แนวทางการจัดกิจกรรมนันทนาการเชิงกลยุทธ์และทักษะด้านการจัดการความขัดแย้งที่เกี่ยวข้องกับองค์กรสมรรถนะสูงในธุรกิจบริการออกแบบนิทรรศการ กรุงเทพมหานคร

กิตติคุณ วงษ์ดนตรี* ธนริศย์ ธนัยอุดมพัฒน์ และนลินีวรรณ ประพันธา

คณะศิลปศาสตร์ มหาวิทยาลัยการกีฬาแห่งชาติ วิทยาเขตชลบุรี

*Corresponding Author Email: k.wongdontree@gmail.com

Received: June 22, 2026; Revised: August 17, 2026; Accepted: August 25, 2026

บทคัดย่อ

บทความทางวิชาการนี้มุ่งศึกษา แนวทางการจัดกิจกรรมนันทนาการเชิงกลยุทธ์และทักษะด้านการจัดการความขัดแย้งที่เกี่ยวข้องกับองค์กรสมรรถนะสูงในธุรกิจบริการออกแบบนิทรรศการ กรุงเทพมหานคร เป็นการทบทวนวรรณกรรมที่เกี่ยวข้องมาทำการศึกษาวิเคราะห์ความสัมพันธ์ของการจัดกิจกรรมนันทนาการเชิงกลยุทธ์ ทักษะด้านการจัดการความขัดแย้ง และองค์กรสมรรถนะสูง การจัดกิจกรรมนันทนาการเชิงกลยุทธ์ประยุกต์ใช้กระบวนการ SECI เป็นกรอบการจัดการองค์ความรู้เพื่อจัดโครงสร้างการเรียนรู้ แบ่งออกเป็น 4 กระบวนการ ได้แก่ 1) การแลกเปลี่ยนประสบการณ์แบบไม่เป็นทางการ (Socialization) 2) การถอดบทเรียนจากความขัดแย้งหรือปัญหา (Externalization) 3) การบูรณาการองค์ความรู้จากหลายฝ่ายสู่แนวทางการทำงานร่วม (Combination) 4) การปฏิบัติงานจริงเกิดเป็นทักษะฝังลึก (Internalization) ขณะเดียวกันทักษะด้านการจัดการความขัดแย้ง แบ่งออกเป็น 4 ปัจจัย ได้แก่ 1) ทักษะการไกล่เกลี่ย 2) ทักษะการเจรจาต่อรองร่วม 3) ทักษะการสื่อสารอย่างสร้างสรรค์และเปิดใจ 4) ทักษะการลดความตึงเครียดเชิงอารมณ์ โดยแนวคิดทั้งสองด้านนี้มีความเกี่ยวข้องเชิงแนวคิดกับองค์กรสมรรถนะสูง ซึ่งประกอบด้วย 5 ปัจจัย คือ 1) คุณภาพการจัดการ 2) การเปิดกว้างและการมุ่งเน้นการกระทำ 3) การมุ่งระยะยาว 4) การปรับปรุงต่อเนื่องและต่ออายุ 5) คุณภาพบุคลากร เพื่อให้เข้าใจบทบาทของกิจกรรมนันทนาการเชิงกลยุทธ์ในฐานะแนวทางที่เชื่อมโยงสุขภาวะ การเรียนรู้ร่วม การแลกเปลี่ยนองค์ความรู้ และการนำความรู้ไปประยุกต์ใช้ในการทำงาน ซึ่งมีความเกี่ยวข้องเชิงแนวคิดกับความสามารถบางด้านขององค์กรสมรรถนะสูง และทำให้เห็นแนวทางในการส่งเสริมทักษะด้านการจัดการความขัดแย้งในระดับบุคคลและทีมงาน เพื่อสนับสนุนการสื่อสาร การเจรจา การประสานงาน การจัดการความแตกต่างทางวิชาชีพ และการรักษาความร่วมมือของทีมสหวิชาชีพในธุรกิจบริการออกแบบนิทรรศการ ทั้งสองแนวคิดจึงสามารถใช้เป็นแนวทางในการพัฒนาความสามารถของบุคลากร ทีมงาน และองค์กรที่สัมพันธ์กับคุณลักษณะขององค์กรสมรรถนะสูง

