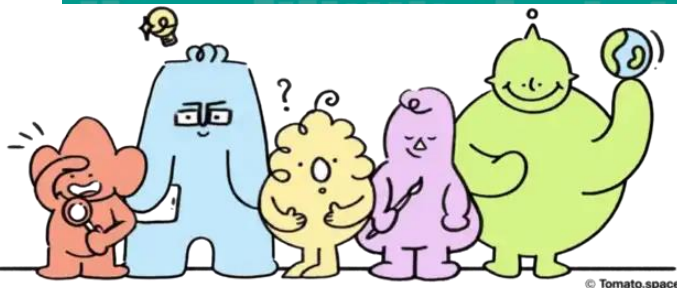# ICMB261: Management and Organizational Behavior

"MANAGING AND ORGANIZATIONS: AN INTRODUCTION TO THEORY AND PRACTICE"

DR. WALLAPA SUENGKAMOLPISUT
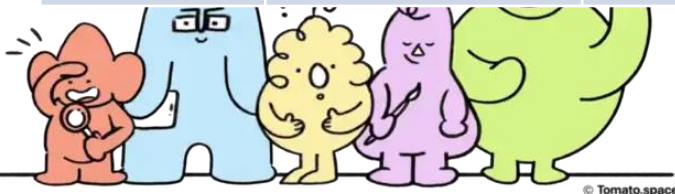
WEEK 5-2

2. Course Outline [Aj. Wallapa]

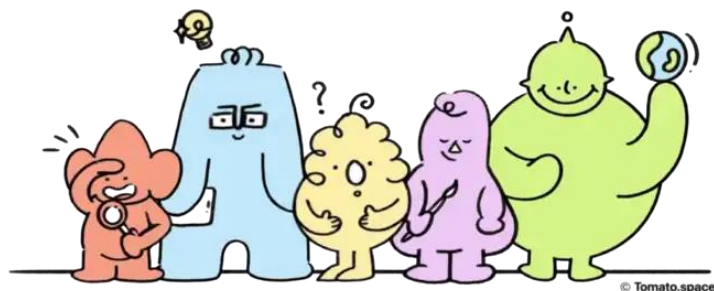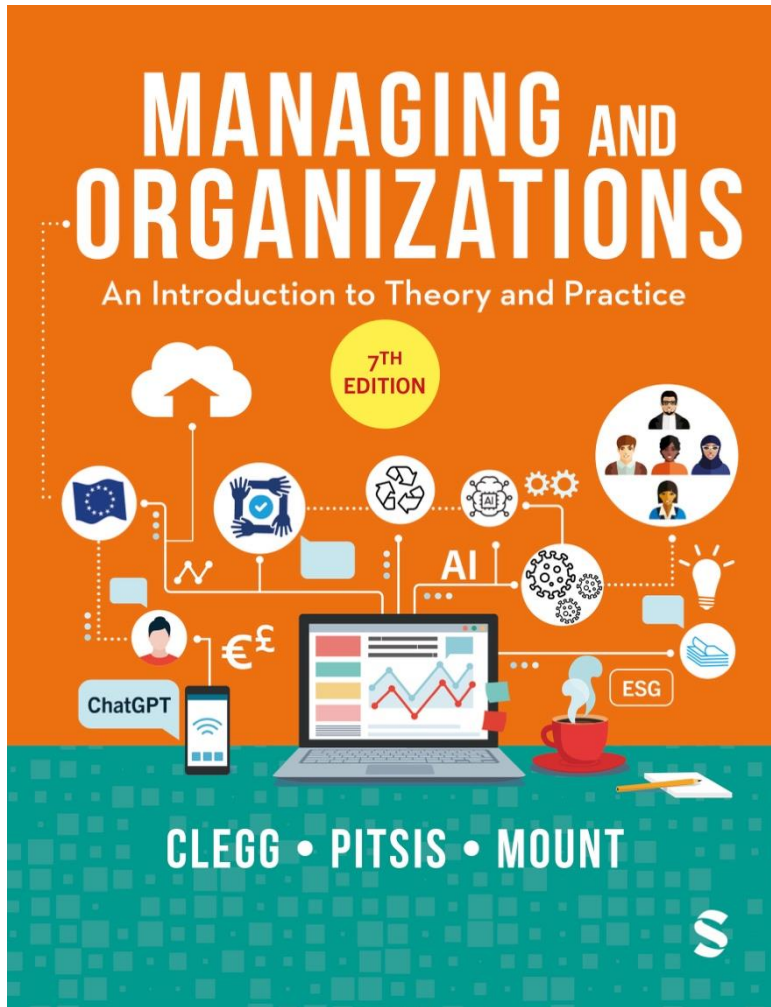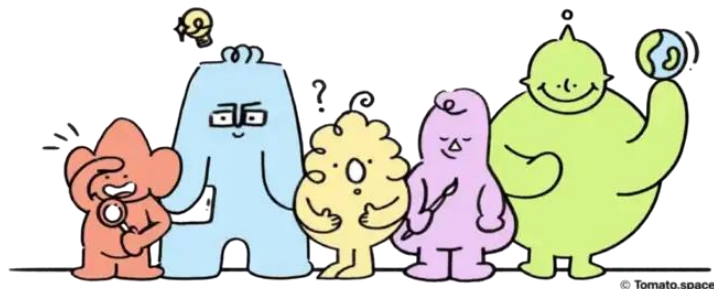| Week	Date	Topics
Week 5	Monday 2/2/26	Managing Power and Politics Quiz 3-4
	Wednesday 4/2/26	Decision Making & Managing Knowledge
	Thursday 5/2/26	ESG and Sustainability Business [No Attendance check!] [Make up Class 8:00-9:50 & 10:00-11:50] **A449**
	Thursday 5/2/26	Group Project consultation [Make up Class 13:00-16:00] **A327**
Week 6 [Aj.Saifon]	Wednesday	Managing Individuals: differences at work #1 Quiz 4- 5
	Monday	Managing Individuals: differences at work #2
Week 7	Sunday 22nd Feb 26	Mid-Term Exam [at computer lab room]

