil servants and government employees. According to some statistics, which reported about disability employment, they included existing employees who had some disabilities; these employees later registered as persons with disabilities. In the case they did not register, then the executives of the departments issued the certificates to confirm they were persons with disabilities. The stats included the unsuccessful requests for additional manpower from the OCSC.

Her statement has been in line with the reflection on the issues of manpower and employment budget which many government agencies agreed unanimously that they were the adversity to disability employment. Kittika Chedchom (personal communication, September 2, 2019) said,

Section 33 is a true, sustainable employment which is difficult to process within the public sector. Its problem is related to manpower issue... There are many positions persons with disabilities can do, but there is no single one available. For example, a case of person with mobility issue who got good hands and eyes, but no vacant position...

Likewise, Arirat Thongphian (personal communication, August 28, 2019) said,

...The manpower of the Ministry of Education has been approved from the beginning of the year; the positions were added. However, the request to the Budget Bureau was forced to wait for consideration for a while. Only recently we have been approved in the last February. As a result, we could not accelerate disability employment, nor make it on time.

Regarding the shortage of manpower quota to employ persons with disabilities, reflected by several agencies, the Department of Empower of Persons with Disabilities, as the main agency which directs this policy to reach the target, has not been in silence; rather, it has tried to coordinate with its network and relevant agencies, aiming to discuss and solve the problem. In relation to this issue, Wilaiporn Khanunkon (personal communication, August 29, 2019) mentioned that,

We proposed the solution of this problem to the National Committee for Empowerment of Persons with Disabilities. The solution was to launch a joint meeting on the employment of persons with disabilities with the Office of the Civil Service Commission (OCSC) on the issue of manpower quota and with the Budget Bureau on the issue of budget allocation. The committee agreed to organize the joint discussion by inviting both the OCSC and the Budget Bureau to join it to determine the scope of manpower and budget allocation to support each ministry employing persons with disabilities. Currently in the process of coordinating.

With the problem of insufficient manpower and insufficient support for the employment of persons with disabilities, government agencies may apply Section 35 by allowing contract-based employment as an approach to solve this issue temporarily.

Initially, government agencies need to partially help themselves. Possibly, there might be a top-down order to make this approach more tangible. Because the government agencies do have some budget, they can start with employing on the contract-base basis...Section 35...

Pawinee Suksaard (personal communication, August 29, 2019) told the researcher about the effort to solve the problem of manpower quota in employing persons with disabilities for the agencies.

#### **4.3.2 Recruitment Process**

To recruit persons with disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional

Amendment (Second Edition), B.E.2556 (2013), the researcher found that the recruitment process generally complies with the laws and the guideline stated by the Office of the Civil Service Commission (OCSC) in the circular letter no. 1004/21, issued on 3<sup>rd</sup> November 2017. The letter was about the recruitment and selection of persons with disabilities to work for government agencies; the latter's statement is in line with Patcharaporn Kladphung (personal communication, October 31, 2019) who put that:

Recruitment by government agencies are in accordance with the process issued by OCSC. Vacancies are published, obviously and clearly, via the websites of government agencies to widely reach the public. The qualification of positions resembles that of civil servants and general government employees.

For the issue of diversity management to promote equity and fairness, the researcher found that there are many sources to look for persons with disabilities in order to recruit them into the labor market. One source is the recruitment by the agency responsible for the employment of persons with disabilities, allocating available positions to government agencies. The agency is the Division of Fund and Equality Promotion for Persons with Disabilities. Pawinee Suksaard (personal communication, August 29, 2019), coordinator and recruiter of persons with disabilities who are interested in working in the government sector, explained that:

The group of persons with disabilities under the fund's responsibility came from walking in and word-of-mouth. We created a social media group which is under my supervision. Persons with disabilities will gather in the group and they will tell others about it. We are trying to look after these people. If they want to work, they need to talk to us. We will measure their attitudes to find out which needs to be adjusted before sending them to government agencies.

The second source is the government agencies which offer scholarships to persons with disabilities; it is their responsibility to recruit these people to work for government organizations. According to Amporn Pinasa (personal communication, September 2, 2019),

Office of the Basic Education Commission (OBEC) offers scholarships to talented people, including those with visual impairment, or hearing disability, or physical impairment; only if they have potentials, we can offer scholarships to anyone. We offer scholarship to study master's degree and Ph.D. abroad. When they graduate, we will welcome back them to work at the Office of Special Education Administration of OBEC.

Amporn's interview is in line with Nisa (alias name), (personal communication, October 25, 2019), who received a scholarship and returned to work at the Office of Special Education Administration.

Scholarship repayment is in accordance with the scholarship contract, which states that we must return to repay the scholarship to the Office of the Basic Education Commission. However, the contract does not specifically mention the name of the Office of Special Education Administration. When we graduate, we just write a letter to inform of our graduation. If there is a position available, they will call us for an interview and assign us to work at the office.”

Meanwhile, Nittayanat (alias name), (personal communication, October 25, 2019) provides an information on scholarship offer as an OBEC's source of recruitment as follows:

Scholarships for persons with disabilities began in B.E.2544 (2001) following One District, One Scholarship Policy. The Council of Disabilities had tried to propose the government that because we had One District, One Scholarship, they wanted to see disability support too. The then government agreed with this proposal. In B.E.2545 (2002), it was the first year there were scholarships for persons with all types of disabilities to study abroad from M6 level to bachelor's and master's degrees. For those who had already had a bachelor's degree, they could study master's and doctorate degrees. In the first three years, B.E.2545-2547 (2002-2004), it was not yet determined where the graduates would go to work in particular; the scholarship then was deemed as the central budget. Since B.E.2548 (2005), it began to determine that after

graduation, the graduates must work for which agency. The government scholarship I received was a type of OCSC scholarships, namely Disability Support Scholarship, which opened for persons with disabilities to compete for.

The third source to look for recruitment is vacancy announcement by people who work for the agencies which are opening positions. There are only 3 samples from this source. Dungta (alias name), (personal communication, September 4, 2019) said: “The doctor in Tambon Nong Bon Health Promoting Hospital told my mother and invited me to apply; it was a company’s budget in Pluakdaeng district.” A similar story occurred with Puipui (alias name), (personal communication, October 4, 2019),

“... knew the news of job opening from a cousin who worked as the director of the information service center of the department. He then invited me to apply here.” Laksana (alias name) (personal communication, November 27, 2019) said: “The school director invited me to apply because we have known each other since I studied; I am an alumnus here.”

The fourth source is the sharing of vacancy announcement by the people who are close to persons with disabilities. These people include acquaintances, close friends, or networking groups in which communication is made regularly between group members. This source is useful because some persons with disabilities are unable to directly access the sources of recruitment information. For example, Giant (alias name) (personal communication, October 22, 2019) is both a receiver of vacancy announcement from friends and an informant of such announcement for other friends.

At that time, it was the second recruitment of persons with disabilities only. I heard the news from younger disabled persons who have already applied for a job during the first recruitment. They told me that this job was already open, and I spread the news to others. I have known these young disabled people since I studied at Pattaya Redemptorist Technological College for People with Disabilities in Central Pattaya. After graduation, we worked around Pattaya and Chonburi, so we have often met. It is the reason why they recommended the job to me. I applied for the job with Oh (alias name). Later, every time the

job is open for application, I spread the news. After we successfully work here, I will usually tell others young disabled that it is now open for examination and you can go for it.

From the research, most samples acknowledged the recruitment from this source. For example, Phongchai (alias name) (personal communication, November 27, 2019) who said that: "Knew from a friend who sent me an SMS for there was no LINE at the time. The message said the school here was recruiting a contract-based teacher. My friend was already a teacher but did not work there." It is the same for Baitong (alias name) (personal communication, October 25, 2019) who said that: "Actually, I did not intend to apply for the job, but Mani (alias name)'s mother took me here." Pong (alias name) (personal communication, September 4, 2019) affirmed that he heard the news from one of his acquaintances who invited him to work at the hospital, whereas Korinnai (alias name) (personal communication, November 22, 2019) noticed the news of vacancy announcement from his brother who is also a person with visually impaired like him; his brother knew the news via a website. The recruitment from this source includes Phansri (alias name) (personal communication, November 19, 2019) who said that:

I applied for a job because a friend of mine, also a person with disabilities working at the Administrative Court, told me about the vacancy. I once went to the Provincial Employment Office and met this friend. Because he is also a person with disabilities, we shared our LINE accounts and helped each other to find jobs. I think only persons with disabilities can help each other; they know the news, though I did not pay much attention about it.

The final source of recruitment is the associations or agencies related to persons with disabilities, which Chanawut Phansawat (personal communication, September 9, 2019) informed the researcher that:

At the time, we opened positions which cover all 6 types of persons with disabilities. We have learnt that to recruit each type of persons with disabilities requiring various and different recruitment tools... Then, almost every type of persons with disabilities came to apply with us, except only

autism. There were visually, hearing, and physical impairments; these were three main types that came to us, while others had yet come. It might be because the news of recruitment had not accessed to them, or it was difficult for them to reach it. Those with visually impaired were unable to read, but there were medium agencies like the associations for persons with disabilities to aid them. During the recruitment process, we did not spread our news via our normal channel; instead, we sent our announcement to these agencies to help share it as another channel. For example, we sent it to the associations for persons with disabilities, schools for the blind, vocational schools for persons with disabilities, and schools for persons with disabilities, so that they can help.

It is in line with Giant (alias name) (personal communication, October 22, 2019) who told the researcher that: “There are many news sources for persons with disabilities, such as the Redemptorist Job Placement for Person with Disabilities, employment websites for persons with disabilities, and government positions for persons with disabilities.”

It conforms with the opinion by Jinna (alias name) (personal communication, October 22, 2019) said that

I used to work at the Redemptorist Job Placement for Person with Disabilities which serves as a center for finding jobs for people with disabilities and to coordinate with agencies that recruit people with disabilities to work. Most of the people with disabilities who provide information here will get jobs for almost everyone.

Nopawet (alias name) (personal communication, November 27, 2019) said that: “I learnt the vacancy announcement of the Ministry of Education which sent to Ratchasuda College because the ministry knows that the college has many fresh graduates with disabilities. The college sent the news further via e-mails.”

However, the most effective source of recruitment in the present day is via social or other technological media which persons with disabilities are able to access more. Kornnai (alias name), (personal communication, November 22, 2019), and

Phansri (alias name), (personal communication, November 19, 2019) said that they found their jobs from google by surfing words government jobs for persons with disabilities. Meanwhile, Notebook (alias name) (personal communication, September 25, 2019), also learn recruitment news via social media, said: "I heard this place's recruitment via Facebook page Ha Ngan Kon Pikarn<sup>1</sup>." Giants (alias name) (personal communication, October 22, 2019) said that: "The Revenue Department's job announcement is made via its website and agencies related to persons with disabilities to help share the news with the public." Since (alias name), (personal communication, October 31, 2019) who learnt recruitment information from Facebook, told the researcher that: "I got the news which my friends shared on Facebook that the Ministry of Education was recruiting persons with disabilities."

Apart from the aforementioned sources of recruitment to reach the target, which in this case is persons with disabilities, the researcher found that there are 3 factors contributing to the effective and successful recruitment. The first factor is cooperation and assistance between external agencies which are affiliated with the same ministry. An example of the case is Siriwan Inthaiwong (personal communication, August 30, 2019) who told researcher that:

Internal meetings are important. From the latest ministry meeting, a department reported that there was an examination to select government employees from the shortlisted candidates. However, at the time, another department had not yet employed persons with disabilities to the prescribed number. As a result, the department had requested them to borrow some government employees. Both departments thus exchanged their employees and requested the other to help.

It conforms with the opinion by Prakaypruk Jindasri (personal communication, September 9, 2019) who said that: "It is the support from the ministries and self-supports between ministerial units; this can be seen as a connection. They provide information and help each other, including recruitment issue."

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<sup>1</sup> The name of the page can be translated as "Job Search for Disabilities".

The second factor is the reputation of organizations. There are many applicants who believe in the reputation of an agency and apply with it to enter the recruitment process. According to Chanawut Phansawat (personal communication, September 9, 2019), who proudly mentioned his agency to the researcher,

the reputation of the Customs Department, which is credible, has led to a large number of applicant every time it opens for job application. Not only general employees, persons with disabilities also come to apply with the agency in a sheer number every time. This is a good opportunity for our organization.

For the third factor, some departments open positions welcoming applicants from various fields of study and educational qualifications. This is in line with the interview of Giant (alias name) (personal communication, October 22, 2019) who said that:

The Revenue Department does not restrict educational qualifications of applicants who are person with disabilities. The field of study is not the matter, only if they can work. It wide opens and does not limit qualification. To recruit general people, there is a restriction of qualification, but for disability employment there has been no restriction of qualification to test; they all have been given opportunities.

Oh (alias name) (personal communication, October 22, 2019) added that; The Revenue Department welcomes various qualifications because the agency may know the qualifications of persons with disabilities like us. They know we have studied in these and those fields. Though today we cannot work by using our graduated qualification, we are still capable of development in other skills. Despite different educational qualifications, we all have basic skills which the department demands, such as, basic skill of computer which almost everyone has. An example is an extra tutorial course at the Redemptorist College which taught us how to operate computer programs.

The last factor is physical readiness of agencies which aim to recruit persons with disabilities. Siriwan Inthaiwong (personal communication, August 30, 2019) discussed the issues by mentioning the recruitment to the researcher that:

It opened applications for persons with disabilities across the country to work with branch offices of any department in both regional and provincial levels. However, we found that persons with disabilities chose not work in their hometowns, but other places like Chiang Mai, Phuket, and Bangkok. In some test venues, they also refused to go to take the test, though the department sent cars to pick them up.

This situation is in line with experiences of several persons with disabilities; they explained that they decided to apply for the job because of the physical readiness of some agencies. This includes, for example, test venues and office locations which are convenient to travel regarding their disabled conditions or have the landscape architecture supporting persons with disabilities. For example, Dungta (alias name) (personal communication, September 4, 2019) explained her reason of choosing to work with the current organization that: "The distance from my house to the office is not very far, about 3 minutes." When the researcher had an opportunity to ask a person with mobility impairment, which in this case is Giants (alias name), (personal communication, October 22, 2019), he informed that: "I chose to apply and work in Chonburi area, which is not my hometown, because this province, especially Pattaya City, has complete facilities of landscape architecture for persons with disabilities based on the international standards." Sky (alias name) (personal communication, October 25, 2019) said that "I choose to work here because it is convenient to travel and have adequate facilities although some places are not suitable, such as slopes that are too steep."

Meanwhile, Kan Kavee (alias name) (personal communication, October 22, 2019) stated briefly, which made the researcher understand the issue clearly, that:

In Pattaya, there are quite a lot of areas with persons with disabilities; probably because it has schools and the Redemptorist College. To live in the community which has other persons with disabilities does not make me feel

strange. Wherever I go with my wheelchair, I always find friends. In other words, persons with disabilities can go here and there. On the other hand, in areas without persons with disabilities, people would look at me strangely.

The effect from the last factor corresponds with agencies which do not experience any difficulty in recruiting persons with disabilities because they prioritize landscape architecture. According to Witoon Chotikulpisarn (personal communication, October 31, 2019),

my agency's recruitment of persons with disabilities has been carried out in both central and regional areas; the regional offices will assign local offices to proceed with the application process. The province offices which are capable of employing persons with disabilities will be allowed to recruit the persons in their areas. We accepted persons with wheelchairs, which means we need elevators and slopes to enter and out our buildings. We also have parking lots for persons with disabilities. We have landscape architecture to support them. Thus, we rarely have physical problems to support persons with disabilities.

However, in addition to the factors which contribute to the efficiency and success of the recruitment process, the researcher found the following limitations of recruitment of persons with disabilities. First, the qualification and educational background of persons with disabilities do not meet the requirement issued by some agencies which open for application. According to Amporn Pinasa (personal communication, September 2, 2019), "we do not bar persons with disabilities from entering the recruitment process. However, some persons with disabilities are unable to pass the assessment of their capabilities."

In the case of Nataorn Indesri (personal communication, August 27, 2019), she said:

The recruitment process of persons with disabilities has determined that the applicants must earn a bachelor's degree in certain fields. There is a few number of persons with disabilities who learn a bachelor's degree and their fields of study do not match the required qualification issued by the agencies."

However, some agencies have never experienced such issues, for example, the Revenue Department, because it determines the educational qualification, but not specify the fields of study as mentioned in the third factor which is part of the factors contributing to effective and successful recruitment.

Second, it is the recruitment by examinations which both person with disabilities and general people are required to take together. As a result, persons with disabilities do not have enough courage to take the test. Chanawut Phansawat (personal communication, September 9, 2019) said:

Previously, we coexistingly proceeded with the recruitments of general people and persons with disabilities, broadcasting our vacancies via the internet. A group of persons with disabilities were interested in applying. However, it seemed they were not certain whether they could compete with general people. At the time, we did not determine which position was for persons with disabilities. All available positions were announced by combining both positions for persons with disabilities and general people. As a result, we got no person with disabilities to work as government employees.

The last limitation is the persons with disabilities who have potentials enough to earn opportunities of choosing their workplace. The labor market today needs these people. It led to an imbalance between demand and supply of smart people, which Somsak Sirilertpitak (personal communication, August 30, 2019) saw the problem from it. He said:

The problem with hiring these persons with disabilities is that they can choose jobs. We once employed persons with disabilities. However, when some agency recruited positions, they went there with no return because that agency has a better condition and welfare. It can be said right now that it is not government agencies which choose the people, but the people who chose agencies. If this place is better, then they will go there.