คำสำคัญ: กิจกรรมนันทนาการเชิงกลยุทธ์ การจัดการความขัดแย้ง การพัฒนาองค์กรให้เป็นองค์กรสมรรถนะสูง

Approaches to Strategic Recreational Activities and Conflict Management Skills in Relation to High-Performance Organizations in Bangkok's Exhibition Design Service Industry

Kittikun Wongdontree*, Thanarit Thanaiudompat and Nalineewan Praphuntha

Faculty of Liberal Arts, Thailand National Sports University Chon Buri Campus

*Corresponding Author Email: k.wongdontree@gmail.com

Received: June 22, 2026; Revised: August 17, 2026; Accepted: August 25, 2026

Abstract

This academic article aims to study approaches to Strategic Recreational Activities and Conflict Management Skills in relation to High-Performance Organizations in Bangkok's exhibition design service industry. It is based on a review and synthesis of relevant literature to study and analyze the conceptual relationships among Strategic Recreational Activities, Conflict Management Skills, and High-Performance Organizations. Strategic Recreational Activities apply the SECI process as a knowledge-management framework for structuring learning through four processes: (1) Socialization, (2) Externalization, (3) Combination, and (4) Internalization. Conflict Management Skills also consist of four factors: (1) Arbitration Competency, (2) Collective Bargaining Competency, (3) Dialogue Competency, and (4) Smoothing Competency. Strategic Recreational Activities and Conflict Management Skills are conceptually related to High-Performance Organizations, which comprise five dimensions: (1) Management Quality, (2) Openness and Action Orientation, (3) Long-Term Orientation, (4) Continuous Improvement and Renewal, and (5) Employee Quality. The article aims to clarify the role of Strategic Recreational Activities as an approach that connects well-being, shared learning, knowledge exchange, and the application of knowledge in actual work, which are conceptually related to selected capabilities associated with High-Performance Organizations. It also provides guidance for developing Conflict Management Skills at both the individual and team levels to support communication, negotiation, coordination, the management of professional differences, and the maintenance of collaboration among interdisciplinary teams in the exhibition design service industry. Both concepts can therefore be applied as approaches to developing individual, team, and organizational capabilities associated with the characteristics of High-Performance Organizations.

Keywords: Strategic Recreational Activities, Conflict Management Skills, The Development of High Performance Organizations

Introduction

Thailand's transition toward a Service-based Economy has increased the importance of knowledge-, creativity-, and technology-driven services in national economic development. Within this context, the MICE industry has been promoted as a service sector that connects tourism, service businesses, and the creative economy. Under the Thirteenth National Economic and Social Development Plan and the 5-Year Action Plan (2023–2027) of the Thailand Convention and Exhibition Bureau (TCEB, 2023), the development of Thailand's MICE industry emphasizes innovation, service capability, workforce development, organizational agility, and sustainability. Exhibitions represent an important part of this industry and are directly connected to the exhibition design service industry as a creative and knowledge-based service.

The exhibition design service industry is an important part of the creative economy, using creativity and intellectual property to add value to products and services. Exhibition design integrates multiple disciplines, such as spatial, graphic, lighting, sound, and interaction design, to communicate organizational messages and create meaningful visitor experiences. This work requires interdisciplinary collaboration among personnel in design, content, multimedia technology, marketing, technical operations, and project management. Effective communication, knowledge sharing, and cross-functional collaboration are therefore important for maintaining work quality and supporting the sustainable development of exhibition design service organizations.

Teamwork in the exhibition design service industry is complex because personnel in design, content, multimedia technology, marketing, and project management bring different knowledge, skills, and perspectives. Although this diversity can support innovative and multidimensional work, it may also create conflict over ideas, work processes, and goals, particularly under time, budget, and technological constraints. Conflict Management Skills are therefore important for communication, perspective sharing, decision-making, and collaboration, as well as for supporting organizational capabilities associated with High-Performance Organizations.

Strategic Recreational Activities can be designed as an organizational development approach to promote interaction, shared learning, communication, and collaboration among employees. In this article, the SECI Model is applied as a knowledge-management process framework for structuring learning within Strategic Recreational Activities through Socialization, Externalization, Combination, and Internalization (Nonaka & Takeuchi, 1995). These processes allow employees to share work experiences, reflect on lessons learned, integrate knowledge across professional areas, and apply shared knowledge in actual work. Although previous studies have addressed recreational activities, knowledge sharing, conflict management, and organizational performance, limited attention has been given to Strategic Recreational Activities and Conflict Management Skills as distinct organizational-development approaches in relation to High-Performance Organizations, particularly within interdisciplinary exhibition design teams.