Chapter 7

Decision-making in organizations

The Stupidity paradox, & decisions

Decisions as promises, Mindfulness and the stupidity paradox

Decisions as promises!

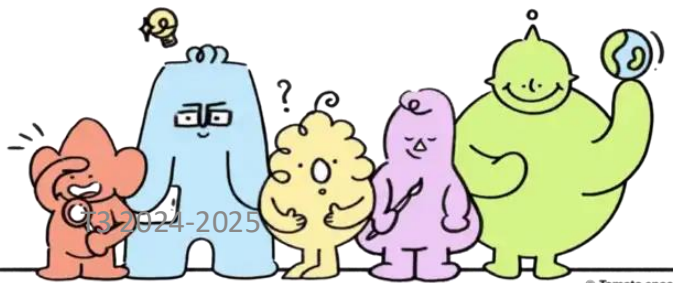**People do try to:**

Formulate Problem

Information is collected

Alternative Solutions are offered and weighed

Solution are calculated and judged

Solution are implemented

This describes a process, but does not ensure substantial rationality!

In the reality…the effective of decision making can't predict the process in the normal procedures!!!

The issues are bounded rationality

- Simon the plausible and sufficient decision
  - Problems are not easily definable
  - Information is never free nor limited
  - Humans are not rational but biased
- Simon: The garbage can situations decisions are characterized by:
  - 'problematic preferences', 'unclear technology', and 'fluid participation'
- Starbuck (1983) similarly argued that organizations are not so much problem solvers as action generators. Instead of analyzing and deciding rationally how to solve problems, organizations spend most of their time generating problems to which they already have the solutions
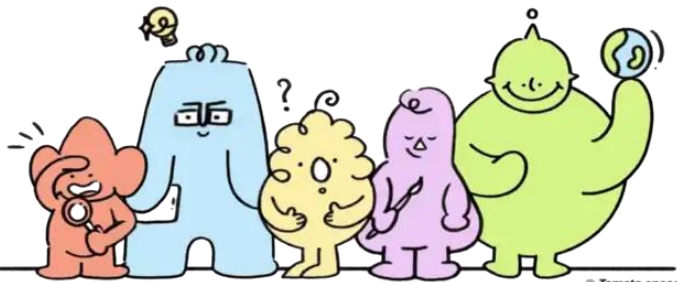
Decisions as promises

When we make decision, it means we would like things happened.

In short, the decision is future events, and we make the decision because we believed that things as we made gonna happened in the future.

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Fictional expectations (Beckert 2011, 2021)

- In the reality, there are uncertainty, risk and ambiguity in the business world.

- The strongest similarity between academic literary and fictional expectations in the economy / business proceed; assume that reality were true!

- In the business context; "Business Plan" is "designed fantasies"

  - Both literary and economic fictional expectations tend to take a narrative form (i.e. World bank, predicting the inflation of 2.1% next year….).

Responsibility and accountability

- <u>Decision Making, it may move goal targets, deviate the original plans.</u>

- It's willingness to take risk by ourselves for creating the new things in the future. However; we don't know the future.

- Responsibility and accountability of our decision making is Important!!!

- When we tries to make decision, it means…we try to make the new process of creation the alternatives!!!

The focus points is changed from what was before, to what comes after.

The promise have to become an act of will. You become the link between the present and the future.

Decisions move things and set processes in motion that will lead to *intended,* *unintended and surprising effects in the future.*

*A decision produce a situation for new decisions. A decision is a promise to engage with a world that is **not yet seen!***
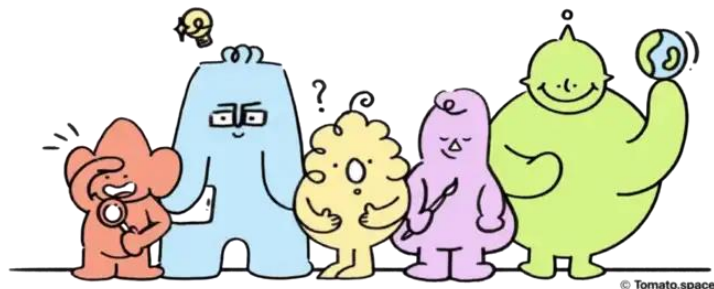
And this process requires both memories and forgetfulness

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Functional stupidity

The stories we tell and Functional stupidity!

- We are not thinking about basic assumption.
- We tend to go out of our way to *ignore information*
- It's not reflected about things; we just do it!!!
- We do it because I feel Good.
- Not considering the consequences

Forms of functional stupidity: Persuasion over substance.

Closing down cognition.

Mistaken modes of thought, do not challenge them.

Motivational defects.

Lack of curiosity, I am a professional etc.

Lack of emotional reasoning – not taking your emotional valuations seriously
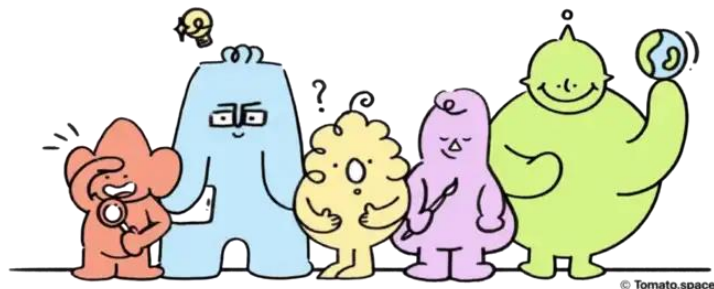
Moral base – your believed.