It is in line with Siriwan Inthaiwong (personal communication, August 30, 2019) who saw that:

This problem caused the government agencies to adapt because a sheer number of people went to work for state enterprises with higher compensation, whereas government agencies are under the rule of laws requiring the number of employees with disabilities to be full at all time.

Witoon Chotikulpisarn (personal communication, October 31, 2019) also generated the same issue to the researcher as follows:

Another problem is the persons with disabilities choose us, not us government agencies choose them. It is actually the reverse. Our department has many of them whose work is equivalent to general employee but could not stay with us for so long because they later joined state enterprises or other organizations which offered better compensation. After the enforcement of disability employment law, organizations must open positions for persons with disabilities; each organization seems to compete for talent persons with disabilities. Those with higher salary will get talent persons. Some of them are really good in working. Besides, the number of persons with disabilities graduating with some degrees is not much. Consequently, we are waiting for them to choose us. Once we opened positions of financial officers, but found nobody to apply. Mostly, the positions requiring specific or professional degrees saw no applicants, such as, legal officers or financial officers, because persons with disabilities did not graduate with various university degrees. It is actually rare to see persons with disabilities obtain some specific degrees, for example, financial officers; we opened this position twice, but there was no applicant at all. We then were forced to change the recruitment position, so that we could see some to apply.

Changing available positions in recruitment to conforms with the qualification of persons with disabilities is a mean which can solve the problem to a certain degree. Charumas Somboonsilp (personal communication, September 3, 2019) described the application of this method:

Recruiting persons to work for the central agency is not a concerning problem because it sees many applications. However, in some areas or in some regions

there was the problem because only a few numbers of persons with disabilities came to apply. Some places must open for a couple of time before seeing an application from a person with disabilities. For example, lately one agency opened a position for disabled people; it requested to recruit an accountant. Unfortunately, it turned out that after vacancy announcement nobody came to apply. It switched to open the position for financial and accounting officers. Again, it appeared that no one came to apply. It then needs to continue changing the name of positions it was recruiting. To conclude, we now change opening positions to seek applicants.

### **4.3.3 Selection Process**

The selection process is crucial in recruiting persons with disabilities who have potentials to work for an organization. An entrance examination is required to establish equality and fairness between general people and persons with different disabilities. According to the research, the researcher has identified essential information in the selection process of persons with disabilities as stated below.

The examination to measure the qualification of persons with disabilities is varied as much as the one to measure general people; there are written exams, interviews, and practical exams. Details of each type of exams are in the following explanation:

#### **1) Written examination**

A written examination for persons with disabilities, if to recruit civil servants, requires examinees to take the exam which is also used to select general civil servants. According to Chanawut Phansawat (personal communication, September 9, 2019), he said:

Our department's recruitment process is almost the same to the recruitment of general civil servants: It measures your skills and abilities. If you pass our test, then you come to take an interview with us. At that point, we will take a look at most of your personalities and attitudes whether you can work with colleagues.

Nisa (alias name) (personal communication, October 25, 2019) who had taken the writing test said: “In the writing exam, there were choices for us to select which type of the exam we wanted to do, whether a Braille code version or people reading it for us, for example. It means there must be the type of exam which suit the need of examinees.”

## 2) Interview examination

In an examination to select civil servants, if an examiner passes the written examination, he or she will move forward to the interview examination. To recruit persons with disabilities by government employees or contract-based employees, they will use an interview as the first selection step. According to Giant (alias name) (personal communication, October 22, 2019), “The exam used a special system which is the interview. The unit was assigned by the department to conduct an interview and appoint the interview committee.” In the case of selecting contract-based employees, Laksana (alias name) (personal communication, November 27, 2019), an employee of a school, said that:

When I applied for the job here, the school director intended to accept me to work here. So, there were not many steps I needed to take. There was a short interview and then they admitted me to work; they had seen me since I was a student that I have had a good habit and was a good helper. The executives are kind to me; that is why they accepted me.

The experience of Laksana is corresponding with Manee’s (alias name) (personal communication, October 11, 2019), a contract-based employee of a ministerial agency, who said that: “When I came to interview, they put me on the finalist.” The same stories came from Phongchai (alias name) (personal communication, November 27, 2019) and Nopawet (alias name) (personal communication, November 27, 2019) who told the researcher that:

Previously, I worked as a contract-based teacher at Thungmahamek School for the Deaf. After the contract was expired, there was an ongoing project to hire a contract-based teacher; I went to make an interview and got a pass. Then, I chose to work in Chonburi.

Questions used during interviews with persons with disabilities aim to know personal history, working experience, and skills/aptitudes. Kon La Fun Rang Wan Heng Chivit (alias name) (personal communication, October 22, 2019) said that:

Because I once worked at the Redemptorist College, during the interview I was asked why I did not go back to work there. I told them working was like a wave: An old wave goes and a new one arrives to replace the old one. So, it was impossible for me to apply at the same place.

It is the same for Baitong (alias name) (personal communication, October 25, 2019) who was asked about her personal history during the interview. “I was asked about my personal history during the interview, and I told the interviewers about it.”

In addition, an interview intends to inquire about basic information of the organization from interviewees to see how well persons with disabilities know. Giant (alias name) (personal communication, October 22, 2019) said that: “My interview was about my working experiences, such as, where I worked before, what I was thinking of applying for a job at the Revenue Department, and how well I knew about the responsibility of the department.”

Oh (alias name) (personal communication, October 22, 2019) added that:

In my case, they asked me how well I knew about the duties of the Revenue Department. I did not take a look at any information about the department before going to the interview. So, I was unable to answer any questions. Then, the interviewers asked me what I knew in general about it – about tax and national finance. I applied for this job because I wanted to know what they are working here and how well is their working system.

Like Kan Kavee (alias name) (personal communication, October 22, 2019) who said that:

During the interview, an interviewer asked me whether I knew that the job at the Revenue Department is a hard work. They also asked why I applied to work here because my previous job was great, both bonus and OT payment.

They asked me why I decided to leave 20,000 baht a month to work for just 13,000 baht a month.

Apart from asking personal history of persons with disabilities, the questions also inquire about their working attitudes toward cooperation with general people in organizations. Puipui (alias name) (personal communication, October 4, 2019), a person with hearing impairment, told the researcher as follows:

During the interview exam, in the first part the interview panel asked whether my house was flooded because I applied for the job during the B.E.2554 (2011) flood. In the second question, they asked, because I am a deaf person, how I communicated with general people. I replied that I read their lips or wrote on papers. The last question was where the last place I worked and why I left there. I replied that I worked as a librarian at the Thai Post Office, Laksi branch, and resigned because of communication issues – when someone came to borrow or return book, it required oral communication which made me feel uncomfortable.

### 3) Practical examination

Some organizations require a practical examination. This type of exam aims to measure operational skills and abilities. Chanawut Phansawat (personal communication, September 9, 2019) told that:

We have learnt that to recruit each type of persons with disabilities requires a variety of selection tools, including how can we put an appropriate test and we need to think of the method to apply the practical test. A job in an office is a real practice...Thus, the practical test will use to type official documents, but it is not that hard. It is a basic typing test, which has a form for examinees to type information. It has both Microsoft word and excel, which the examinees must operate in real job. It tests how well they can do on a basic job.

It is in line with Sinee (alias name) (personal communication, October 31, 2019) who said that:

I did the written and practical exams simultaneously. The practical exam was to create a database matching with the content I need to deal with in the real job. I used my former experiences learnt from previous exams with other agencies to do the tests; I could do it pretty much. The test was taken place in a computer lab.

Another essential information from the research is the preparation of facilities for examinees with different disabilities. The facilitation is provided by the organizations opening for available positions. For examinees with hearing impairments, some agencies provide facilities to assist them with sign-language interpreters, so that examiners and examinees can communicate, as told by Chanawut Phansawat (personal communication, September 9, 2019) :

In the case of candidates with hearing impairments, it could have a communication problem in the examination room, such as, informing candidates with schedule which the examination panel provided in written or interview rooms. Regarding this, we use a sign-language interpreter from the National Association Of The Deaf. If a candidate brings an interpreter himself, he has to pay the service on his own. Anyway, we provide such service. We ask the candidates to identify their issues in the application form... We try every way to support what they need.

From the experience of an interviewer, who interviewed persons with hearing impairment and voice disorder, Somsak Sirilertpitak (personal communication, August 30, 2019) explained that:

I interviewed candidates with different types of disabilities. Each one of them is different. Some required an interpreter to help communication. Some communicated with writing. Persons with non-congenital disabilities can communicate better.

Though some agencies did not provide facilities for persons with hearing impairment with sign-language interpreters, they corrected understanding

among interviewers toward the condition of candidates. Charumas Somboonsilp (personal communication, September 3, 2019) explained that:

Mostly, we have not yet encountered a problem which requires a specialist in disabilities because most persons with disabilities who came to apply with us had physical impairment and hearing one which requires hearing aid. Some candidates could barely hear voices but were skillful or special in reading lips. Some also said that despite unhearing ears, they read lips. Thus, as an interview officer, I need to speak to them slowly and carefully.

For persons with physical disabilities, organizations should prioritize the facilities that assist them to access to the exam venue. Nataorn Indesri (personal communication, August 27, 2019) explained to the researcher that: “Organizations should have facilities for them. If there is a person with wheelchair, the examination area or venue needs to have slopes, elevators, or testing rooms on the first floor.”

Meanwhile, Sinee (alias name) (personal communication, October 31, 2019), a person with physical disabilities commented on the facilities at the test venue that:

The preparation of examination here is great. They provide facilities to take the exam. They inform me where I could walk or use a wheelchair. It is like a general civil servant examination; in which they do the same everywhere. It is the main practice which the OPCS has issued. The exam rooms here are easy to access, suitable for persons with wheelchairs. In an exam room, the officers fully care and facilitate candidates – they asked whether I could sit or wrote comfortably. In the morning, I took a practical exam, in the afternoon of the same day, an interview. It is the facilitation to aid persons with disabilities to not come to take the exam several times.

For persons with visual impairment, the study found that they require several facilities to take an exam, such as assistants reading test papers to them. According to Nataorn Indesri (personal communication, August 27, 2019), "the process of the entrance examination is not like general people, for example, persons with visual impairment requires someone to read the exam papers for them. Somchai

(alias name) (personal communication, October 25, 2019) said that: “When I took the exam, they separated an exam room to be held at the Bangkok School for the Blind, where the facilities had already been prepared.” In other cases, the exam organizer must prepare facilities as requested by persons with disabilities who are going to take it, as echoed by Boonson (alias name) (personal communication, October 25, 2019) who said that:

People who read the tests must be proficient in the field they are about to read. For example, someone who graduated mathematics but were assigned to read an English test are unlikely to make the listeners understand comprehensively. I used to talk to the National Institute of Educational Testing Service (NIETS) about what the children who took the exams want. At the very least, they can realize that though we are blinded, it does not mean we always want a Braille paper. Some might be unable to read Braille but could operate computers. As such, they should not stick with the common perception that blind people use only Braille language; they might be able to operate computers as well.

Nisa (alias name) (personal communication, October 25, 2019) added that: “In the writing exam, there are choices for us to select which type of the exam we want to do; a Braille code version or people reading it for us, for example. It means there must be the types of exam which suit the need of candidates.”

Meanwhile, Kornnai (alias name) (personal communication, November 22, 2019) shared his experience in facilitating the preparation of examinations for persons with disabilities. He said there were people to help read or enlarge the exam papers, or allowing more time for examinees to read the papers as detailed below:

Written examination must prioritize visually impaired examinees because examinees whose eyes are totally blind can feel of disadvantage in reading exam papers which are also used to test other visually impaired examinees with better eye conditions, such as blurry vision or one-sided blind. In such case, it requires facilitation, such as, assistants to help answer questions. Besides, the OCSC may offer them choices to select whether they want an exam paper with larger characters or assistants to help mark answers. Some

examinees do not want an assistant but need an extension of time because some assistants who read the exam paper could not understand its essential matter or details; they may misinterpret it.

Moreover, the researcher found that the process of examination, especially for visually impaired people, has followed the international standard in practice. According to some persons with disabilities, such as Nittayanat (alias name) (personal communication, October 25, 2019) who interestingly commented on the examination of persons with disabilities in two dimensions as follows:

About the test, it needs to be considered from two dimensions. One is the format of the exam. It must be appropriate and in line with examinees' aptitudes. For example, for blind people, there must be Braille version, large character papers, and assistants reading some papers for examinees because if it is a paper written in Thai, examinees seem unable to read its Braille version in time. However, some examinees may want assistants reading papers or listen audio files via computers. The other issue is time extension; if we study the methods of foreign countries, they have a principle that if they need to extend the exam time, how much they can extend it in percentage and what reasons behind this extension. It does not mean that if you are a person with visual impairment, you will get time extension every time. Instead, they need supportive reasons why these people deserve to have more time. Actually, what the Educational Testing Service or ETS has done is to ask us to write the reason. Then, they will estimate and reply back that how much percentage you get in time extension. Each examinee will receive different extension of time based on some conditions, such as those who read Braille papers, or those who listen to the reading by assistants should receive an extension by which percent. Their time extension is not equal.

As for spatial temporal test in pictorial forms, if they allow assistants to reach the exam paper, they need to be sure that the readers do have a complete understanding of the exam. If they could not explain it, the examinees would be unable to imagine the pictorial form. If we want to

eliminate this issue, there should be reliefs on the exam papers or other stuff which persons with visual impairment can understand.

I used to take an OCSC exam. They prepared me a Braille exam but asked me to do the test in the same room with other general examinees. I did the exam, reading the Braille language. I did not have any other choices in terms of paper format: I must read the Braille for a couple of big papers. Besides, I used to take exams of another government agency too, which made me realize that our country is still lacking the central standard; for example, in the OSCS exam, they asked me to do the test in a general room, which I felt a different form of exam atmosphere. Meanwhile, the agency related to the parliament held an exam for persons with disabilities by preparing a separated room; they had Braille exam papers and provided assistants to read the papers. It seems any agency with correct understanding can facilitate and prepare exam formats to support us. There is no practical standard in this issue. Actually, the entrance examination to select civil servants or government employees should have the standard of exam preparation for persons with disabilities without a high degree of difference. The OCSC might need to issue a practical guideline on recruitment of persons with disabilities of what systems require. Then, distribute such practice to other state agencies to inform them of standards in preparing exams for each type of persons with disabilities.

In some agencies, however, the researcher found that they did not facilitate persons with visual impairment during the examination because they wanted to do a simulation of actual working situation in which there was no facilitation in such agencies. Chanawut Phansawat (personal communication, September 9, 2019) explained the method behind this examination format as follows:

Our test equipment is computers. We wrote in the vacancy announcement for persons with visual impairment that we do not have Braille computers. We need to consider characteristics of work we should provide to them in the future. We stated that you are not going to have aid equipment. When examinees recognize this situation, they may choose not to come to test

because they know they could not work on anything. Frankly, we do not obstruct them, but we aim to inform about our agency's limitation. They will realize that how well we can assist them. Only a specific group came to apply with us, such as those without complete blind eyes - just a blurry or unclear vision - or those with physical impairment; we employed the latter many. There are also those with hearing problems.

Due to complication in practice as well as the differences in facilitation for each type of persons with disabilities, which need to be equal and fair in examination, it can lead to discrimination if an organization has a poor practice in exam preparation. According to the comment by Nataorn Indesri (personal communication, August 27, 2019),

the selection process is difficult. If an agency acquires a list of recruitment from other agencies, that would be alright. However, if such agency opens for recruitment examination, it must organize the exam itself. Thus, it must not limit the type of disabilities – no indication of only hands and legs – because with an indication of disability, it will lead to discrimination. Persons with disabilities can sue the agency from this case, which in reality has already happened.

From interviewing sample groups found that examinees with different types of disabilities needs different types of help or facilitation in the exam, according to Table 4.4 as follows:

Table 4.4 Different Types of Help or Facilitation in the Exam Classified by Types of Disabilities

<b>Types of Disabilities</b>	<b>Types of Help or Facilitation in the Exam</b>
Physical or mobility impairment	<ul style="list-style-type: none"> <li>- Identify the type of impairment to provide facilitation.</li> <li>- Examination tables and chairs must be comfortable and appropriate for the physical condition.</li> <li>- The corridors to the exam room and inside the exam room</li> </ul>

Types of Disabilities	Types of Help or Facilitation in the Exam
Visual Impairment	<p>must facilitate movement such as wheelchairs.</p> <ul style="list-style-type: none"> <li>- Exam room, toilet, restaurant and parking must be located in the same area, not far apart.</li> <li>- Allowing more time to go to the bathroom during exams compared to general people</li> <li>- Identify the type of impairment, the level of violence.</li> <li>- Facilitating reading and taking exams such as exam paper with larger characters, assistants to read test papers</li> <li>- Allowing more time for examinees to take the exams for equality compared to general examinees or between people with disabilities</li> </ul>
Hearing impairment	<ul style="list-style-type: none"> <li>- Identify the type of impairment, the level of violence.</li> <li>- Facilitating information in the exam room and answering questions for example, there is a sign language interpreter in the exam room.</li> </ul>
Intellectual disability	<ul style="list-style-type: none"> <li>- Identify the type of impairment, the level of violence.</li> <li>- Facilitating information in the exam room and answering questions for example, there is a psychologist in the exam room.</li> </ul>

#### 4.3.4 Human Capital Development and Career Development

From data collection, the researcher found that the first priority of diversity management of employees with disabilities is to prepare these employees to work for an organization as well as develop their life skills to work with others in terms of equality and fairness, based on human capital development in an organization. Persons with disabilities are required to learn organizational cultures and work with other general employees, though they have never lived with anyone other than their family members or their disabled friends, which means they probably do not have life skills to live with others. Thus, they need to develop life skills, which include self-travelling, adaptation, living with other new faces, and different cultural learning, for example. According to Nataorn Indesri (personal communication, August 27, 2019),

who has actively worked with governmental organizations that employ persons with disabilities,

We found that persons with disabilities are unable to adapt with work. They are required to learn organizational cultures and work with general people. Their academic degrees did not shape them to gain life skills. Therefore, there must be an agency helping them to develop such skills; learning these skills, such as travelling, adaptation, living with others, and learning different cultures, are crucial for them. Their workplace is not their home or educational institution. It is the reason why it needs a unit teaching them life skills. It could be a central or main agency, or the Ministry of Labor because we found that persons with disabilities were unable to work in a long term due to their inability to work with other colleagues.