Accordingly, this academic article has three objectives: (1) to synthesize the concepts and characteristics of Strategic Recreational Activities and explain the application of the SECI Model as a knowledge-management process framework for structuring learning through experience sharing, reflection, knowledge integration, and practical application; (2) to examine the role of Conflict Management Skills in managing professional differences and supporting constructive collaboration among interdisciplinary teams in the exhibition design service industry; and (3) to synthesize the conceptual relationships of Strategic Recreational Activities and Conflict Management Skills with individual, team, and organizational capabilities associated with High-Performance Organizations. Based on this synthesis, the article proposes a conceptual framework and practical approaches for the exhibition design service industry.

Theoretical and Conceptual Perspectives on Strategic Recreational Activities

Strategic Recreational Activities refer to recreational activities that are systematically designed and managed to respond to participants' needs while pursuing clearly defined goals or outcomes. Their strategic value extends beyond providing happiness, enjoyment, and relaxation by linking recreational experiences with participant development in terms of well-being and learning. Systematically designed recreational activities can enhance quality of life across physical, mental, social, and intellectual dimensions (Hongkajorn & Bunsom, 2025). In addition, activities based on Active Learning and challenging situations can promote learning through practice and support the development of thinking skills, leadership, teamwork, and emotional regulation (Sree-amat, 2021). These perspectives indicate that Strategic Recreational Activities can serve not only as leisure experiences but also as structured opportunities for developing participants through well-being and experiential learning.

In organizational contexts, Strategic Recreational Activities gain strategic value when recreational experiences are connected with organizational goals and work-related development. Systematically organized recreational activities in the workplace can support employee productivity while contributing to physical and mental health, social skills, and personal development (Mercanoğlu & Yıldırım Şimşek, 2023). When synthesized with the roles of well-being and experiential learning discussed above, Strategic Recreational Activities can be understood as pursuing three interrelated outcomes: well-being, learning, and work performance. Their strategic character therefore depends not only on participation in recreational activities, but also on intentional design, relevance to participants' work contexts, and the ability to connect experiences and learning from the activities with actual work practices.

Taken together, Strategic Recreational Activities can be viewed as a structured approach that connects recreational experiences with well-being, learning, and work performance. Their strategic value lies in the intentional design of activities that enable participants to interact, exchange experiences, learn from practice, and apply what they have learned to their work context. However,

transforming experiences from recreational activities into knowledge that can be shared, integrated, and applied in actual work requires a systematic learning process. Therefore, this article applies the SECI Model as a knowledge-management process framework for structuring learning within Strategic Recreational Activities and linking participants' experiences with the development of individual, team, and organizational capabilities.

Characteristics of Strategic Recreational Activities

The SECI Model (Nonaka & Takeuchi, 1995) is applied in this article as a knowledge-management process framework for structuring learning within Strategic Recreational Activities. The model explains how knowledge develops through interaction between tacit knowledge, which is embedded in individual experience and skills, and explicit knowledge that can be communicated, organized, and shared within an organization. Although SECI was originally developed as a knowledge-creation framework rather than a recreational model, its process perspective provides a useful basis for linking experiences generated through Strategic Recreational Activities with reflection, knowledge integration, and practical application. This application is also relevant to design professionals, where knowledge sharing depends on combining individual experience with collaborative processes across different professional areas (Hu et al., 2023). Therefore, in this article, SECI is used to structure the learning process within Strategic Recreational Activities rather than to define the recreational activities themselves.

Within this process framework, Strategic Recreational Activities can be structured through four interconnected learning processes. First, Socialization provides informal opportunities for personnel from different professional areas to share experiences, working perspectives, and tacit knowledge through interaction. In exhibition design teams, this may occur through informal group activities, shared project experiences, or other recreational settings that encourage personnel from design, content, multimedia, technical, and project-management functions to interact. Second, Externalization involves reflecting on experiences, problems, or differences encountered during collaborative work and expressing them as lessons that can be communicated and discussed by the team. Third, Combination involves bringing together knowledge and lessons from different professional areas and organizing them into shared working approaches that can guide cross-functional collaboration. Finally, Internalization occurs when personnel apply this shared knowledge in actual work until it becomes embedded in individual and team practices. Together, these processes connect informal experience sharing with reflection, knowledge integration, and practical application rather than treating the four stages as separate recreational activities.

In summary, Strategic Recreational Activities, when structured through the SECI process, can function as a continuous learning approach that connects recreational experiences with knowledge sharing, reflection, knowledge integration, and practical application. In the exhibition design service

context, this process can support the development of individual, team, and organizational capabilities by enabling experiences from recreational activities to be transformed into shared understanding and applied to actual work practices. This conceptual application provides a basis for examining Strategic Recreational Activities in relation to organizational capabilities associated with High-Performance Organizations, while Conflict Management Skills are considered separately as a distinct organizational-development approach.

Concepts and theories related to Conflict Management Skills in the Exhibition Design Service Industry

Conflict within interdisciplinary exhibition design teams can be understood as a normal condition arising from differences in professional knowledge, working perspectives, project goals, and constraints such as time, budget, and technical requirements. These differences do not necessarily lead to negative outcomes when they are managed constructively. Instead, they can provide opportunities for teams to exchange perspectives, reconsider alternatives, and develop creative solutions. Khan and Ullah (2025) suggest that balancing control with team autonomy can support creative risk-taking while maintaining operational efficiency. Similarly, Proksch (2016) emphasizes structured communication, team development, and mediation as processes for building mutual understanding and managing task-related differences. Taken together, these perspectives suggest that the value of conflict depends not on eliminating differences, but on creating appropriate processes through which interdisciplinary teams can manage them constructively.

In design teams, communication and collaboration are particularly important for transforming professional differences into shared understanding. Kiernan et al. (2020) indicate that structured dialogue, information exchange, and negotiation can support teams in managing task-related conflict and reaching consensus. Proksch (2016) further explains that conflict management should address both the issue and the individuals involved, with agreements supported by appropriate procedures, rules, and mediation mechanisms so that solutions can be sustained in practice. At the individual level, coaching and direct dialogue can also prepare team members to participate constructively in collective discussion. From this perspective, Conflict Management Skills in the exhibition design service industry can be understood as capabilities that enable personnel to identify and manage professional differences constructively through communication, negotiation, coordination, and collaboration across interdisciplinary teams. This interpretation is consistent with Agbo et al. (2025), who conceptualize Conflict Management Skills as competencies for understanding and managing conflict constructively within organizational settings.

Characteristics of Conflict Management Skills in the Exhibition Design Service Industry

In exhibition design services, interdisciplinary teams are required to manage multiple and interrelated demands, including creative concepts, production technology, on-site safety, spatial limitations, installation schedules, and resource constraints. These conditions can create differences in professional perspectives, priorities, and working approaches among team members. Such differences do not necessarily lead to negative outcomes; when managed constructively, they can provide opportunities for exchanging perspectives, shared learning, adaptation, and more thoughtful decision-making. Conflict Management Skills can therefore be understood as the capabilities required to identify, understand, and manage professional differences and conflict situations constructively while maintaining effective collaboration among team members (Agbo et al., 2025). In the exhibition design service context, these skills are particularly relevant because conflict is a normal feature of interdisciplinary and project-based work rather than an isolated interpersonal problem.

The development of Conflict Management Skills can be viewed as a continuous learning process that enables personnel to respond constructively to differences arising during interdisciplinary collaboration. This process requires deep listening, open communication, constructive negotiation, and emotional awareness and regulation in order to clarify different perspectives and maintain effective working relationships. In exhibition design teams, these capabilities are particularly important because disagreements may involve both task-related issues and interpersonal tension under time, budget, technical, and project constraints. Accordingly, Conflict Management Skills can be organized into four complementary competencies: Arbitration Competency, Collective Bargaining Competency, Dialogue Competency, and Smoothing Competency (Agbo et al., 2025).