In addition, Kornnai (alias name) (personal communication, November 22, 2019), said, "A person with disabilities must not only prepare to operate with equipment or specific objects, but also skills and attitudes to work with others. Particularly, they need to open their minds to accept differences."

On the other hand, supervisors and colleagues must learn to work with persons with disabilities as well. Their development is to create mutual understanding and to live with persons with disabilities, especially employees with hearing and visual impairments. Duangta (alias name) (personal communication, September 4, 2019) said that, "It is uncomfortable when, during working hours, some friends looked at me or showed bad faces while talking to me. They talked to me as if they were yelling at me with too much emotion." Her experience is in line with Nan (alias name) (personal communication, September 4, 2019), a supervisor of Duangta (alias name), who said that,

It was because they misunderstood and did not understand other people's nature. I had to call both parties to talk. For persons with disabilities, I asked them to understand the nature of some groups of people who express too much emotion on their faces to everyone. Meanwhile, their colleagues must understand that hearing impaired employees needed to use their visual sense or read body language to translate messages instead of reading spoken words.

Thus, they needed to be careful when communicate, especially showing their facial expressions.

From focus group discussion of supervisors of employees with hearing impairment, Rod (alias name), Nuch (alias name) and Ken (alias name) (personal communication, October 4, 2019) said that

Hearing and speech impaired will communicate by reading lips or observing facial expressions. Therefore, colleagues and supervisors may need to be careful when communicating. including facial expressions as for ordering or teaching work. We can sometimes use writing on paper if the communication does not understand.

The second important issue is that after persons with disabilities come to work for some departments, their development should not be different from other general employees. They should be given equal opportunities for training, development, and growth in career path. Regarding to this issue, Somsak Sirilertpitak (personal communication, August 30, 2019) said that,

According to the disability management plan of the Permanent Secretary Office of the Ministry, when persons with disabilities become our employees, they will have the same rights as other employees in career development, annual training, and seminars. Everyone is eligible to participate in development programs, with only special condition on participant quotas...Career progress requires knowledge and ability: If a person with disabilities is competent and qualified, he or she can be promoted to a higher position. Our organization do not obstruct or discriminate against them. However, the majority of employees with disabilities in the government sector are unable to advance to the executive level. Anyway, from my personal perspective, employees with disabilities do have great analytical and academic skills, which may be better than management skills. So, employees with disabilities should challenge themselves to creatively produce academic work, which would be great to them.

Meanwhile, Chanawut Phansawat (personal communication, September 9, 2019) additionally commented that,

In training, there is no specific course for civil servants or government employees. Thus, if a department assigns an employee to attend a course, then he or she can participate in it. Today, we do not focus only on training because we have self-learning system like e-learning, which is dependent on individual limitation whether he or she has sufficient time to study. There are e-learning programs belonging to the Custom Department as well as some programs recommended via the intranet system by the training unit, which informs the number courses available for participation... In terms of career development, everybody is equal. If an employee does have required capabilities, that person can be considered for an executive position.

Referring to the point of view of officers who receive supports on human capital and career development, whether civil servants, government employees, and contract-based employees, Pong (alias name) (personal communication, September 4, 2019), a contract-based employee of an agency, said that,

The hospital has always assigned me to take trainings as if I were a permanent employee there. A training was related to my duty of prosthetics making. Recently, I attended a CPR training, but I could not take part much due to my leg condition. I cannot sit long and physically exert hard. So, I went to watch the demonstration and hear the lecture.

Nisa (alias name) (personal communication, October 25, 2019), a civil servant of an agency who has offered opportunities as well, told the researcher that, "My supervisor gave me opportunities to develop myself. If he saw an appropriate training for me, he would encourage me to go; or if I were interested in one myself, I could tell him and then I would get a chance to go." The same goes to Kornnai (alias name) (personal communication, November 22, 2019) who said that: "I am responsible for the economic issue. In the entire office, I am the only one who graduated in economics. So, I have been assigned every year to attend trainings related to the economy which is my responsible task."

Career development is another thing that employees with disabilities are encouraged by both colleagues and supervisors. For example, the case of Sinee (alias name) (personal communication, October 31, 2019), who are potential in both IT (her main responsibility) and athletic abilities (she is unique in her skills and talent; she has also been selected as part of the Thai national para-badminton team), mentioned to her opportunities in career-path advancement:

...When I came here, I had already set my target that I wanted to get promotion before requesting a move back to my hometown. Here, they have a rule that employees must work for four years. So, I planned in four years I must get the promotion; my colleagues and my supervisor have always assisted me by giving me advice and information.

Pin (alias name) (personal communication, October 31, 2019), Sinee's colleague, provided the same information: "I knew from the beginning that she wanted to develop herself to get promotion before returning to her hometown. I always support her by giving continual information." Meanwhile, Pong Phi (alias name) (personal communication, October 31, 2019), another colleague of Sinee, added that, "She was a good working, diligent, and determined person. She was willing to do a good performance to get promotion. So, she came to ask me for advice, and I suggested her to prepare herself for many issues."

In the case of government employees with great human capital, they can receive supports as well. For example, Darin (alias name) (personal communication, September 25, 2019), a government employee of a government agency, said that, "right now I am focusing on civil servant exam. Because I am interested in laws, I have additionally taken courses in legal studies. I am willing to become a civil servant." Her intention is in line with comments from her colleagues and supervisor; Kta (alias name), Pimon (alias name) and Pamit (alias name) (personal communication, September 25, 2019); who speak unanimously that, "She is so smart. The physical condition cannot affect any of her performance. She is agile. Accompanied with her potential, I think she can become the talent of our department."

The most common guidelines of human capital development for employees with disabilities are to be coached by their supervisors and colleagues. They can teach them to work or assign them to receive trainings, with includes self-development tasks. For example, they can assign them with specific responsibilities and request them to do some research as part of taking such responsibilities. Oh (alias name) (personal communication, October 22, 2019) as an employee with disabilities reported, “most of my colleagues and supervisors taught me everything. As a result, when others are busy, I can do my duties as best as possible.” Khao (alias name) (personal communication, October 4, 2019), also disabled employee of an agency, said, “Development is a matter of assignments. Because I have to take responsibility over legal issues, which are legal cases related to financial transfers to funds and non-compliance on the laws of disability employments in several agencies.” The issue of development includes Dungta (alias name) (personal communication, September 4, 2019) who said to the teaching by her supervisor and colleague that, “my director always takes me to the fields, whenever there is a chance, so that I can help and learn the job.” Dungta’s statement is in line with Nan (alias name) (personal communication, September 4, 2019), Dungta’s supervisor, who said that,

I used to take her to help arrange a medical check-up station, but she had to be near me because if someone met her in person and said hello or asked, she won't understand. For example, recently there has been an outbreak of foot-and-mouth disease in young children. I took her to the field for there was a campaign to clean children centers; I wanted to take her there, so she could develop herself. She is sometimes stationed at the reception and meets a lot of people if she just stays at of the Sub-District Health Promotion Hospital. A colleague will teach me a job, too.

In line with Siri (alias name) (personal communication, September 4, 2019), a colleague of Duangta (alias name), who said that, “It usually teaches her how to do everything, what do I need to do and how to do it. Including teaching her homework and report.”

However, from the data collection, the researcher also found that some groups of employees with disabilities were not supported equally and fairly in terms of human capital and career development when compared with general employees. The first example case regarding this issue is about taking disability as a limitation of human capital development and career progress; it belongs to the story of Ginny (alias name) (personal communication, November 6, 2019) who said that,

...when I began to lose my eyesight, from the person who worked with agility and was an important member of the division, I turned to lose my performance. Then, I was transferred to do coordinating task in a training room. Today, from the person who worked well and coordinated with other departments, I can only check beverage and foods and prepare the meeting room. By the way, I still believe that I can do more. But nobody asks me. May be because they see me in this condition; they do not dare to ask me to do much.

In the case of Chaphan (alias name) (personal communication, September 25, 2019), an employee with disabilities, he talked about his feelings which came from inequality due to his disability:

Others from the same class have already advanced to the executive level, but I am still a general civil servant. It may be because I could not walk properly, not looking smart, which hinders my opportunity to become an executive, unlike others who are normal. I have got over it now because I am almost retiring. Going home to grow my grandchildren is happier.

It is the same for Phansri (alias name) (personal communication, November 19, 2019), an employee with disabilities: “On the first day I came here to work, I heard a colleague say that he was not going to teach me. He said with this condition I could not do much, despite a training, so I should have done as best as I could. I do not understand why he did not ask me first what I could and could not do. Why he only looked at my physical condition?”

Ing Ing (alias name) (personal communication, November 27, 2019) has experienced a situation in which physical condition was seen as a limitation of

working development; she talked about the situation in which her disabled colleagues were discriminated:

Actually, my friend really knew it he could do the job, but the school assigned him a few tasks. So, he felt like he was underestimated on his capability. What it should have been done is to ask him whether he could the job. Frankly, he wanted to the help the school; but it turned out his role was small. Sometimes, others overlooked his talent; they might see that available tasks were not appropriate to persons with hearing impairment, though he can actually do it.

Meanwhile, Giant (alias name) (personal communication, October 22, 2019) recalled a story related to physical condition of persons with disabilities who were unable to comfortably walk or attend off-site trainings.

The department prioritized safety of its personnel by not choosing to send persons with disabilities to participate in those activities. If they went to off-site training, there was a question whether it was comfortable, how they travel and how the accommodation was. Occasionally, my supervisor screened trainings; if he noticed that I was not available or struggled harder than general people, he would not send me to participate in the activity.

The second case in which the development of human capital and career path were not supported equally and fairly comparing to other general employees refers to the positions of persons with disabilities, which affect their opportunities to receive training and career path development. Traditionally, some government agencies mostly provide opportunities to civil servants to receive trainings or education outside the organizations. On the other hand, contract-based employees are the ones who lack of opportunities to attend trainings and do self-development. Persons with disabilities who are civil servants and contract-based employees, however, are the group of government employees who got less opportunities and proportion to receive trainings or education outside their affiliated organizations than general civil servants. Their situation is confirmed by Kon La Fun Rang Wan Heng Chivit (alias name) (personal communication, October 22, 2019) who said that, "I wanted to take a legal training, but I think it is hard for me because they tend to select civil servants." Laksana (alias

name) (personal communication, November 27, 2019) added that, “because I am a babysitter, so my chance to receive off-site training is rare. The school’s system is similar to other government agencies: If the training has a limited quota, they will allow civil servants and government employees to go first, respectively.”

The last case related to the limitation of development of persons with disabilities is about entering into the career development process for some types of persons with disabilities. For example, persons with visual impairment could not easily access to the process comparing to other types of disabilities or general employees because this type of disabilities is rather complex and requires tons of information to contribute to their career progress.

The career advancement planning system among civil servants sets the levels of growth based on the system laid out by the Office of the Civil Service Commission (OCSC). It requires document preparation for consideration of promotion; however, this requirement has become a limitation for employees with visual impairment who needs to use a greater effort to access and prepare information comparing to employees with other types of disabilities and general employees. As a result, it causes a delay in career advancement or miss of opportunity to enter the process of career advancement among these people. Nittayanat (alias name) (personal communication, October 25, 2019) questioned that, “Has the department laid out the system to support person with disabilities to be promoted to higher rank? Can we get promotion under the same criteria to general people? And are there documents for filling and supportive system to help us step forward?”

However, from the data collection, the researcher also found that some employees with disabilities don’t want to support in terms of career development. Mon (alias name) (personal communication, September 23, 2019) told that “I don’t expect progress, just having a monthly salary is enough”

#### **4.4 Diversity Management in Terms of Working Collaboration between General Employees and Employees with Disabilities in the Four Ministries**

In addition to the diversity management of human resources as mentioned above, the organization must also be aware of the collaboration between employees with disabilities and general employees. From the study, the researcher found that the key issue in which the sample group agreed in the collaboration between employees with disabilities and general employees was the attitudes and understanding of disabilities of their supervisors and their colleagues, essentially leading to a happier and more efficient coexistence and collaboration. Papa (alias name) (personal communication, October 22, 2019) said that, “Everyone understands the working atmosphere will also be good.”

It is the same for Bovorn (alias name) and Nadej (alias name) (personal communication, October 22, 2019), employees with disabilities added that, “The supervisors and colleagues also understand each individual's disability, who can do this job, can't do this work, we will share job.”

Pawinee Suksaard (personal communication, August 29, 2019), as a liaison between the organizations that employ persons with disabilities, has mentioned to her experience on the collaboration between both parties as follows:

... Now we do not fight for the employment of persons with disabilities; rather, we fight against people's attitudes, so that they accept persons with disabilities to work. Our duty does not end after sending persons with disabilities to work, because if there are problems with the work of persons with disabilities, the agency will tell us. We found many feedbacks such as misunderstandings between persons with disabilities and other employees, or there is no assignment for them because they were employed only because the law requires, which dishearten their feeling. Therefore, when there are problems like this, it is necessary to make the attitudes of both sides synchronized.

Meanwhile, Nataorn Indesri (personal communication, August 27, 2019), the administrator of Department of Empowerment of Persons with Disabilities, and former Director of Division of Fund and Equality Promotion for Persons with Disabilities, have commented on the same issue as follows:

...an organization that accepts employees with disabilities must have facilities and staff training to acknowledge that they are going to employees with disabilities, that they need to work together and must provide an opportunity to these people, so that their potential can show up, because attitudes are important for people to work together. The general employees in the organization must be prepared to accept persons with disabilities to work together, so that they can perform tasks as good as the general employees, which is important. Sometimes, we have the problem that when a supervisor perceived a person as the one with disabilities, they did not assign any task to the person at all, leading to the person's inability to work with colleagues. Therefore, it is vital to adjust both sides. Employees with disabilities, colleagues, and organizations must form good relationships and attitudes, and provide good facilities; for example, if there are employees with disabilities who use wheelchair, then the facilities are required for them. Visually impaired employees do need facilities as well. Or does a hearing-impaired employee need an interpreter? How are they going to communicate within the workplace? These are the problems, which require solution to run the operation in the workplace.

Their comments are in line with Somsak Sirilertpitak (personal communication, August 30, 2019), a human resource manager affiliated with the office of permanent secretary, a leader in implementing disability employment policy, who expressed his opinion on the understanding towards persons with disabilities:

To work with persons with disabilities, colleagues must understand their strength and limitations. Persons with disabilities basically need attention all the time. However, when they came to work, they had to take care of themselves. The first class's problem was they were unable to adapt and work; their guardians and caregivers needed to discuss with the agencies. Initially,

employees with disabilities were with congenital disabilities. Later, the employees were those with incongenital disabilities, which did not have much problem. I had interviewed many types of them for several classes. Each class has unique characteristics; some need signs interpreters; some need to communicate by writing. But for those with incongenital disabilities, they can communicate better than those with congenital disabilities.

In addition to building understanding toward disabilities, Siriwan Inthaivong (2019), human resource specialist at an office of the permanent secretary, which is deemed as a leader in implementing the disability employment policy, gave examples of how to use the strengths of employees with disabilities to benefit work. This is another way contributing to build happy work together.

For persons with hearing impairment in workplace, their colleagues have already understood their limitations. As a result, they can work together, which makes everyone satisfied and gets along well. They can be assigned tasks and work so well with diligence; their strength is their concentration at their working tasks, which is better than us because they do not hear any disturbing noises, utilizing their disability for the better.

The main driver in creating a good working atmosphere between employees with disabilities and general employees is the main human resource management agency of the organizations. They must act as a mentor and monitor the living between persons with disabilities and other members in the organization, continuously, like Chanawut Phansawat (personal communication, September 9, 2019), who always operates such tasks:

Sometimes, employees with disabilities have mental and emotional disabilities, which some agencies do not understand and blame us. However, we try to explain to the agency, making them understand and learn about this type of persons with disabilities, that these people might have some behavioral and emotional problems. Our job is to convince the agency to understand the living with persons with disabilities. At initial stage, they may encounter some problems, but now they can smoothly work together with others.

In this regard, employees with disabilities want their colleagues and supervisors to understand them. Sinee (alias name) (personal communication, October 31, 2019) has received a good understanding from both colleagues and supervisors; she wants to echo her thoughts to the people who have to work with employees with disabilities:

To work with persons with disabilities, colleagues and supervisors need to encourage them. Do not dislike them, because some persons with disabilities usually think whether others mind them. Thus, if you have them in your organization, then colleagues and supervisors should ask how they are doing, in the issues of working and living. Perhaps, they may want to work, and can become a key member to develop the organization.

It is the same for Tukta (alias name) (personal communication, October 4, 2019), an employee with disabilities: “Many people with disabilities can work like normal people. because the disability is not severe able to work with everyone happily Just understand what you can and can't do.” Meanwhile, Butter (alias name) (personal communication, October 21, 2019) has received a good understanding from supervisors “The boss will know that my eyes can see a blur but if at night I can't see. Causing me to never be assign duty at night.” in line with her supervisor, Chit (alias name) (personal communication, October 21, 2019), said that “Our work is day and night but because her eyes will be blurred and invisible at night, so assigning tasks and arranging work hours We'll let her do it during the day in order not to let the disability become more severe.

However, from the data collection, the researcher also found that some supervisors and colleagues of employees realize and understand the disabilities of their employees, for example;

Som (alias name), Nee (alias name) and Punthi (alias name) (personal communication, October 22, 2019), said that “We understand that person with physical disabilities can do anything, can't do anything. we won't do it”

Nok (alias name) (personal communication, November 6, 2019), said that “I have worked with Ginny (alias name). When she was so sick that she couldn't see, I

see that she does a good job so invited to work together. The work to be done will suit her physical condition.

From focus group discussion of supervisors, Lee (alias name), Mart (alias name) and Chum (alias name) (personal communication, October 25, 2019) said that

Understanding the visually impaired is a delicate thing, we must understand our life, such as reading documents, walking on the corridor in the office and assignments, landscape architecture is very important for people with disabilities vision and movement. All the employee with disabilities are potential human. They have the potential to work a lot but with the details of the job may not be so challenging.

Meanwhile, Sil (alias name), Dij (alias name), Kam (alias name), Wong (alias name) and Papit (alias name) (personal communication, October 25, 2019) said that:

Some person with disabilities are sensitive. Sometimes he/she cry over some words for no reason so colleagues need to be careful. As for the assignments of persons with intellectual disabilities May have to repeat the order all the time. to memorize and execute commands

However, according to data accumulation, the researcher found that some organizations did not realize and understand the disabilities of their employees; their supervisors and colleagues did not recognize the approach to work and live with them. As a result, employees with disabilities in those agencies felt uncomfortable and encountered several life-risk situations in the workplaces, especially those with visual impairment. Talking about this issue, Sunan (alias name) (personal communication, October 25, 2019), an employee with disabilities, expressed her comfortability to the researcher as follows:

If possible, sometimes I wanted the ministers and the management team of the agency tried a blind walk experiment, so that they could learn how it was like if they were in this place, and how could they live. Here, general employees can park their cars anywhere they want to; stuff are places anywhere they like. They do not think of employees with disabilities who cannot see. Even though there is a facility to help blind people park their cars,

someone else still park on the disabled parking. Despite an announcement by a senior officer every day about this issue, other general employees usually park their cars there.

Or in the case of reading circular notices in the organization, sometimes I do not know what they brought me to read and asked me to sign on it; they did not read the details of the documents. They said to me, just sign it. Though the organization has created a LINE group for news notification, they instead sent photos via the chat which the assistant programs for visual-impaired persons cannot read.

There was an assignment of internal audit for the group, which I was tasked. The evaluation form required a fill of details. I then asked the owner of this task to give me its electronic file, so that I can fill out details via my computer. I was told instead that just looked for any reader to read the document and filled details with my handwriting. That person did not realize that if there were a program or a facility to aid me with an electronic file, then we could better work together.

The same story goes with Boonson (alias name) (personal communication, October 25, 2019) who expressed his discomfort as well:

For the facilities in the form of walking trails for visually impaired persons, there are braille blocks and warning points in front of the Amazon cafe and another warning point at the end of the way. But along the way, there is no braille block, which is a guiding for us. On the pavement, there is a big pillar like a roman pillar blocking the way, while on the opposite side there is no barrier but also no guiding braille blocks. If I avoided the pillar by walking to the other side, I might fall the pavement because it is higher than the real ground.

As for the male toilets, there are two places here. But their urinals and toilets were not made into the same thing. Sometimes, housekeepers put a box on the urinals. Naturally, people do not put a hand into it when they urinate. But one day, there was a box put on it and I did not know. I recognized it when my pant was soaked because I urinated on the plastic box, which

bounced off the water. Worse, the toiler could not flush because I needed to pull a rope there, which I could not see it. Some other days, I chose to go to the toiler in other floors. But imagines, if I had diarrhea, what was I supposed to do? Normal people can run to the toiler, but me, a blind person, what else can I do?

In the case of hearing-impaired persons, they also experienced a similar problem of misunderstanding from supervisors and colleagues. Laksana (alias name) (personal communication, November 27, 2019) told that,

Sometimes, when there was a mentor meeting, I was the only teacher with hearing impairment who attended it. But there was no sign interpreter for me. It made me feel it was useless to join this meeting. I was only fortunate for sometimes because there was an interpreter attending the meeting.

Likewise, Nopawet (alias name) (personal communication, November 27, 2019) received an unimpressive response from other general people:

I want normal people understand, sometimes, about the way to communicate with me. I tried to convey my messages, but others could not understand, occasionally; and they showed me annoyed faces, rather boring. I really want other teachers to try to communicate with me; do not look at me as if my hearing inability is the weakness of working together.

In addition, the group of employees who became disabled after employment requires understanding colleagues and supervisors as well. Ginny (alias name) (personal communication, November 6, 2019) shared the experience of being treated by a supervisor after he got his disability condition:

At first, my eyes started to become blind. Then, I wanted to move to work as an operator. However, my supervisor did not allow me to do; I was bullied and pressured all the time; it felt like if you can do this job, just continuing do it. But if you cannot, then leave here. My opinion is that if every agency has a good screening and management system for persons with disabilities, for the employees who work there, when one suffers from a sudden disability, they

can report their conditions the responsible agency. Such agency should search the jobs for them which are suitable for their types of disabilities and abilities. For me, from someone who used to be an academic officer who get respects from others, not I can do only collect trash, sweeping in training rooms. I actually want to be an operator, but the supervisor did not support. So, I am done.

Nevertheless, persons with disabilities also need to have a positive attitude towards working with others. They should not claim their disabilities as a bargain to refuse some tasks or jobs because it is an unfair action for other employees. Regarding this case, Giant (alias name) (personal communication, October 22, 2019) has a good point of view:

Because I have been here before them, when others came to work, I tried to mentor them as much as I could do. My intention was to help them work here as I did, and I could ask them to temporarily replace me in some tasks if I was unavailable. We, the persons with disabilities, who work in the same position have formed our team together, to help each other, focusing on accomplishing our tasks.

Our disabilities are not the burden of our work; they can be our obstacle in lifting stuff or delivering tasks. But if it is an immovable task, we can do it. We can also do some lifting tasks if the objects are liftable. If we need to move for a distance or if the object is heavy, others can help us; we can help them back for paperworks.

Likewise, oh (alias name) (personal communication, October 22, 2019) has a positive attitude towards his disability as follows:

...Someone told me that when I was in this condition, as a disabled, I needed to double my effort more than general people, so that I could be outstanding; others can see me. Otherwise, because there are many agencies out there, they always tend to choose normal people. Today, I am still responsible for my enormous tasks. I want everyone to see that we just cannot walk upright, but we never stumble in our tasks. When others see our effort, we will come to help. Like my case, everyone saw that I

have been willing to work; the agency, thus, offered me a place to stay at the office, so that I do not have to travel far. I finally live here. Anything that I can do, I do. Mostly, they teach me everything. If any of my colleague here is unavailable to work on any day, I can replace them in their tasks.



## **CHAPTER 5**

### **CONCLUSION, DISCUSSION AND RECOMMENDATION**

In the research “Workforce Diversity Management for Equity and Fairness: Case Study on The Disability Workers Management in Government Organizations”, the researcher aims to explain the social phenomenon associated with human resource management in organizations and equal and fair management of diversity within the working atmosphere which consists of both general employees and employees with disabilities by qualitative research methods. The researcher would like to present its conclusions discussions and recommendations in the following details:

#### **5.1 Conclusions**

This research is a study of the phenomenon in human resource management focusing on persons with disabilities who work for government agencies. The research conducts the study with qualitative research methodology, including observation, study of related documents, interviews, and focus group discussion. The researcher would like to present its results in the following details:

##### **5.1.1 General Characteristics of the Sample Groups**

There were totally 75 people from the sample groups which the researcher interviewed and focus group discussion to collect data. These people are categorized according to types of sample groups and affiliated ministries as shown in Table 5.1

Table 5.1 Number of Participants in In-Depth and Focus Group Discussion, Classified by Types of Sample Groups and Affiliated Ministries

<b>Ministry</b>	<b>Policy Makers</b>	<b>Policy Implementer</b>	<b>Employees with Disabilities</b>	<b>Supervisors and Colleagues</b>	<b>Total</b>
- Ministry of Social Development and Human Security	4	-	3	1	<b>8</b> <b>(11%)</b>
- Ministry of Finance	-	9	14	10	<b>33</b> <b>(44%)</b>
- Ministry of Public Health	-	2	3	3	<b>8</b> <b>(11%)</b>
- Ministry of Education	-	2	14	10	<b>26</b> <b>(34%)</b>
<b>Total</b>	<b>4</b>	<b>13</b>	<b>34</b>	<b>24</b>	<b>75</b>

From Table 5.1, The researcher found that the group of people who determine and supervise disability employment policies of the Ministry of Social Development and Human Security were in the same group, totaling 4 persons. In addition, from the group of participants in the interview and focus group sessions, the first two agencies which saw the highest proportion of participation are 1) officers from the Ministry of Finance (44 people, or 44%), and 2) the ones from the Ministry of Education (26 people, or 34%)

The reasons that the sample group from the Ministry of Finance and the Ministry of Education had the highest number in participation because the Ministry of Finance has the highest number of employment of persons with disabilities according to Section 33 of the fiscal year B.E.2561 (2018) and the Ministry of Education has highest number of persons with disabilities that required additional to employ persons

with disabilities in fiscal year B.E. 2561 (2018). As a result, the researchers had prioritized these ministries.

If categorized employees with disabilities based on the types of their disabilities, from 34 persons with disabilities, the research found that 1 in 2 of these groups were persons with mobility / physical impairment, totaling 17 people, followed by hearing-and visual impaired persons, 8 people each, and one person with intellectual disabilities as detailed in Table 5.2.

Table 5.2 Number of Samples of Employees with Disabilities under Section 33 ,  
Classified by Type of Disability and The Department

Type of Disability	Ministry				Total
	Ministry of Social Development and Human Security	Ministry of Finance	Ministry of Public Health	Ministry of Education	
Physical or mobility impairment	2	10	1	4	17
Hearing impairment	1	1	2	4	8
Visual Impairment	-	3	-	5	8
Intellectual disability	-	-	-	1	1
<b>Total</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>34</b>

Table 5.3 Number of Employees with Disabilities according to Section 33, Classified by Types of Positions and Affiliated Ministries

Type of Position	Ministry				Total
	Ministry of Social Development and Human Security	Ministry of Finance	Ministry of Public Health	Ministry of Education	
-Civil servants	-	2	-	10	<b>12</b>
-Government employees	3	12	-	1	<b>16</b>
-Employees	-	-	3	3	<b>6</b>
<b>Total</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>34</b>

However, in general, individual disability can be seen through physical, traits, personality, and lifestyle. But two out of five, or 14 persons from the entire group, had not shown a clear characteristic of disabilities. In order to notice their disabilities, it was required to discuss, observe, and ask in close contact.

Meanwhile, the sample group of 24 supervisors and colleagues were those who worked with the four types of persons with disabilities. They were divided into 14 supervisors and colleagues of employees with disabilities in type of mobility / physical impairment, 6 supervisors and colleagues of employees with hearing disability, 3 supervisors and colleagues of employees with visual Impairment, and 1 supervisors and colleagues of employees with intelligent disability.

**5.1.2 Conclusion: The Guidelines and Limitation of the Four Ministries in Implementing the Disability Employment Policy according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)**

Implementing the disability employment policy according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment ( Second Edition) , B.E. 2556 ( 2013) has several important factors as follows:

First, there are main agencies responsible for the employment policy of persons with disabilities, namely the Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security. These agencies are the providers of information, suggesting and monitoring the policy implementation as required by the law. The role of the Division of Fund and Equality Promotion for Persons with Disabilities, the Department of Empowerment of Persons with Disabilities in promoting employment for persons with disabilities as follows:

1) Initiating public relations about employment of persons with disabilities during the fiscal years B. E. 2559-2561 ( 2016-2018) . There were workshops for relevant government agencies of about 180 departments from 20 ministries; the workshops aimed to clarify policies and guidelines according to Section 33 and Section 35 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013).; they had co-speakers from the Ministry of Labor who explained 7 methods of employment approaches regarding Section 35

2) Creating a proactive plan to present the policies of employment of persons with disabilities according to Section 33 and Section 35 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013) to ministerial executives, conduct to meet executives and officers responsible for employing people with disabilities in all 20 ministries.

3) Preparing officers from the Division of Fund and Equality Promotion for Persons with Disabilities and the Department of Empowerment of Persons with Disabilities as mentors in employing persons with disabilities under Section 33 and the medium for agencies that wish to employ persons with disabilities under Section 35 with the Ministry of Labor.

4) Initiating public relations to inform and assist agencies in recruiting people with disabilities, also known as Recruiter or Job Hunter, for government organizations. Because there are groups of persons with disabilities who want to find a job and have registered with the Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities. If any agency wishes to recruit persons with disabilities who are qualified to meet their assigned duties, the division will help select the persons with disabilities who had already registered in the system as an assistance in matching jobs with persons with disabilities who are qualified for the job.

5) Collecting statistics and making a database of employment of persons with disabilities by government organizations.

6) Initiating public relations on the employment of persons with disabilities via the Department's website.

7) Monitoring and evaluating the employment of persons with disabilities within government organizations by reporting the result every 6 months to the cabinet meeting.

Second, it is the communication creating mutual understanding within government agencies of disability employment policies, which is important for policy implementation. The agencies which are able to proceed with the employment of persons with disabilities up to the proportional figure specified by the law such as the Ministry of Finance. The Ministry of Finance has statistics on employment of persons with disabilities according to Section 33 and Section 35 in fiscal year B.E.2561 (2018), which showed a leap of number in comparison with the one in fiscal year B.E.2560 (2017). In fiscal year B.E.2560 (2017) The number of persons with disabilities which the Ministry of Finance were required to employ based on the proportion was 376. However, it was able to employ only 170 persons with disabilities. At the end of fiscal B.E.2561 (2018), the Ministry of Finance was able to

employ 411 persons with disabilities (according to Section 33 and Section 35) (The number of persons required to employ on a proportional basis was 298). The Ministry of Finance was thus the best among government agencies in employing persons with disabilities required by the laws. This achievement was achieved through the continuous meeting of clarifications and communications within the ministry, for example Meeting to clarify its practical guideline according to the regulation, which prescribes the number of disability employment. It invited agencies at the departmental level under the Ministry and relevant persons from external agencies, including the officers from the Department of Empowerment of Persons with Disabilities and the Association of the physically handicapped of Thailand, to join the clarification. The meeting, which was chaired by then Deputy Permanent Secretary of Finance, informed of the origin of the policy and practical procedures regarding the ministerial regulation and there have been several meetings about recruiting persons with disabilities to work that affiliated agencies can act properly and efficiently.

The third essential element is the focus on the employment policy of persons with disabilities by top executives. Their executives played a crucial role, which is to bring this national policy – this cabinet's resolution – to implement within their organizations, such as the Ministry of Finance. The Minister of Finance and the Permanent Secretary of Finance, take the responsibility in giving orders and supervising the policy themselves. Every time there was a meeting on the issue, the permanent secretary would talk to every department, asking them how far this policy was going. It was the reason why the Ministry of Finance was able to effectively employ persons with disabilities within only one year

Fourth, the organizational structure and the chain of command must be united. Some agencies are unable to employ persons with disabilities by the prescribed number within the deadline because their organizational structure was varied and did not have unity; for example, the Ministry of Education, in which every department has senior executives who administered it without a direct dependence on the Office of the Permanent Secretary of the ministry

The final important element in successfully implementing the policy is understanding persons with disabilities. Government agencies that accept persons with disabilities must create understanding different types of disabilities and educate

their officers that their organization are going to employ persons with disabilities in order to provide good facilities assign persons with disabilities to do any task essentially leading to a happier and more efficient coexistence and collaboration.

**5.1.3 Conclusion: Diversity Management through the Dimension of the Process of Human Resource Planning, Recruitment, Selection, Human Capital Development, and Career Path for Persons with Disability of the Four Ministries (specifically the organizations which Employ Persons with Disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)) for Equity and Fairness**

Diversity management in human resource management in government agency which employ persons with disabilities for equity and fairness. Summarized as follows.

1) Manpower Planning

In determining manpower rate of each government agency, there is the main agency responsible for setting the framework of manpower: The Civil Service Commission or the OCSC. In employing persons with disabilities, there is also the Ministerial Regulation of Prescribing the Number of Persons with Disabilities Employed by Employees or Entrepreneurs and Government Agencies, B.E.2554. This regulation has prescribed the proportion of disability employment in state agencies as follows:

Article 3 Employers or owners of workplace with 100 or more employees and government agencies employ persons with disabilities who are capable of working in any position at the ratio of 100 non-disabled workers to one persons with disabilities. The fraction of 100, if over 50 persons, requires adding one person with disabilities. The number of workers is counted on October 1 every year. If an employer or owner of workplace has units or branch offices in the same province, they are required to count all employees from all departments or branches in that province together.