The four-competency framework proposed by Agbo et al. (2025)—Arbitration Competency, Collective Bargaining Competency, Dialogue Competency, and Smoothing Competency—provides a conceptual basis that can be contextually applied to interdisciplinary exhibition design teams, rather than assumed to transfer directly from its original technical-education context. Each competency addresses a different aspect of conflict management. Arbitration Competency supports neutral intervention when differences cannot be resolved directly within the team, while Collective Bargaining Competency supports negotiation and the development of mutually acceptable agreements among parties with different interests. Dialogue Competency emphasizes open and constructive communication to clarify differing perspectives and build shared understanding, whereas Smoothing Competency focuses on emotional awareness, regulation, and tension reduction in order to maintain constructive working relationships. Dialogue Competency should also be distinguished from Socialization within Strategic Recreational Activities: Socialization creates informal opportunities for sharing experiences and tacit knowledge, whereas Dialogue Competency refers to the communication skill used to address differing perspectives or conflict constructively. Structured negotiation processes and balanced power arrangements further support the roles of negotiation and consensus building

associated with Arbitration and Collective Bargaining Competencies (Sabri, 2025), while Daonurai et al. (2022) provide a Thai organizational perspective on conflict-management approaches for teamwork. Taken together, these perspectives suggest that the four competencies are complementary rather than interchangeable and should be developed as an integrated set, with the emphasis on each competency depending on the nature and context of conflict within exhibition design projects.

Theoretical and Conceptual Perspectives on High-Performance Organizations in the Exhibition Design Service Industry

High-Performance Organizations can be understood as organizations that sustain strong performance over time through the coordinated development of management practices, organizational culture, continuous improvement, and employee capability. In this article, the HPO framework is primarily based on de Waal (2021), which identifies five interrelated dimensions. Management Quality emphasizes reliable and action-oriented leadership, clear accountability, and effective communication of organizational values and strategies. Openness and Action Orientation refers to an organizational culture that encourages listening, participation, learning from mistakes, dialogue, knowledge exchange, and timely action. Long-Term Orientation focuses on maintaining sustainable relationships with stakeholders, developing personnel from within the organization, and supporting physical and psychological safety. Continuous Improvement and Renewal concerns the ongoing improvement and integration of work processes, innovation in products and services, and the renewal of organizational capabilities. Employee Quality emphasizes a workforce that is adaptable, collaborative, responsible for performance, and continuously developed to meet organizational demands. De Waal and Kraaijveld (2022) further illustrate how these dimensions can operate together during organizational transformation toward higher and more sustainable performance.

When this framework is considered in the context of exhibition design service organizations, the five dimensions provide a useful basis for understanding the capabilities required in interdisciplinary and project-based work. Management Quality can support direction and coordination under project constraints; Openness and Action Orientation can facilitate rapid exchange of ideas and problem-solving; Long-Term Orientation can help sustain relationships with employees, clients, and other stakeholders; Continuous Improvement and Renewal can support learning from completed projects and adaptation to changing requirements; and Employee Quality can strengthen the capacity of multidisciplinary teams to collaborate and respond to complex project demands. Rather than assuming that one dimension is universally more important than the others, their relative emphasis may vary according to project conditions and organizational needs, while their combined development provides a broader foundation for High-Performance Organizations in the exhibition design service context.

A complementary perspective is provided by Khan et al. (2024), who examine High-Performance Organizations through the lens of dynamic capability theory. Their perspective emphasizes

the organizational capability to recognize changes, translate opportunities into action, and reconfigure resources in response to changing conditions. This capability is relevant to exhibition design service organizations, where project-based work requires continuous responses to changing client requirements, technical constraints, schedules, and resource conditions. De Waal (2021) provides a complementary HPO perspective by defining and measuring organizational characteristics associated with sustained high performance through five interrelated dimensions. Rather than viewing these dimensions as independent organizational attributes, they can be interpreted as capabilities that collectively support leadership, openness, learning, continuous improvement, long-term development, and employee quality. De Waal and Kraaijveld (2022) further demonstrate through a longitudinal case study that transformation toward a High-Performance Organization involves sustained organizational development over time rather than a single organizational intervention. Synthesizing these perspectives, High-Performance Organizations in the exhibition design service context can therefore be conceptualized as organizations that combine established organizational practices with the capability to learn, coordinate, adapt, and renew their resources in response to complex and changing project conditions.