Article 4 government agencies which have 100 staff or more employ persons with disabilities who can work in any position at the ratio of 100 non-disabled workers to one person with disabilities. The fraction of 100, if over 50 persons, require adding one person with disabilities.

The number of workers is counted on October 1 every year by the following methods:

(1) Ministries, bureaus, departments, or any other government agencies called a department, shall count the number of all workers together as ministries. In this regard, when the number of persons with disabilities to be employed by a ministry is agreed, the Permanent Secretary of the ministry shall allocate available position to and order any agency under the ministry to employ persons with disabilities based on the nature of work which persons with disabilities can perform as appropriate.

(2) Local governments shall count the number of workers in each provincial administrative organization, municipality, sub-district administrative organization, Bangkok, Pattaya City, and other local government organizations established by the laws.

(3) State enterprises established by acts or royal decrees count the number of workers of each state enterprise.

(4) Other government agencies which are juristic persons count the number of workers of each agency.

All government agencies use this proportion to strictly calculate the workforce of persons with disabilities in their own agencies. There is a similar method which all organizations apply to consider distributing their manpower framework to their units; it is the appropriateness and readiness of their internal units to employ persons with disabilities as well as the proportion of employment rate prescribed by the law or divide the quota.

In addition, for the consideration of manpower allocation and position determination, some agencies choose to initially explore the rate of disability manpower available in agencies before and some agencies have defined the job titles

for persons with disabilities, regarding their job security. Then starting to recruit new personnel.

The study found that in allocating manpower to employ persons with disabilities, based on the Ministerial Regulation and Section 33, some agencies have encountered the problem of no positions available to employ them. No available positions to employ persons with disabilities as required by the law. Most agencies decide to mainly open positions of government employees and employees. which agencies can manage by themselves but a position that is less stable than a civil servant. However, The Department of Empower of Persons with Disabilities, as the main agency which directs this policy to reach the target, has not been in silence; rather, it has tried to coordinate with its network and relevant agencies, aiming to discuss and solve the problem. The solution was to launch a joint meeting on the employment of persons with disabilities with the Office of the Civil Service Commission (OCSC) on the issue of manpower quota and with the Budget Bureau on the issue of budget allocation.

## 2) Recruitment Process

The recruitment process for persons with disabilities of the four ministries, according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013), is in accordance with the Office of the Civil Service Commission. (OCSC) determined. The recruitment announcement clearly evident in the various recruiting sources Both from within the organization and outside the organization as follows:

- Internal Recruitment : 1) Vacancy announcement by people who work for the agencies which are opening positions, 2) Recruitment from employees within organizations with disabilities occurs. 3) The sharing of vacancy announcement by the people who are close to persons with disabilities. and 4) On-site postage.

- External Recruitment : 1) The sharing of vacancy announcement by the people who are close to persons with disabilities. 2) The recruitment by the agency responsible for the employment of persons with disabilities; for example, the Division of Fund and Equality Promotion for Persons with Disabilities. Department of Employment, 3) the associations or agencies related to persons with disabilities, for

example the Redemptorist Job Placement for Person with Disabilities 4) the government agencies which offer scholarships to persons with disabilities; 5) via social or other technological media

From the research, factors contributing to the effective and successful recruitment as follow;

The first factor is cooperation and assistance between external agencies which are affiliated with the same ministry.

The second factor is the reputation of organizations. There are many applicants who believe in the reputation of an agency and apply with it to enter the recruitment process

The third factor, some departments open positions welcoming applicants from various fields of study and educational qualifications as a result, person with disabilities have more opportunities to apply for jobs and be hired.

The last factor is physical readiness of agencies which aim to recruit persons with disabilities. The physical readiness of some agencies. This includes, for example, test venues and office locations which are convenient to travel regarding their disabled conditions or have the landscape architecture supporting persons with disabilities. Therefore, many persons with disabilities choose to apply for jobs in non-domiciled areas because agencies within the area where they live may not have sufficient physical readiness to support the work of people with disabilities.

However, the following limitations of recruitment of persons with disabilities; for example, the qualification and educational background of persons with disabilities do not meet the requirement issued by some agencies which open for application. For example, the qualifications of persons with disabilities do not correspond to the qualifications that some agencies are open to., the recruitment by examinations which both person with disabilities and general people are required to take together. As a result, persons with disabilities do not have enough courage to take the test and the persons with disabilities who have potentials enough to earn opportunities of choosing their workplace.

### 3) Selection Process

The examination process for persons with disabilities of the four ministries, according to Section 33 of the Empowerment of Persons with Disabilities

Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013), is crucial in recruiting persons with disabilities who have potentials to work for an organization. An entrance examination is required to establish equality and fairness between general people and persons with different disabilities.

The examination to measure the qualification of persons with disabilities is varied as much as the one to measure general people; there are written exams, interviews, and practical exams which recruitment process is almost the same to the recruitment of general civil servants, the principles of the selection examination set by the Office of the Civil Service Commission (OCSC). After passing the written exam or part A. They will enter a competence exam for a specific position or part B. Then, when people pass the exam for specific positions will enter the interview as part C. The examination for the selection of government employees and employees maybe different approaches to the exam, for example, the interview will be used as the first selection in many agencies that recruit persons with disabilities

In this regard, The preparation of facilities for examinees with different disabilities. All organizations must provide facilities the examination to suit each type of person with disabilities:

(1) Physical or mobility impairment: The agency has considered the exam location that is easily accessible to persons with disabilities, the exam site has a landscape architecture for persons with mobility disabilities, the examination room must be reached by using a wheelchair to easily enter, toilets must not be away from the room where the disabled is taking the exam, the tables and chairs for the disabled must be comfortable and appropriate for the physical condition. Allowing more time to go to the bathroom during exams compared to general people

(2) Visual Impairment, there is a facility to do the exam. In addition to the physical conditions that correspond to persons with mobility disabilities Visually impaired people need additional facilities to take the test, for example, facilitating reading and taking exams such as exam paper with larger characters, assistants to read test papers who must be a graduate in the same field as the exam read for, the picture test must provide the person reading the exam with good narrative skills. Correct, extended time to do more required exams. By bringing

international standards into consideration, etc. However, the Braille exam may not be appropriate because Braille has many and spend a lot of time reading as well.

(3) Hearing impairment, there are sign language interpreters at the examination room for explaining how to do the exam or solving various problems that the disabled would like to communicate with the examination committee.

However, all agencies have already informed the facilities for persons with disabilities in the recruitment examinations that they have made available to facilitate in any way. It may be a screening for persons with disabilities to enter in the first. Because some agencies make it clear what facilitation is available. If the disabled see that they are not as comfortable in the exam as they should be, or that facilitation is inappropriate. Persons with disabilities will not participate in the selection exams. But the agency provides reasons for individual facilitation or the inability to facilitate certain exams for persons with disabilities because they want to simulate real working situations where there is no such facility in the agency, such as the absence of a braille for the exam since there is no Braille in operation time.

#### 4) Human Capital Development and Career Development

Human capital development of employees with disabilities, the first priority of diversity management of employees with disabilities is to prepare these employees to work for an organization as well as develop their life skills to work with others in terms of equality and fairness, based on human capital development in an organization. Persons with disabilities are required to learn organizational cultures and work with other general employees, though they have never lived with anyone other than their family members or their disabled friends, which means they probably do not have life skills to live with others. Thus, they need to develop life skills, which include self-travelling, adaptation, living with other new faces, and different cultural learning, for example. On the other hand, supervisors and colleagues must learn to work with persons with disabilities as well. Their development is to create mutual understanding and to live with persons with disabilities, especially employees with hearing and visual impairments.

The second important issue is that after persons with disabilities come to work for some departments, their development should not be different from other

general employees. They should be given equal opportunities for training, development, and growth in career path.

The most common guidelines of human capital development for employees with disabilities are to be coached by their supervisors and colleagues. They can teach them to work or assign them to receive trainings, with includes self-development tasks. For example, they can assign them with specific responsibilities and request them to do some research as part of taking such responsibilities.

However, from the data collection, the researcher also found that some groups of employees with disabilities were not supported equally and fairly in terms of human capital and career development when compared with general employees. The first example case regarding this issue is about taking disability as a limitation of human capital development and career progress

The second case in which the development of human capital and career path were not supported equally and fairly comparing to other general employees refers to the positions of persons with disabilities, which affect their opportunities to receive training and career path development. Traditionally, some government agencies mostly provide opportunities to civil servants to receive trainings or education outside the organizations. On the other hand, contract-based employees are the ones who lack of opportunities to attend trainings and do self-development. Persons with disabilities who are civil servants and contract-based employees, however, are the group of government employees who got less opportunities and proportion to receive trainings or education outside their affiliated organizations than general civil servants.

The last case related to the limitation of development of persons with disabilities is about entering into the career development process for some types of persons with disabilities. For example, persons with visual impairment could not easily access to the process comparing to other types of disabilities or general employees because this type of disabilities is rather complex and requires tons of information to contribute to their career progress.

The career advancement planning system among civil servants sets the levels of growth based on the system laid out by the Office of the Civil Service Commission (OCSC). It requires document preparation for consideration of

promotion; however, this requirement has become a limitation for employees with visual impairment who needs to use a greater effort to access and prepare information comparing to employees with other types of disabilities and general employees. As a result, it causes a delay in career advancement or miss of opportunity to enter the process of career advancement among these people.

However, various limitation result in inequality and fairness for people with disabilities to access human capital development were remove by the development activities for persons with disabilities, such as internal training, assignments that are skills training and competency development of persons with disabilities; coaching or mentoring systems for the development of persons with disabilities; The use of development systems through e-learning, etc., which many persons with disabilities say in the same voice that increase their potential and feel valuable as well.

In terms of career development for persons with disabilities who are civil servants can grow up to the same level as general officers both in academic and management bars. But if it is an academic bars, opportunities for advancement are greater because they do not have to compete with the general officers.

#### **5.1.4 Conclusion: Diversity Management in Terms of Working Collaboration Between General Employees and Employees with Disabilities in the Four Ministries**

In addition to the diversity management of human resources as mentioned above, the organization must also be aware of the collaboration between employees with disabilities and general employees. From the study, the researcher found that the key issue in which the sample group agreed in the collaboration between employees with disabilities and general employees was the attitudes and understanding of disabilities of their supervisors and their colleagues, essentially leading to a happier and more efficient coexistence and collaboration.

The attitudes and understanding towards disabilities among the supervisors and colleagues need to be rightly adjusted to understand each type of persons with disabilities, including the understanding towards the livelihood of persons with disabilities, facilities such as ramps, interpreters, sign language, sound language

programs, etc. In addition, they must understand the persons with disabilities' feelings of physical disability and severity to help them work together, appropriate assignments and providing opportunities for self-development in more challenging jobs. Creating understanding of disability and the use of the strengths of employees with disabilities to benefit in their work is another way to create happy collaboration.

The attitude of persons with disabilities to work with general employees are required to develop their life skills to live with general employees, including knowledge and skillset development, so that they can consistently perform and take duty responsibility. Building correct understanding between supervisors, colleagues and employees with disabilities leads to a happier and more efficient coexistence and collaboration. Meanwhile, the persons who are essential in creating a good working atmosphere between employees with disabilities and general employees are from the Division of human resource management of each organization which is required to act as a mentor and continually monitor the coexistence between persons with disabilities and other members of the organization.

## **5.2 Discussion**

### **5.2.1 The Guidelines and Limitation of the 4 Ministries and their Agencies in Implementing the Disability Employment Policy According to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)**

The study on guidelines and limitation of implementation of disability employment policy according to the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013) by state agencies from the four ministries found that the good guidelines which contributed to the achievement of the policy are required to consist of the main agency responsible for the policy, internal communication within the agencies to establish an understanding upon the policy, the emphasis on the policy by top executives of state agencies, the unity of organizational structure and chain of command, and the understanding towards persons with disabilities. The approach to

proceed with the policy is in line with Van Meter and Van Horn's model called A Model of the Policy Implementation (Donald S. Van Meter and Carl E. Van Horn, 1975: 463). The comparison between A Model of the Policy Implementation and the factors of success of this policy implementation has provided the results shown in Table 5.4 below:

Table 5.4 The Comparison Between the Model of Policy Implementation by Van Meter and Van Horn and the Result from this Study

<b>A Model of the Policy Implementation by Van Meter and Van Horn</b>	<b>Discussion of the Study</b>
Policy standards and objectives	The policy objectives and standard are clear; they are written in the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). The law states about disability employment in Section 33-35. The topic was also written in the Ministerial Regulation of the Determination of the Number of Persons with Disabilities which Employees or Entrepreneurs and State Agencies must employ, 2554 B.E. in item 3 and 4, which clearly determines the proportion of persons with disabilities the state agencies must employ according to Section 33 and 35.

Therefore, there is a clear objective of the policy, for disability employment by each organization, following the national policy's objective which determines that all organizations must employ persons with disabilities by the ratio of 100 general employees to 1 person with

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**A Model of the Policy**
**Implementation by  
Van Meter and Van Horn**


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**Discussion of the Study**


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Policy resources	<p>disabilities. All organizations must practice according to the policy into the same direction.</p> <p>There has been an establishment of main agency responsible for disability employment in the public sector: The Disability Employment Group, Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities. The agency's duties are to facilitate, resolve, suggest, and mentor the implementation of disability employment policy to achieve its goals.</p> <p>However, the agency found that there was an insufficient resource to implement the policy: The manpower quota in the positions of civil servants to employ persons with disabilities. On the contrary, other agencies choose to apply the quota for the positions of government and contract-based employees to employ persons with disabilities.</p>
Inter-organizational communication enforcement activities	<p>For the issue of inter- and internal organizational communication, the successful agencies in implementing the employment policy had, the research found, effective communication from the communication to establish mutual understanding in policy implementation, the data coordination during policy implementation, and the solutions and suggestions to make the disability employment effective. An example of</p>

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**A Model of the Policy**
**Implementation by  
Van Meter and Van Horn**


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**Discussion of the Study**

the organizations is the Ministry of Finance which employed persons with disabilities beyond the figure prescribed by the law.

Meanwhile, the Ministry of Education, whose employment of persons with disabilities missed the target number the most, had lacked continued and clear communications because its organizational structure was complex and disunited. Their communication was internal communication within their agencies more than inter-organizational communication. As a result, they did not have an assistance to help implement the policy.

The Characteristics of agencies  
implementing the policy

For the characteristics of agencies implementing the disability employment policy, if considers the most successful agencies in this policy's implementation, which are the Ministry of Finance and the Ministry of Social Development and Human Security, the research found the followings:

- Their main agencies are effectively competent: The Human Resource Management by the Office of the Permanent Secretary of Finance is the main agent responsible for the ministry's disability employment, which is similar to what the Human Resource Department of the Public Health Ministry has done.

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**A Model of the Policy****Implementation by  
Van Meter and Van Horn****Discussion of the Study**

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- The missions of the organization: In the case of disability employment, relevant agencies have a better understanding in working with persons with disabilities than other agencies. As a result, they can proceed with disability employment easily; they can access to the target group – the persons with disabilities – better than other agencies. Such agency is the Ministry of Social Development and Human Security.

Meanwhile, the missions of the Ministry of Public Health and the Ministry of Education aim at facilitating general people who come to use their practical services more than paperwork. Thus, physical conditions of disabled people can have an impact to the practice in the organizations. In order to employ persons with disabilities, they need to consider opening more proper positions for them.

- The extreme level of strictness of the chain of command in the organization: In the case of the Ministry of Finance, its top executives, including the Minister of Finance and the Permanent Secretary of Finance, take the responsibility in giving orders and supervising the policy themselves. Meanwhile, the Ministry of Social Development and Human Security has the main agency responsible for disability employees: The Department of Empowerment of

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**A Model of the Policy**
**Implementation by  
Van Meter and Van Horn**


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**Discussion of the Study**


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Persons with Disabilities.

- The structure of organization is intact:

The Ministry of Finance, the Ministry of Social Development and Human Security, and the Ministry of Public Health have an uncomplex structure of management. Their manpower management is organized by their offices of the permanent secretary. On the contrary, the unsuccessful agency in employing persons with disabilities, which in this case is the Ministry of Education, has a complex chain of command; every of its department is independent in manpower planning and management, and there is no unity at the ministerial level.

Economic, social, and political  
condition

Because economic condition can affect the living of people, persons with disabilities thus need secure jobs; they continuously search for positions in the government sector.

In addition, social and political conditions at the international level have provided equal protection and rights for persons with disabilities. Regarding this, Thailand is inevitably required to promote the quality of life of persons with disabilities, especially their employment.

The disposition of policy  
implementers

The degree of dispositions of policy implementers can be seen in the successful agencies – the Ministry of Finance and the Ministry of Social Development and Human

<b>A Model of the Policy Implementation by Van Meter and Van Horn</b>	<b>Discussion of the Study</b>
	<p>Security – because they have the right attitude and understanding in offering an employment opportunity to persons with disabilities.</p> <p>Meanwhile, the Ministry of Public Health and the Ministry of Education, despite their intention to implement the policy, have the mission to serve general people in a practical way. Their services hinder them from accomplishing the target number of disability employment because they need to consider the suitability of every position. Nevertheless, their missions have already promoted the quality of life of persons with disabilities in everyday life, their public health and education.</p>

Thus, from Table 5.4, the discussion can be concluded that to achieve the implementation of the disability employment policy in accordance with A Model of the Policy Implementation by Van Meter and Van Horn (Donald S. Van Meter and Carl E. Van Horn, 1975: 463), it is required internal factors within the organization; they are the resources to support the policy implementation, including the main responsible agency, policy practitioners and budgets, inter-organization communication, and the action to initiate relevant activities. Furthermore, the communication must aim to establish mutual understanding towards a clear and continuous implementation of the policy. For the characteristics of the agencies implementing the policy, they must consist of the main responsible team whose competency is effective; the missions by these agencies, which are more relevant to persons with disabilities, can easier access to the target group, whereas the degree of strict chain of command within the organization is extremely high. The organizational

structure is also needed to be united, and the last internal factor is the disposition of policy implementers.

External factors leading to the achievement of policy implementation are the objectives and standard of the policy, which need to be obvious from the national level to the departmental level, and the economic, social, and political conditions that support the disability employment in both national and international levels.

**5.2.2 The Guidelines and Limitation in Diversity Management through the Dimension of the Process of Human Resource Planning, Recruitment, Selection, Human Capital Development, and Career Development for Persons with Disability of the Four Ministries (Specifically the Organizations Employ Persons with Disabilities according to Section 33 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013)) for Equity and Fairness**

Manpower Planning: The research found that the state agencies had planned their manpower towards the employment of persons with disabilities based on the Ministerial Regulation of the determination of the number of persons with disabilities which employees or entrepreneurs and state agencies must employ, and of the amount of money which employers and entrepreneurs must submit to the Fund of Life Quality Promotion and Development for Persons with Disabilities, B.E. 2554. Regarding this regulation, 100 general employees mean the organization must employ one person with disabilities. This is in line with Stefan Groschl's research (2004), namely the Current Human Resources Practices Affecting the Employment of Persons with Disabilities in Selected Toronto Hotels: A Case Study. Groschl's research found that the limitation of persons with disabilities partially depended on whether the hotel itself was under the rule of law; if the hotel were within the legal enforcement zone, it would hire persons with disabilities by the number the law determined.

Manpower planning to employ persons with disabilities which complies with the current legal regulation does not follow the definition of human resource planning. The definition refers to the manpower planning based on the demand of manpower in order to proceed with the missions of and respond to the targets of the organization;

the planning is initiated by the forecast of sales or the quantity of tasks or activities affecting to the demand on manpower in terms of both quantity and quality. The organization thus is required to predict the demand and supply of manpower, according to the definition given by Tharnpas Sattayaraksa (2005, p. 19). However, the determination of manpower for disability employment must be related to the context of the organization, which in this case refers to the disability employment laws; they are the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013), and the Ministerial Regulation of the determination of the number of persons with disabilities which employees or entrepreneurs and state agencies must employ, and of the amount of money which employers and entrepreneurs must submit to the Fund of Life Quality Promotion and Development for Persons with Disabilities, B.E. 2554. The laws specify the disability employment in accordance with the definition of manpower planning given by (Decha Dechawatanapaisal, 2016, p. 44), which stated that a good human resource planning must be in line with the operation and strategic plans of the organization, including any organization changes and environmental contexts. In this case, the laws on disability employment can be deemed as an environmental context of the organization; it conforms to the first stage of the process of human resource planning described by Boon-Anan Phinaitrup (2017, pp. 155-176) who stated that in the first step, it needs to conduct an environmental scanning on the essential components of human resource planning, which include (1) the understanding upon the labor market because the condition of the market is important to human resource planning whether the number, type, and category of labors and (2) the equity of affirmative action. As a result, the current human resource planning is required to respond to various goals of the organization and the targets of human resource planning; the planning must consider the effective and efficient recruitment, equity, and eradication of the differences between human resources, such as genders, nationalities, and persons with disabilities, from planning and recruiting human resources.

In determining the positions for employment whether to be civil servants, government employees, or contract-based employees, most state agencies decided to open positions of government employees the most. According to Chanawut

Phansawat (personal communication, September 9, 2019), "...We will consider which job is suitable for persons with disabilities to work. We start looking at the position of government employees because we can make an employment easier than the position of civil servants..." Meanwhile, Witoon Chotikulpisarn (personal communication, October 31, 2019) supported the idea that, "...For our department, mostly we opened positions of government employees because the law has already stated that it must be a secure position. We once consulted the Office of the Permanent Secretary whether it could be temporary officer because we spent a non-budgetary money. The office, however, did not dare enough to interpret whether it was illegal. So, our department has decided to open positions of government employees.... Any department without sufficient manpower, we shared our manpower for civil servant positions with them, so that they can open vacant positions for persons with disabilities." The determination of manpower of persons with disabilities is initiated via the same approaches for the 4 ministries: The proportion of manpower is distributed to the departmental level by comparing the proportion of general employees with employees with disabilities.

To employ persons with disabilities, the organizations should open positions which determine the specific type of persons with disabilities on the one hand, and no condition to receive all types of disabilities on the other, depending on available positions; however, this can lead to a segregation, barring some types of persons with disabilities from entering the labor market. According to Notebook (alias name) (personal communication, September 25, 2019) who communicated to the researcher, "I want to see more vacant positions for persons with hearing impairments because today the positions for this type of disability is a few; they rarely open the positions. Some of us can wear hearing aid device to assist their communication, and some may need to write for communication; they all can actually work."

However, one of the main factors which contribute to the success of disability employment planning is the support from the executives of the organization. This case can be seen an example from the operation by the Ministry of Finance as mentioned in Chapter 4. The Ministry of Finance's executives always prioritized the meetings and monitoring of employment, as Chindalak Vadhanasindhu (2010, p. 65) said that, "The lack of support from top executives in planning is counted as the most essential

aspect, especially in Thailand; here, if any charismatic or powerful persons start to prioritize any issue, its chance of success will be relatively high.”

The recruitment of persons with disabilities for selection. In recruiting persons with disabilities for employment selection, the research found that the sources of recruitment which the public sector utilized consisted of both internal sources within the organization and external ones. They include (1) the recruitment from the main agency responsible for disability employment for state agencies, which is the Division of Fund and Equality Promotion for Persons with Disabilities, (2) the state agencies providing scholarships to persons with disabilities and recruiting them to work for them as scholarship providers, (3) the public relation of vacancy announcement by employees of such agencies, (4) information of vacancy announcement by close people to persons with disabilities, and (5) relevant associations or agencies of persons with specific disabilities.

The sources or tools of recruitment mentioned above are in line with the concept proposed by Tharnpas Sattayaraksa (2005, p. 22), Boon-Anan Phinaitrup (2017, pp. 178-179), and Jaturong Sriwongwana (2015, p. 122). They can be classified into the internal sources among the state agencies, including the agencies which provide scholarships to persons with disabilities and recruit them to work for as the scholarship provider and the public relation of vacancy announcement by officers from the agencies, and the external sources, including the recruitment by the main agencies responsible for disability employment for other state agencies and relevant associations or agencies of persons with specific disabilities.

For the distribution of vacancy announcement by close people to persons with disabilities, they can be both the internal and external source of recruitment; these people can be both the members of the agencies or the persons who notice the news of recruitment and pass on the information further. According to the data from the sample group in this research, one in two persons with disabilities who are already government employees, or about 50 percent, said they had been through this source of recruitment. Thus, it can be concluded that the vacancy distribution by close people is the most successful recruitment source to employ persons with disabilities for state agencies.

However, the top and effective recruitment source for the today world is the vacancy announcement via social media or technological or online media. This source can access to more persons with disabilities because most of them choose to search information via Google, typing “government work for disability”, or communicate on the information with their close people. From the same group, one third of persons with disabilities received the news of vacancy announcement via social media, including the public relation of vacancy from officials from state agencies, the news from relevant associations or agencies of persons with specific disabilities, and news distribution of vacancy by close people.

Thus, at present, most government agencies utilize their websites in launching any public relation, including distributing news to relevant agencies. As a result, there have always been a high number of applications every time it opens for the jobs. In recruiting personnel via information communication and technology, or online media as it is called now, is the source of recruitment which can access to the target group better than the old recruitment sources; according to (Boon-Anan Phinaitrup, 2017, pp. 180-182), online application or e-recruiting has allowed interest or target groups to read the details on the web and immediately apply online. Consequently, the recruitment can be done quickly.

For the limitation of online recruitment or application, there might have a limitation or inequity of recruitment for persons with visual impairment; they could not access to the announcement and apply online, in comparison with other types of disabilities.

Besides, there are four effective factors contributing to the success of recruitment. The first factor is the collaboration and assistance between the agencies under the same ministry. The second one is the reputation of the organization. The third is the opening of application for applicants from different fields and educational degrees by some state agencies. The last one is the readiness of physical environment of the agencies in employing persons with disabilities; this readiness refers to the universal design of the offices of the agencies which can cope with the lives of persons with mobility and visual impairments. The sample group in this research who is listed as physical and visual impairment unanimously agreed by 100 percent in the issue of universal design; two out of five of the persons with disabilities in the sample

group decided to apply for the jobs in the areas which were not their domiciles because of the physical readiness of their organizations.

Meanwhile, many agencies found an issue in recruiting persons with disabilities: There were no applicants during the recruitment process. The first limitation from this issue is the qualification and educational degree of persons with disabilities which did not match with the qualification and degree required by some agencies. The second limitation is the simultaneous opening of application for both general people and persons with disabilities; some of persons with disabilities felt discouraged to apply for the position and take the entrance examination. The final limitation is the wider choices of potential persons with disabilities because they are needed by the current labor market; this has resulted in the imbalance between the demand on capable persons and the supply for the market. As a result, some agencies decided to initiate the recruitment by asking for collaboration and assistance from other agencies under the same ministry; for example, they may ask to borrow the list of candidates from other agencies to employ some candidates. In this case, Siriwan Inthaivong (personal communication, August 30, 2019) said that, "...some agencies reported that it has held an entrance examination of government employees and made the list of potential candidates. Meanwhile, the some agencies could not find any person with disabilities to work for. So, both agencies discussed on whether it was possible to borrow the candidates in the list." An alternative route is to change the opening positions, so that the required qualification will be in line with that of persons with disabilities. With the action from both agencies, persons with disabilities can notice of the effort to establish the equity and fairness towards disability recruitment. It builds and expands the opportunity for persons with disabilities to enter into state agencies.

The selection of persons with disabilities to work. There are several methods to do so. Mostly, there are three selection methods, including writing examination, which is the initial process of the selection, interview examination, which is the process to measure attitudes and concepts of living and working of the applicants who will enter this examination only when he or she passes the writing examination, and practical examination, which some agencies choose to test their applicants; this last examination aims to measure working skills and capabilities.

According to the study, the research found that the selection process of persons with disabilities is different from selecting general employees. Thus, to establish fairness and equity and prevent discrimination according to ILO's definition of discrimination (1958), which states that "the Discrimination in employment and occupation means any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation."

Therefore, the required, additional process to facilitate the examination of persons with disabilities to be in line with the universal standard is to provide an examiner to read the exam papers for persons with visual impairment. Also, the test venue and rooms must be convenient for travel, such as test rooms on the first floor or close to bathrooms, facilitating persons with mobility impairments. However, according to this study, organizing the examination system with fairness is rather complex and difficult. Furthermore, personnel in the public sector who takes the responsibility in organizing the test still does not have sufficient knowledge to carry out the exams for persons with visual, mobility, and hearing impairments. Several agencies, thus, have decided to limit the types of disabilities to take the exams by mentioning the issue of suitability with job positions as the reason to limit the types of persons with disabilities. Regarding this, state agencies have had the largest proportion of persons with mobility/physical impairment.

If the state agencies carried out studies and organize the selection process that facilitated all types of persons with disabilities, they could create equity and fairness for the examinees in each type of disabilities. Such action would allow the selection to be decided based on the qualification and competency of every individual to the positions, without any limitation against personality and diversity, so that the justice can emerge according to the concept proposed by Kaniknart Rakrod Sutthirak (2015, p. 12) and Sopsis Mudpongdua (2015, p. 10).

Human capital and career development. To manage diversity from the perspective of human capital development of the state agencies to promote equity and fairness for their employees with disabilities, it is required to begin with preparing persons with disabilities to be part of the organization and developing their life skills

to live with others in it. Promoting diversity among organizational employees is the good start of working collaboration in the organization. The diversity here includes the diversity in beliefs, attitudes, experiences, and physical conditions. If people in the organization can establish the mutual understanding towards diversity, then it can lead to effective and efficient organizational management, which is in line with the idea proposed by Shaker Ardakani et al. (2016) who stated that the diversity management means the difference between employees in the organization; such difference is deemed as the asset contributing to the effectiveness and efficiency of the organization, on the condition of appropriate management. It can be said that, therefore, diversity management is part of the strategic human resource management.

Meanwhile, the employees with disabilities who received the equal and fair opportunity of development, training, and growth in their career path as well as other general employee can progress in their careers. They can attend any trainings as equal as other general employees in the organization because in every state agency, it does not state that the training courses are only for either general employees or employees with disabilities.

The most common guideline in human capital development is the training by colleagues and supervisors. Usually, they train personnel during working, called on the job training. The training also includes additional quantity of workload and assignments for self-development, which is counted as the famous approach to develop human resources or human capital within many organizations. This approach is in line with the suggestions by Decha Dechawatanapaisal (2016) which include job enrichment, job enlargement (focusing on enlarging the quantity of workload), project assignment, job rotation, and being internal trainers. The researcher sees that on-the-job training, job enlargement, and work assignment are the guidelines capable of eradicating any limitation of persons with disabilities in attending the training. Besides, the training by colleagues and supervisors can contribute to the closeness between employees with disabilities, colleagues, and supervisors. Thus, if colleagues and supervisors can see the talent or potentiality of disabled employees, it will lead to the enhancement of their competency and the great benefit of the organization, communities, and societies further (Rosado, 2006).

It is an unequal and unfair management for claiming the disabilities of employees as the limitation to carry out development, training, and career advancement for employees with disabilities. Also, the cultural factor, in some organizations, can lead to inequity and unfairness of human capital development because the positions of employees with disabilities can hinder their chance in receiving the training; in some organizations, there is a tradition to assign civil servants to attend the training or study outside the organization more than other types of position like government and contract-based employees. Such action is not agreeable with the concept of good diversity management by Siriyupa Roongrerngsuke (2015), which states that an organization must have the policy of personnel management without the segregation of the individuals with diversity, i.e., any person should work with the organization with career advancement and receive equal treatment like other employees.

By comparing and analyzing the phenomenon which reflects the inequity and unfairness of claiming the disabilities of employees and their positions to limit their development and training with the theory of equity by Stacy J. Adams (Kaur et al., 2014; Suthinee Rurkkhum, 2017), the equity in workplace can emerge after an individual is aware of whether there is the equity and how it occurs. Consequently, there will be an adjustment of the one's behavior as a result of the comparison. In other words, such person is trying to compare his or her effort, or inputs, and the result of the effort with the effort and result of other people. In the case that an employee with disability who put effort as much as other general employees receives the result of development and career advancement less than other general employees, then his or her will in working or self-development will decline.

With the limitation mentioned above, including the issue of complex process and data preparation for career advancement of employees with visual impairment, it would certainly be unequal if compare the effort and its result by employees with disabilities with the ones by other general employees. For example, the duration of paper preparation by employees with visual impairment is required more time than general employees; or the access to papers by blind employees will require more effort than general employees. In such cases, they can lead to the decline of efforts towards career advancement among employees with disabilities.

From the study on the ideas of human capital development, the researcher found that there have been several guidelines of human resource or human capital developments, which can be utilized to manage the diversity with employees with disabilities in the organization. Currently, government agencies, which are the sample group in this research, have employed a number of persons with disabilities; they focus on training, which is in line with the strategy of idea adjustment from training into learning and of learning in workplace. In addition, there are several approaches of development, including mentoring, knowledge management, learning organization, and talent management (Nisada Wedchayanon, 2011; Noe et al., 2012). It also includes the personal learning process, covering continuing education (Taweesak Suthakavatin, 2008). Meanwhile, Yap and Ineson (2016) recommended that diverse training and development programs can encourage employers, employees, and customers to realize the differences between individuals, understand cross culture, get rid of bias, and learn teaching methods upon the issue of differences in workplace via both official and unofficial trainings, which includes on-the-job and not-on-the-job trainings.

However, the researcher agrees with Sopsis Mudpongdua (2015) on the development of human capital and career advancement that organizational executives and members should begin with raising awareness of the meaning and importance in the value of human resources, which are diverse. They should promote skill enlargement and design training courses which allow all employees to enhance their skills. Also, they should support the growth of employees' career on the principle of equity and fairness, equally evaluating the progress of their career path, especially those with diversity. Meanwhile, there are a variety of channels for employees to get promoted to higher positions, in relation to the type of diversity in the organization. In addition, they should be able to access to the information for their human capital development and career advancement, which everyone has the right to do so. Likewise, with an appropriate approach to promote equity and fairness within the organization, the guidelines for human capital development and the promotion of professional development for employees with diversities in this research should aim at facilitating them to access the information of human capital development and career advancement suitable for each type of diversity.

### **5.2.3 Diversity Management towards Working Atmosphere between General Employees and Persons with Diversities of the 4 ministries**

According to this study, the attitudes and understanding towards persons with disabilities among the supervisors and colleagues are as important as that of persons with disabilities towards working with general people. General people are required to place importance at the understanding towards each type of disability, including daily living, facilities, and assistance in different situation. They also need to understand each individual in terms of his or her emotion and perception upon his or her disability, and severe level of disabilities to offer helps during working, assigning appropriate tasks, and providing an opportunity to his or her to initiate self-development with a more challenging task.