Strategic Recreational Activities and Conflict Management Skills in Relation to High-Performance Organizations

Strategic Recreational Activities are conceptually related to selected capabilities associated with High-Performance Organizations through their roles in employee well-being, learning, and work-related development. Hongkajorn and Bunsom (2025) indicate that systematically designed recreational activities can support physical, mental, social, and intellectual well-being. Sree-amat (2021) further identifies opportunities for experiential learning, leadership, teamwork, and emotional regulation through recreation-based learning activities. Mercanoğlu and Yıldırım Şimşek (2023) also associate employee recreation with productivity and personal development in organizational settings. In this article, the SECI process provides a knowledge-management framework for connecting these experiences with knowledge sharing, integration, and practical application (Nonaka & Takeuchi, 1995). Hu et al. (2023) similarly emphasize the connection between individual experience and collaborative knowledge sharing among design professionals. These processes are particularly relevant to Employee Quality, Openness and Action Orientation, and Continuous Improvement and Renewal (de Waal, 2021). Strategic Recreational Activities should therefore be understood as structured opportunities that may support selected HPO-related capabilities rather than as a direct cause of High-Performance Organizations.

Conflict Management Skills are conceptually related to selected HPO-related capabilities through their role in managing professional differences constructively within interdisciplinary teams. Agbo et al. (2025) identify Arbitration, Collective Bargaining, Dialogue, and Smoothing as complementary competencies for addressing different conflict situations. Kiernan et al. (2020) indicate that structured

dialogue, information exchange, and negotiation can help design teams manage task-related differences and develop shared understanding. Proksch (2016) also emphasizes communication and mediation as mechanisms for sustaining collaboration, while Daonurai et al. (2022) provide a Thai organizational perspective on conflict management for teamwork. In relation to the HPO framework, these capabilities are particularly relevant to Management Quality and Openness and Action Orientation through constructive communication and coordinated decision-making, and may also support Employee Quality and Continuous Improvement and Renewal through learning and adaptation (de Waal, 2021). Conflict Management Skills should therefore be regarded as capabilities that may support selected HPO-related dimensions rather than as a direct cause of High-Performance Organizations.

Taken together, Strategic Recreational Activities and Conflict Management Skills represent two distinct but complementary organizational-development approaches. Strategic Recreational Activities primarily emphasize well-being, learning, knowledge exchange, and practical application, whereas Conflict Management Skills emphasize the constructive management of professional differences and interdisciplinary collaboration. Although they operate through different processes, each is conceptually related to selected capabilities associated with High-Performance Organizations. The conceptual framework therefore considers the two approaches separately in relation to HPOs rather than as a combined causal mechanism.

Conceptual Framework

Based on the literature synthesis, Strategic Recreational Activities and Conflict Management Skills are conceptually related to organizational capabilities associated with High-Performance Organizations. The proposed conceptual framework therefore presents Strategic Recreational Activities and Conflict Management Skills as two distinct factors considered separately in relation to High-Performance Organizations in the exhibition design service industry.

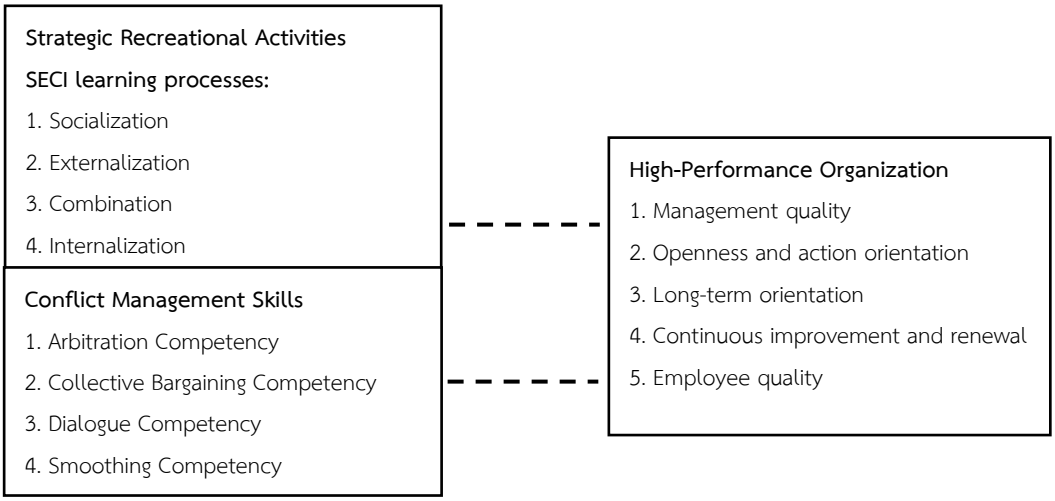


Fig 1 Conceptual framework of Strategic Recreational Activities and Conflict Management Skills in relation to High-Performance Organizations.