Managing the diversity of persons with disabilities in the organization has a ton of details. Thus, with the right understanding between the supervisors, colleagues, and persons with disabilities themselves, they all can pleasantly work together and utilize their diversities to support their work; for example, in the case of hearing-impaired persons, some of them can partially hear sounds, while some with complete deaf may choose to wear hearing aid device or do not wear at all; or in the case of visual-impaired persons, some are completely blind, some blurring visual, or some with single-eye sight. According to these cases, the organization is required to establish the communication system supporting both types of disabilities clearly and thoroughly.

The above paragraph is in line with the research by Gröschl (2004) named the Current Human Resources Practices Affecting the Employment of Persons with Disabilities in Selected Toronto Hotels: A Case Study. This research studied 4 hotels, ranging from 3 – 4 stars, in Toronto, Canada. A part of the study found that in managing the organizational atmosphere, it required mutual understanding to live together between persons with disabilities and general employees in terms of their communication, attitudes, and working collaboration.

In addition, there is an alternative choice in creating working atmosphere: Promoting flexibility in workplace for some persons with disabilities who encounter an inconvenience from travelling to their offices. Sopsis Mudpongtua (2015, pp. 10-13) and Martocchio (2014, pp. 241-244) proposed the guidelines in creating working

atmosphere; they suggested the diversity management through creating flexibility in working by making a flexible work schedule and management, which is elastic and suitable for the specific need of each person with disabilities. This approach, which includes flexible schedules, compressed workweek schedules, and telecommunicating, is essential; it can be done with telecommunication device, allowing work management via telephones or from home with computers connecting with the office or other places where employees work. With this approach, it can boost the effectiveness in operation of persons with disabilities as well as reducing the risk from their mobility in different places during their travel to work and within the organization where universal design does not sufficiently cover the area.

#### 5.2.4 Research Findings in Theoretical Perspective

From the research the Workforce Diversity Management for Equality and Fairness: Case Study on Disability Management in Government Organizations, the researcher has crystalized the model of success in managing diversity of persons with disabilities in government organizations for the promotion of equity and fairness as follows:

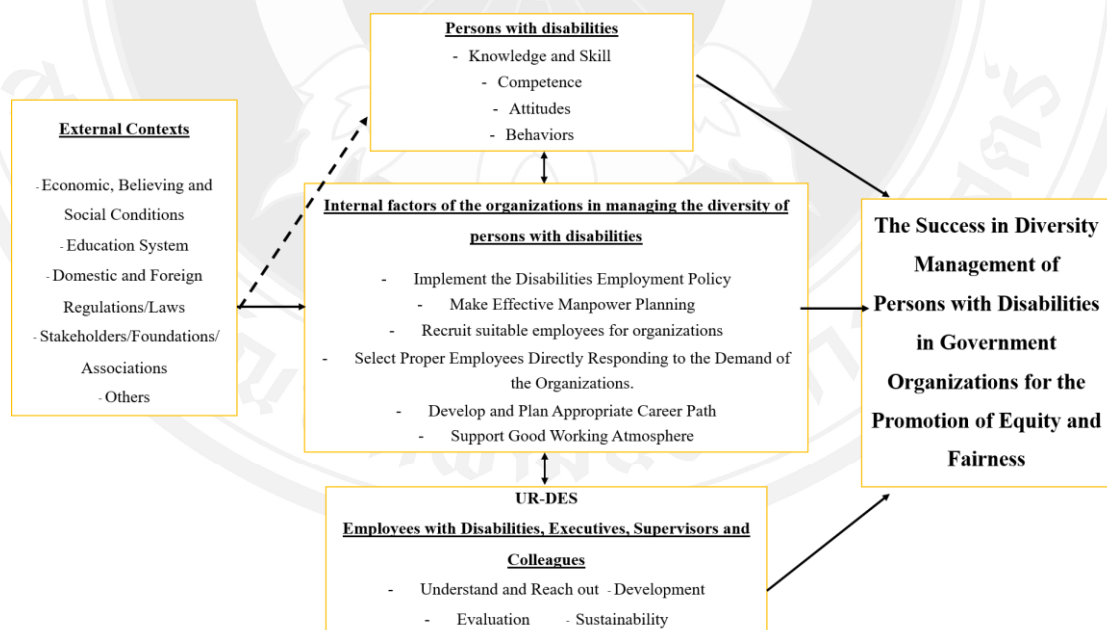


Figure 5.1 The Model of Success in Managing Diversity of Persons with Disabilities in Government Organizations for the Promotion of Equity and Fairness

According to Figure 5.1, the model of success in managing the diversity of persons with disabilities in governmental organizations for the promotion of equity and fairness comprises of four main elements as follows:

The First Element: External Context which promotes the diversity management and disability employment to become tangible based on equity and fairness. They include the supportive drive from the economic systems and social value which respond to the demand of economic stability and social acceptance, the education system for persons with disabilities that can meet the demands from the labor market, domestic and foreign regulations and laws supporting disability employment within the organizations to become tangible, and the promotion of equity for persons with disabilities. They can also refer to the understanding and sponsorship from the associations for persons with disabilities which encourage disability employment in the organizations.

The Second Element: Internal factors of the organizations in managing the diversity of persons with disabilities for the promotion of equity and fairness which refer to the system of manpower planning of the organizations. The planning must be in line with the laws and the number of persons with disabilities in the labor market; it must include the recruitment process which searches for the recruitment sources that can access to the target group – the persons with disabilities. Meanwhile, the right selection process can pick the appropriate persons based on the equity and fairness, leading to the selection of talent persons with disabilities to work for the organizations. Also, the system of human capital and career developments should support all types of persons with disabilities, so that they can receive such developments as equal as general employees; they can advance to higher positions like other general employees in relation to the principle of equity and fairness.

The Third Element: Persons with disabilities must have knowledge and skills corresponding with the requirement of the positions they are working at, so that their operation will be most effective. Also, they need to continuously develop their knowledge and skills. Moreover, the attitudes and characteristics of persons with disabilities must be in line with the organizational responsibilities and culture. For an organization to have employees with desired knowledge, skills, attitudes, and

characteristics, it depends on the effective management of diversity of human resources in the organization.

The Final Element: This element has been crystalized by the researcher from making this research. It is related to the basic principle of diversity management for persons with disabilities in the governmental agencies; they include the principle of UR-DES, which the researcher has applied the royal speeches of His Majesty King Bhumibol Adulyadej The Great – “Understand, Reach out, and Develop” – to construct the following ideas:

First, Understand and Reach out – They mean that employees with disabilities should initially study and gain an understanding themselves upon the context and culture of the organization, which they need to work for. It is the preparation for them to become good members of the organization, and to operate effectively further. Meanwhile, their colleagues and supervisors are required to understand their operation and living to stay with them. With mutual understanding between both parties, it will lead to mind-opening by persons with disabilities towards their colleagues and supervisors who can access to them, including their needs and limitation.

Second, Development – It means at the organizational level, there must be the development of the system in every corner of the organization to manage diversity, targeting the promotion of equity and fairness for employees with disabilities to the extent of individual level. Moreover, employees with disabilities, colleagues, and supervisors must realize and learn, in every type of diversity, which guideline and approach of development is suitable for which type of diversity. They also need to share the information on the development with some employees with disabilities who are unable to access the source of information of development activities and career development.

Third, Evaluation – It refers to the management of diversity in the organization for equity and fairness of employees with disabilities. There should be a monitoring and evaluation system of diversity management, such as recruitment, selection, and human capital development systems. The system is required to look into whether the management is effective and promotes equity and fairness in the organization; for example, in the human capital development system, it needs an

evaluation of training result which affects employees' operation. Furthermore, it needs to estimate whether the process of development and training, which employees with disabilities attend, provides the equity and fairness to the employees in comparison with other general employees, and is appropriate to the conditions of the employees in terms of training venue, media during the training, and activities.

Fourth, Sustainable diversity management – It means the diversity management of human resources in the organization should aim at sustainability and fairness. In other word, the management should be proceeded with in a continual and sustainable way, not only in the initial stage during the popularity of diversity management. It must exist throughout the time which employees with disabilities or diversity work at the organization.

Besides, the model of success in managing diversity of persons with disabilities in the governmental organization for the promotion of equity and fairness indicates that the third and fourth elements – employees with disabilities, executives, supervisors, and colleagues – are the essential components contributing to the achievement of the diversity management. To make it successful, employees with disabilities must be ready to work and collaborate with others, whereas executives, supervisors, and colleagues must understand and open their minds to reach out to the employees for living together in the organizations. They can offer aids by mentoring them for development; also, they should together evaluate the system of diversity management, so that it can establish equity and fairness towards diversity management of persons with disabilities in the government agencies. When each individual, internal system, and external context can support each other, it can lead to the success and sustainability of diversity management system for persons with disabilities in the governmental sector and for promoting continual equity and fairness.

### **5.3 Further Suggestions from Research**

From the research the Workforce Diversity Management for Equality and Fairness: Case Study on Disability Management in Government Organizations, the researcher found useful information for the implementation of disability employment

policy and diversity management in any organization employing persons with disabilities, which can lead to the creation of equal and fair society, including suggestions for further research as follows:

### **5.3.1 Policy Suggestions**

1) The researcher would like to propose that there should be surveys on persons with disabilities in the working age, inquiring their number and physical conditions towards working for an organization. If their number is numerous, the proportion of employment as specified by the law may need to be adjusted, i.e., from the present required number of employments, which is based on the ratio of 100 general employees to one person with disabilities, to be 80 or 50 general employees to one person with disabilities. This change aims at expanding the opportunity for persons with disabilities to enter the labor market, promoting their quality of life and enhancing their ability of self-care.

2) The research would like to suggest that there should be an effective system to investigate and count the employment figure of persons with disabilities according to Section 33 and 35 of the Empowerment of Persons with Disabilities Act, B.E. 2550 (2007), and the Additional Amendment (Second Edition), B.E.2556 (2013). The research has found that the current counting is overlapping between the employment according to Section 33 and 35; for example, in the case of A company, it had the budget to employ persons with disabilities in the category of contract concession, based on Section 35, but they did not have the office or workplace to work, or the tasks under safe environment, suitable for the condition of disabilities; the company thus decided to contact a government agency or other agencies to employ them, using the employment budget and making a contract with the A company. Consequently, it turned out that at the end of that fiscal year the government agency which employed those persons with disabilities from the A company reported that it had employed them according to Section 33, thought it was actually a repetitive counting because the A company had already counted them according to Section 35.

3) The researcher would like to suggest that there should be a monitoring system to investigate whether the disability employment really takes

place; according to some information from the interview, some organizations reported they had employed persons with disabilities, but did not provide them a real task. For example, some persons with disabilities did not work, but earned a monthly compensation worth 500 baht; moreover, the organization had asked for the identification number of those persons to make a report of disability employment, and those disabled people must do an employment contract with it every year. As a result, by the end of each year, it reported the total number of disability employment to the Ministry of Social Development and Human Security as required by the law.

4) The researcher would like to suggest that government organizations should have the common standard towards the selection and test of persons with disabilities, based on the international standard. In this case, the Office of Civil Service Commission (OCSC) can initiate with the Ministry of Social Development and Human Security, the Ministry of Labor, and organizations or representative agencies of persons with disabilities.

5) The researcher would like to suggest that the centers for empowerment and vocational development for persons with disabilities and the vocational training centers for persons with disabilities should study the information on the demand of the labor market and train skills to persons with disabilities who receive rehabilitation at the centers, developing them to have the skills that meet the labor market's demand.

6) The researcher would like to suggest that there should be the main agency responsible for developing persons with disabilities before entering into government organizations, especially life skills to work with others in the organization and to live in the society. This agency can be the central agency under the Ministry of Social Development and Human Security, or Ministry of Labor. It must provide a preparation program to persons with disabilities or determine the standard of practice in the preparation of life skills before work, which all organizations must comply.

7) The researcher would like to suggest that designing and developing career advancement for employees with disabilities, who are also civil servants, must allow them to grow and make a good progress in their career as well as other civil servants, whether they are in the academic or management groups. The OCSC, which

is responsible for determining the criteria of career development for civil servants, thus should carry out an equal and fair guideline to support appropriate advancement in the career of persons with disabilities.

### **5.3.2 Suggestions to Organizations with Disability Employment**

1) The researcher would like to suggest that government organizations should lay out a proactive plan to manage manpower of persons with disabilities, starting from studying the differences of persons with disabilities, so that they can provide the right facilities for each type of disability. They also need to promote mutual understanding in workplace between general employees and persons with disabilities because each type of persons with disabilities will have different needs and require different facilities.

2) The researcher would like to suggest that to build a career advancement for persons with disabilities in the organization, it needs to present the diagram of career path for each type of persons with disabilities, informing them of how they can grow in their profession. Meanwhile, the organizations should provide any facility to help them access necessary information as well as documentation informing of career development, based on the principle of equity in comparison with general employees.

3) The researcher would like to suggest that to call them persons with disabilities in the organization may generate a negative feeling of being different. Thus, the researcher would like to propose a new word to call them: special persons.

4) The researcher would like to suggest that in managing diversity of persons with disabilities in the organizations, human resource agencies need collaboration from their supervisors by coming partners in diversity management. Supervisors in government organizations are the ones who mostly get close to persons with disabilities because managing persons with disabilities requires more than one system: The disability is the issue of each individual. With information from supervisors, the design of such system therefore can respond to the diversity in the organizations.

5) The researcher would like to suggest that the organizations may consider making a flexible schedule and work management which is elastic and

corresponding with characteristics of each specific individual of persons with disabilities; for example, compressed workweek schedules to reduce travelling, especially for those who are not convenient, or the application of communication technology, or telecommuting, to manage tasks, allowing them to work from home via internet network; this approach can facilitate persons with disabilities, in both travelling and creating familiar working atmosphere, so that they, like persons with visual and mobility impairments, can be safe.

### **5.3.3 The Suggestion for Further Research**

For further research related to the management of persons with disabilities in the organization, there are three recommended topics as follows:

- 1) The research about the demand to be employed by persons with disabilities. The objective of this research is to find out the truth about the number of persons with disabilities in the working age who want to work in government organizations, private sector, and local authorities, and which type of position or field they want to do. Information from this research can be useful for manpower management and proportion of persons with disabilities to be employed in an organization.

- 2) The research about the corresponding between the educational curriculum, rehabilitation, and vocational training for persons with disabilities and the qualification of human resources which the labor market desires. The objective of this research is to find out the truth whether the current curriculums of education institutes teaching persons with disabilities and the present rehabilitation and vocational training for them can produce persons with disabilities who have knowledge and skills that meet the demand from the labor market. The information of this research can be utilized to support and promote the quality of life of persons with disabilities, so that they can have the right qualification which the labor market demands.

- 3) The research about the possibility of right progress in the careers of persons with disabilities who work in government organizations. The objective of this research aims to see which positions of persons with disabilities and which type of persons with disabilities can make the highest progress in their career to which level, and what their self-development approach are. The information from this research can

be useful in developing career path for employees with disabilities in government organizations in order to promote equity and fairness.



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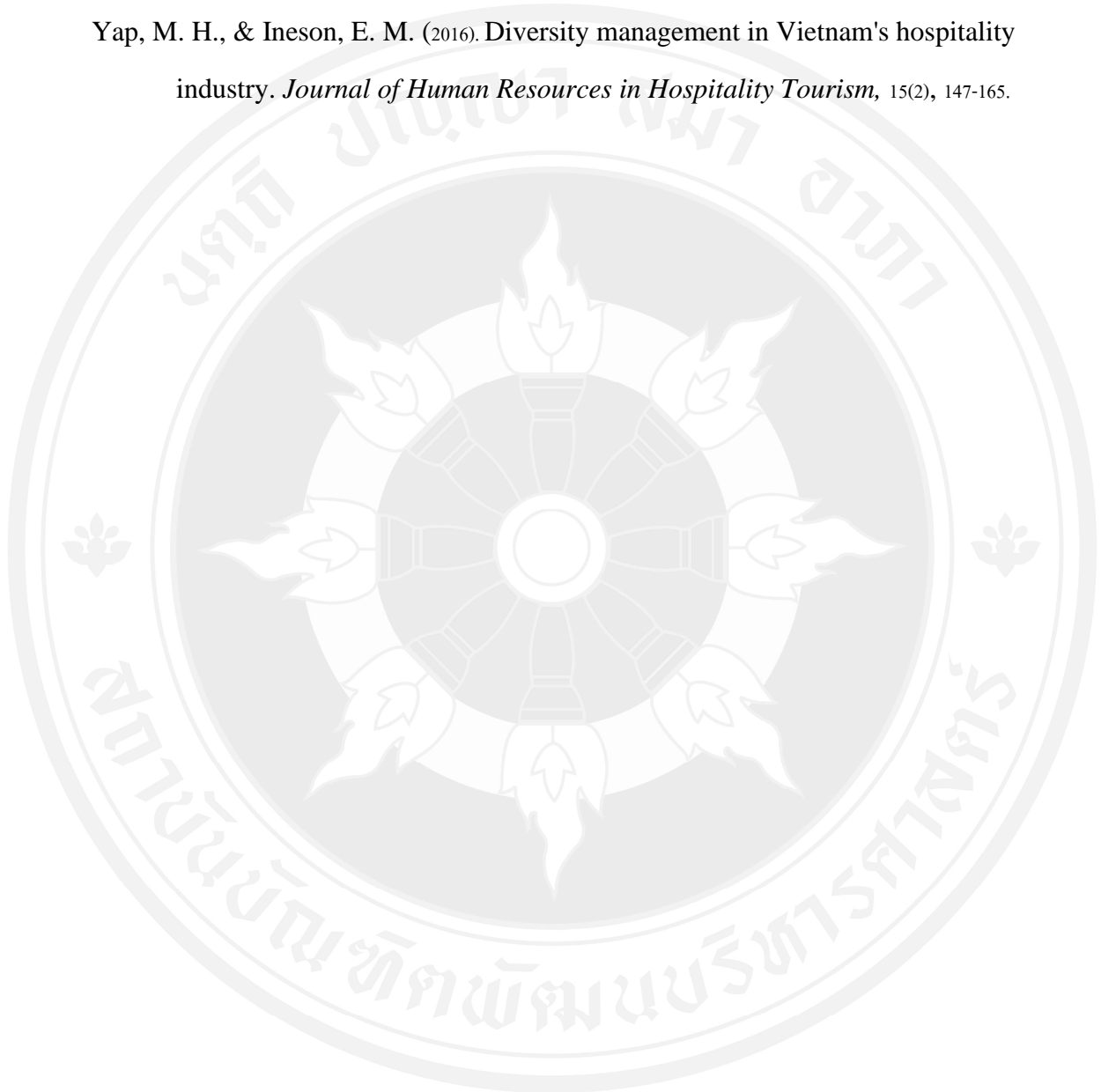
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**APPENDICES**



**Appendix A**

**List of Samples Group: Policy Makers and Policy Director**

**Table A** List of Samples Group: Policy makers and Policy Director

<b>Name</b>	<b>Position</b>	<b>Office</b>	<b>Date of Interview</b>
1. Nataorn Indesri	Director	Strategy and Planning Division , Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security	August 27, 2019
2. Wilaiporn Khanunkon	Head of Group Represent Director of Division	Disability Employment Group, Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security	August 29, 2019

<b>Name</b>	<b>Position</b>	<b>Office</b>	<b>Date of Interview</b>
3. Pawinee Suksaard	Plan and Policy Analyst, Professional Level	Disability Employment Group, Division of Fund and Equality Promotion for Persons with Disabilities , Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security	August 29, 2019
4. Chonlatan Pincharoen	Social Development Worker, Practitioner Level	Disability Employment Group, Division of Fund and Equality Promotion for Persons with Disabilities, Department of Empowerment of Persons with Disabilities , Ministry of Social Development and Human Security	August 29, 2019



**Appendix B**

**List of Samples Group: Policy Implementer**

**Table B** List of Samples Group: Policy Implementer

<b>Name</b>	<b>Position</b>	<b>Office</b>	<b>Date of Interview</b>
1. Somsak Sirilertpitak	Director	Division of Human Resource Management The Office of the Permanent Secretary, Ministry of Finance	August 30, 2019
2. Siriwan Inthaiwong	Human Resource Officer, Expert Level	Division of Human Resource Management The Office of the Permanent Secretary of Finance, Ministry of Finance	August 30, 2019
3. Sipphan Mosikrat	Human Resource Officer, Professional Level	Division of Human Resource Management The Office of the Permanent Secretary of Finance, Ministry of Finance	August 30, 2019
4. Charumas Somboonsilp	Human Resource Officer, Expert Level (Human Resource Management Specialists)	Division of Human Resource Management, Comptroller General's Department, Ministry of Finance	September 3, 2019
5. Witoon Chotikulpisarn	Human Resource Officer, Senior Professional Level	Division of Human Resource Management, The Treasury Department, Ministry of Finance	October 31, 2019

Name	Position	Office	Date of Interview
6. Patcharaporn Kladphung	(Maintain positions Human Resource Management Specialists) Human Resource Officer, Senior Professional Level	Division of Human Resource Management, The Treasury Department, Ministry of Finance	October 31, 2019
7. Chanawut Phansawat	Human Resource Officer, Professional Level Head of Recruitment Group	Division of Human Resource Management, Thai Customs Department, Ministry of Finance	September 9, 2019
8. Prakaypruk Jindasri	Human Resource Officer, Practitioner Level	Division of Human Resource Management, Thai Customs Department, Ministry of Finance	September 9, 2019
9. Nuttawat	The Revenue Department Ministry of Finance	The Revenue Department Ministry of Finance	September 16, 2019
10. Kittika Chedchom	Public Health Technical Officer, Professional Level	Public Health Administration Division, The Office of Permanent Secretary, Ministry of Public Health	September 2, 2019

<b>Name</b>	<b>Position</b>	<b>Office</b>	<b>Date of Interview</b>
11. Chaweewan Sampao	Human Resource Officer, Professional Level Head of Recruitment Group	Division of Human Resource Management, The Office of Permanent Secretary, Ministry of Public Health	September 2, 2019
12. Arirat Thongphian	Human Resource Officer, Professional Level	Division of Human Resource Management, The Office of Permanent Secretary, Ministry of Education	August 28, 2019
13. Amporn Pinasa	Deputy Secretary General	Office of the Basic Education Commission, Ministry of Education	September 2, 2019



**Appendix C**

**List of Samples Group: Employees with Disabilities**

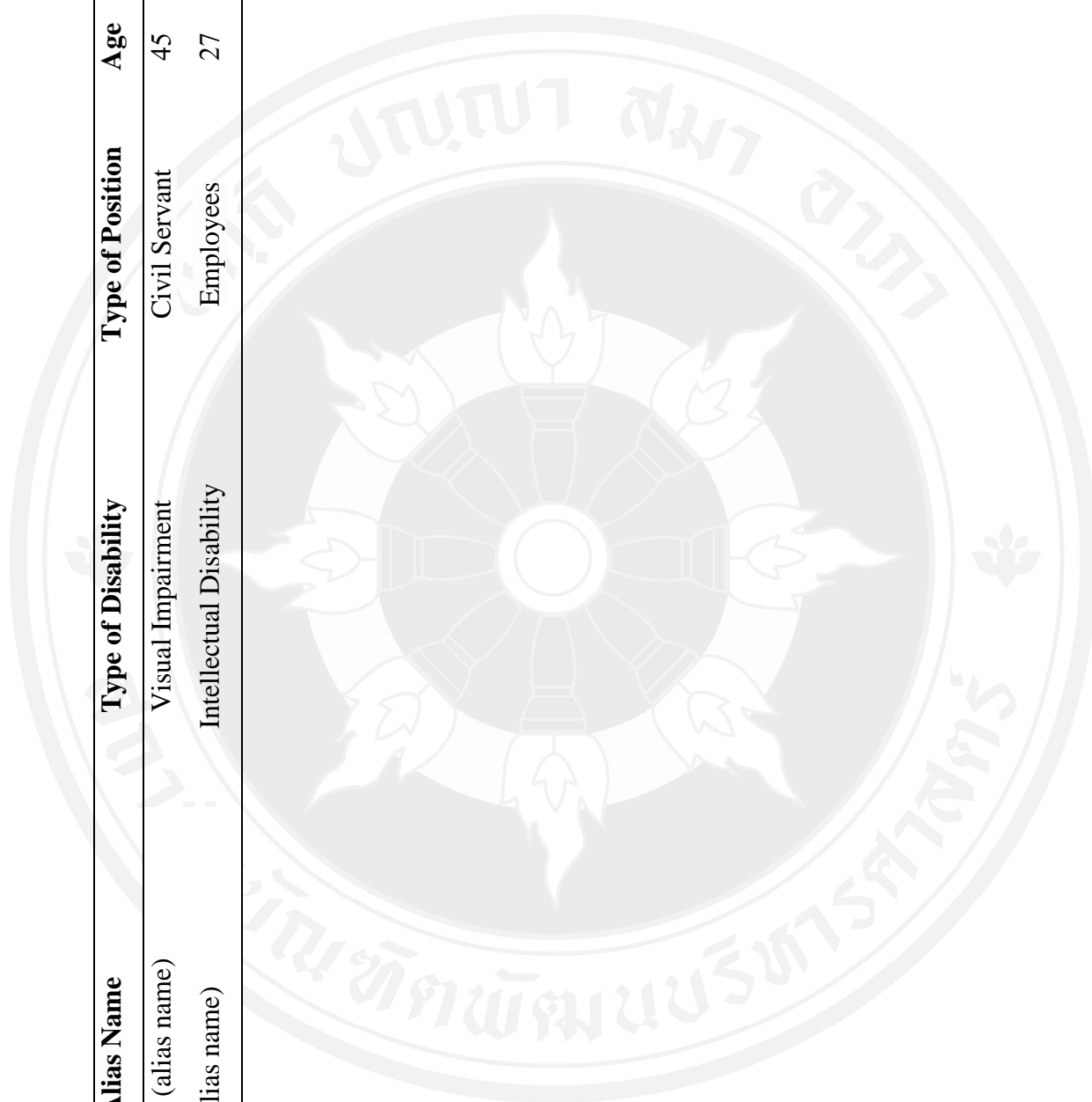
**According to Section 33**

**Table C** List of Samples Group: Employees with Disabilities According to Section 33

Alias Name	Type of Disability	Type of Position	Age	Date of Interview
1. Darin (alias name)	Physical or Mobility Impairment	Government Employee	20	September 25, 2019
2. Chaphan (alias name)	Physical or Mobility Impairment	Civil Servant	59	September 25, 2019
3. Jinna (alias name)	Physical or Mobility Impairment	Government Employee	40	October 21, 2019
4. Giant (alias name)	Physical or Mobility Impairment	Government Employee	50	October 22, 2019
5. Bovorn (alias name)	Physical or Mobility Impairment	Government Employee	37	October 22, 2019
6. Kon La Fun Rang Wan Heng Chivit (alias name)	Physical or Mobility Impairment	Government Employee	55	October 22, 2019
7. Nadej (alias name)	Physical or Mobility Impairment	Government Employee	41	October 22, 2019
8. Oh (alias name)	Physical or Mobility Impairment	Government Employee	36	October 22, 2019
9. Papa (alias name)	Physical or Mobility Impairment	Government Employee	44	October 22, 2019
10. Kan Kavee (alias name)	Physical or Mobility Impairment	Government Employee	41	October 22, 2019
11. Khao (alias name)	Physical or Mobility Impairment	Government Employee	52	October 4, 2019
12. Tukta (alias name)	Physical or Mobility Impairment	Government Employee	51	October 4, 2019
13. Manee (alias name)	Physical or Mobility Impairment	Employees	28	October 11, 2019
14. Sky (alias name)	Physical or Mobility Impairment	Civil Servant	30	October 25, 2019
15. Sinee (alias name)	Physical or Mobility Impairment	Civil Servant	37	October 31, 2019

<b>Alias Name</b>	<b>Type of Disability</b>	<b>Type of Position</b>	<b>Age</b>	<b>Date of Interview</b>
16. Phansri (alias name)	Physical or Mobility Impairment	Civil Servant	43	November 19, 2019
17. Pong (alias name)	Physical or Mobility Impairment	Employees	40	September 4, 2019
18. Puipui (alias name)	Hearing impairment	Government Employee	41	October 4, 2019
19. Notebook (alias name)	Hearing impairment	Government Employee	25	September 25, 2019
20. Nopawet (alias name)	Hearing impairment	Civil Servant	48	November 27, 2019
21. Phongchai (alias name)	Hearing impairment	Government Employee	36	November 27, 2019
22. Laksana (alias name)	Hearing impairment	Employees	36	November 27, 2019
23. Ing Ing (alias name)	Hearing impairment	Civil Servant	42	November 27, 2019
24. Dungta (alias name)	Hearing impairment	Employees	20	September 4, 2019
25. Mon (alias name)	Hearing impairment	Employees	52	September 23, 2019
26. Butter (alias name)	Visual Impairment	Government Employee	30	October 21, 2019
27. Ginny (alias name)	Visual Impairment	Civil Servant	49	November 6, 2019
28. Kornnai (alias name)	Visual Impairment	Government Employee	28	November 22, 2019
29. Nisa (alias name)	Visual Impairment	Civil Servant	43	October 25, 2019
30. Sunan (alias name)	Visual Impairment	Civil Servant	38	October 25, 2019
31. Boonson (alias name)	Visual Impairment	Civil Servant	28	October 25, 2019
32. Somchai (alias name)	Visual Impairment	Civil Servant	34	October 25, 2019

<b>Alias Name</b>	<b>Type of Disability</b>	<b>Type of Position</b>	<b>Age</b>	<b>Date of Interview</b>
33. Nittayanat (alias name)	Visual Impairment	Civil Servant	45	October 25, 2019
34. Baitong (alias name)	Intellectual Disability	Employees	27	October 25, 2019





**Appendix D**

**List of Samples Group: Supervisors and Colleagues  
of Employees with Disability**

**Table D** List of Samples Group: Supervisors and Colleagues of Employees with Disability

<b>Alias Name</b>	<b>Status with Employee with Disabilities</b>	<b>Date of Interview</b>
1. Pin (alias name)	Since (alias name)'s Colleague	October 31, 2019
2. Pong Phi (alias name)	Since (alias name)'s Colleague	October 31, 2019
3. Nan (alias name)	Dungta (alias name)'s Supervisor	September 4, 2019
4. Siri (alias name)	Dungta (alias name)'s Colleague	September 4, 2019
5. Chit (alias name)	Butter (alias name)'s Supervisor	October 21, 2019
6. Nok (alias name)	Ginny (alias name)'s Supervisor	November 6, 2019
7. Nee (alias name)	Oh (alias name)'s Colleague	October 22, 2019
8. Punthi (alias name)	Oh (alias name)'s Supervisor	October 22, 2019
9. Lee (alias name)	Sky (alias name)'s Supervisor	October 25, 2019
10. Mart (alias name)	Boonson (alias name)'s Supervisor	October 25, 2019
11. Chum (alias name)	Nisa (alias name)'s Supervisor	October 25, 2019
12. Rod (alias name)	Notebook (alias name)'s Colleague	November 27, 2019
13. Nuch (alias name)	Notebook (alias name)'s Supervisor	November 27, 2019
14. Kta (alias name)	Darin (alias name)'s Supervisor	September 25, 2019
15. Pimon (alias name)	Darin (alias name)'s Colleague	September 25, 2019

<b>Alias Name</b>	<b>Status with Employee with Disabilities</b>	<b>Date of Interview</b>
16. Pamit (alias name)	Darin (alias name)'s Colleague	September 25, 2019
17. Ken (alias name)	Puipui (alias name)'s Colleague	November 27, 2019
18. Sil (alias name)	Baitong (alias name)'s Supervisor	October 25, 2019
19. Som (alias name)	Jinna (alias name)'s Colleague	October 22 2019
20. Dij (alias name)	Manee (alias name)'s Colleague	October 25, 2019
21. Kam (alias name)	Manee (alias name)'s Colleague	October 25, 2019
22. Wong (alias name)	Manee (alias name)'s Supervisor	October 25, 2019
23. Papit (alias name)	Manee (alias name)'s Supervisor	October 25, 2019
24. Art (alias name)	Laksana (alias name), Phongchai (alias name) Nopawet (alias name)'s Colleague	November 27, 2019



**Appendix E**

**Certificate of Approval**

COA No. 2019/0005

Protocol ID No. ECNIDA 2019/0009



เอกสารรับรองโครงการวิจัย  
Certificate of Approval

คณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ขอรับรองว่าโครงการวิจัยตามที่ระบุด้านล่างได้ผ่านการพิจารณาจริยธรรมการวิจัย และได้รับการรับรองตามแนวทางหลักจริยธรรมการวิจัยในมนุษย์ที่เป็นมาตรฐานสากล ได้แก่ ประกาศเฮลซิงกิ แนวทางการปฏิบัติการวิจัยทางคลินิกที่ดี และรายงานเบลมอนต์

This is to certify that the research project identified below has received an approval on human research protection by the Ethics Committee in Human Research, National Institute of Development Administration, which is in full compliance with international guidelines of human research protection such as Declaration of Helsinki, CIOMS Guidelines, and the Belmont Report.

**ชื่อโครงการ:** การจัดการความหลากหลายของทรัพยากรมนุษย์ในองค์กร เพื่อความเสมอภาคเป็นธรรม  
กรณีศึกษา การบริหารจัดการคนพิการในองค์กรภาครัฐ

**Project title:** Workforce Diversity Management for Equity and Fairness, Case Study on the Disability Workers Management in Government Organization

**ผู้วิจัยหลัก:** น.ส.สุชาวดี เดชทองจันทร์

**Principal Investigator:** Miss Suchavadee Dejthongjun

**อาจารย์ที่ปรึกษา:** รองศาสตราจารย์ ดร.พลอย สืบวิเศษ

**Advisor:** Associate Professor Dr.Ploy Suebvises

**สังกัด:** คณะรัฐประศาสนศาสตร์ สถาบันบัณฑิตพัฒนบริหารศาสตร์

**Affiliation:** Graduate School of Public Administration,  
National Institute of Development Administration

**ประเภทการพิจารณา:** การพิจารณาแบบเต็มคณะ

**Type of Protocol Review:** Full Board Review

(ศาสตราจารย์ ดร.กัลยาณี สেনานู)

ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์  
Chairperson of the Ethics Committee in Human Research,  
National Institute of Development Administration

วันที่รับรอง: 27 สิงหาคม 2562  
Approval Date: August 27<sup>th</sup>, 2019

วันหมดอายุการรับรอง: 26 สิงหาคม 2563  
Expiration Date: August 26<sup>th</sup>, 2020

## BIOGRAPHY

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- Human Resource Officer, Provincial Waterworks Authority, Bangkok, Thailand from 2004 to 2010
- Plan and Policy Analyst, Office of National Economic and Social Advisory Council., Bangkok, Thailand from 2001-2002