Findings of the Study

The findings indicate that Strategic Recreational Activities, when structured through the SECI process, can support organizational learning by connecting experience sharing, reflection, knowledge integration, and practical application (Nonaka & Takeuchi, 1995). Conflict Management Skills can likewise support communication, negotiation, coordination, and constructive collaboration among interdisciplinary teams. Agbo et al. (2025) identify Arbitration, Collective Bargaining, Dialogue, and Smoothing as complementary competencies for managing different conflict situations, while Kiernan et al. (2020) emphasize the importance of structured dialogue and information exchange in design teams.

Overall, Strategic Recreational Activities and Conflict Management Skills represent two distinct but complementary organizational-development approaches. Strategic Recreational Activities emphasize shared learning and knowledge application, whereas Conflict Management Skills emphasize the constructive management of professional differences and interdisciplinary collaboration. Each approach is conceptually related to selected capabilities associated with High-Performance Organizations (de Waal, 2021). However, these relationships remain conceptual and require empirical examination within exhibition design service organizations.

Conclusion and Discussion

Strategic Recreational Activities and Conflict Management Skills can be understood as two distinct organizational-development approaches that address different but relevant capabilities within interdisciplinary exhibition design teams. Strategic Recreational Activities emphasize well-being, shared learning, knowledge exchange, and the application of experience to actual work. When structured through the SECI process, recreational experiences can be transformed through experience sharing, reflection, knowledge integration, and practical application (Nonaka & Takeuchi, 1995). Hu et al. (2023) further emphasize the importance of connecting individual experience with collaborative knowledge-sharing processes among design professionals. Conflict Management Skills, in contrast, focus on managing professional differences constructively within interdisciplinary teams. Kiernan et al. (2020) indicate that structured dialogue, information exchange, and negotiation can help design teams manage task-related differences and develop shared understanding. Thus, the two approaches operate through different processes: Strategic Recreational Activities primarily support learning and knowledge application, whereas Conflict Management Skills support constructive communication and collaboration when professional differences arise.

When considered in relation to High-Performance Organizations, these two approaches are relevant to different but partially overlapping organizational capabilities. Strategic Recreational Activities are particularly associated with Employee Quality, Openness and Action Orientation, and Continuous Improvement and Renewal because these dimensions emphasize employee development, knowledge exchange, learning, and continuous improvement. Conflict Management Skills are particularly relevant

to Management Quality and Openness and Action Orientation through their roles in communication, coordinated decision-making, and the constructive management of differences, while also supporting employee adaptability and learning (de Waal, 2021). However, these relationships should not be interpreted as uniform across all exhibition design organizations or projects. De Waal and Kraaijveld (2022) indicate that development toward a High-Performance Organization occurs through sustained organizational change over time, while Khan et al. (2024) emphasize the capability to adapt and reconfigure organizational resources in response to changing conditions. In exhibition design services, the relevance of particular capabilities may therefore vary according to project complexity, professional composition, time and resource constraints, and organizational conditions. The conceptual contribution of this article is consequently to position Strategic Recreational Activities and Conflict Management Skills as separate approaches that may support selected HPO-related capabilities rather than as direct or combined causes of High-Performance Organizations.

However, the conceptual relationships proposed in this article should be interpreted with appropriate caution. The SECI Model developed by Nonaka and Takeuchi (1995) was originally proposed as an organizational knowledge-creation framework rather than specifically for recreational activities or exhibition design services. Similarly, the four Conflict Management Skills identified by Agbo et al. (2025) were developed in a technical-education context and therefore require contextual adaptation when applied to commercial and interdisciplinary exhibition design teams in Thailand. In addition, this article is based on a synthesis of literature and does not empirically test the relationships between Strategic Recreational Activities and High-Performance Organizations or between Conflict Management Skills and High-Performance Organizations within exhibition design service organizations. Accordingly, the proposed framework should be regarded as a conceptual basis for interpretation and future empirical examination rather than as evidence of established causal relationships.

Recommendations

Organizations in the exhibition design service industry should design Strategic Recreational Activities in connection with actual work processes. Activities may provide opportunities for employees from different professional units to exchange experiences, reflect on work-related problems, integrate lessons learned, and apply shared knowledge to subsequent projects. In this way, Strategic Recreational Activities can support the connection between experience sharing, learning, and practical application in the workplace.

Conflict Management Skills should be developed through practical activities that reflect professional differences and project-related constraints commonly found in exhibition design teams. Organizations should also establish clear procedures for mediation and neutral intervention when conflicts cannot be resolved directly within the team. These approaches can support the development

and application of Arbitration, Collective Bargaining, Dialogue, and Smoothing Competencies in actual work situations.

Implementation should be monitored at the individual, team, and organizational levels by considering communication, teamwork, shared understanding, conflict management, and the application of lessons learned. Organizations may begin with selected projects, review the outcomes, and refine the approaches before broader implementation. Continuous monitoring and gradual application can support learning, collaboration, employee capability, and continuous improvement associated with High-Performance Organizations.

Recommendations for Future Research

Future research should empirically examine the conceptual relationships proposed in this article within exhibition design service organizations. Quantitative studies may investigate the relationships between Strategic Recreational Activities, Conflict Management Skills, and selected dimensions of High-Performance Organizations, while qualitative studies may explore how these approaches are applied in interdisciplinary project teams. Future studies should also consider differences in organizational size, project characteristics, and working conditions to determine how the proposed framework may vary across exhibition design contexts.

References

Agbo, N. M., Onwusuru, I. M., Okam, I. M., & Auta, M. A. (2025). Impact of conflict management competence on effective management of technical education programme in tertiary institutions in Southeast, Nigeria. *Journal of Technical Education and Training, 17*(1), 159–169. https://doi.org/10.30880/jtet.2025.17.01.013

Daonurai, P., Ketput, C., Srisuk, J., Janyiam, N., Meakkheaw, L., & Padipatnarumol, C. (2022). *Conflict management for teamwork. Journal of Legal Entity Management and Local Innovation, 8*(9), 310–323.

de Waal, A. (2021). The high performance organization: Proposed definition and measurement of its performance. *Measuring Business Excellence, 25*(3), 300–314. https://doi.org/10.1108/MBE-04-2020-0064

de Waal, A., & Kraaijveld, E. (2022*).* Learnings from a successful transformation to a high-performance organization: A longitudinal case study. *SN Business & Economics, 2*(11), 177. https://doi.org/10.1007/s43546-022-00354-8

Hongkajorn, J., & Bunsom, N. (2025). The development of online recreation activities management model for promoting well-being of the elderly. *Academic Journal of Thailand National Sports University, 17*(2), 211–222.

Hu, J., Lee, C.-S., & Yi, X. (2023). Blended knowledge sharing model in design professional. *Scientific Reports, 13*, 16326.

Khan, K., Khan, Q., Jamil, S. H., & Akbar, S. (2024). A study on high performance organization framework and organization performance: Lens of dynamic capability theory. *Cogent Business & Management, 11*(1), 2285415. https://doi.org/10.1080/23311975.2023.2285415

Khan, M. T., & Ullah, S. (2025). Balancing innovation: The role of paradoxical leadership and ambidexterity in fostering team creativity. *International Journal of Innovation Science. Advance online publication*. https://doi.org/10.1108/IJIS-07-2024-0206

Kiernan, L., Ledwith, A., & Lynch, R. (2020). Design teams management of conflict in reaching consensus. *International Journal of Conflict Management, 31*(2), 263–285. https://doi.org/10.1108/IJCMA-06-2019-0097

Mercanoğlu, A. O., & Yıldırım Şimşek, K. (2023). The impact of employee recreation on their respective productivity. *SAGE Open, 13*(3). https://doi.org/10.1177/21582440231196967

Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. Oxford University Press.

Proksch, S. (2016). *Conflict management*. Springer. https://doi.org/10.1007/978-3-319-31885-1

Sabri, O. K. (2025). Strategic negotiation in construction disputes: Overcoming power imbalances and enhancing resolution through structured approaches. *Frontiers in Built Environment, 11*, 1580300. https://doi.org/10.3389/fbuil.2025.1580300

Sree-amat, Y. (2021). Innovation in the learning process using recreation-based activities in the course leadership and teamwork in business organizations. *Journal of Education Thaksin University, 21*(2), 10–18.

Thailand Convention and Exhibition Bureau (Public Organization). (2023). *Five-year action plan (2023–2027).*