Your morals limits your ability to think

The stupidity paradox

Organizational functional stupidity

- Leadership-induced stupidity – **"Follow ME!!!"**

- Structure-induced/lead stupidity
  1. You never go around your boss.
  2. You tell your boss what he wants to hear, even when your boss claims that he wants dissenting / opposing views.
  3. If your boss wants something dropped, you drop it.
  4. You are sensitive to your boss's wishes so that you anticipate what he wants; you don't force him, in other words, to act as boss.
  5. Your job is not to report something that your boss does not want reported, but rather to cover it up. You do what your job requires, and you keep your mouth shut.
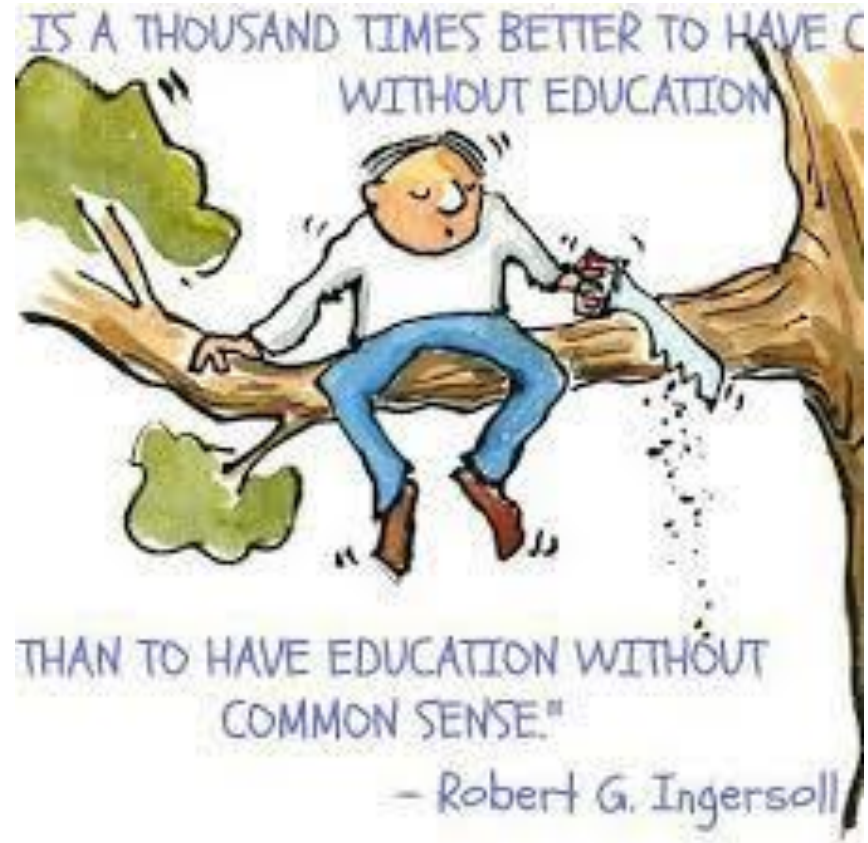
<p style="text-align:center;color:red">"Typical Hierarchical!!!"</p>

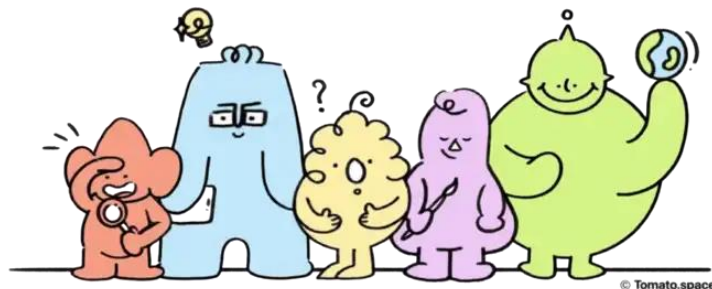# 3 other kinds of organizational functional stupidity

- Imitation-induced stupidity – follow the crowd/ majority

- Branding-induced stupidity – We are the "Top Brand"

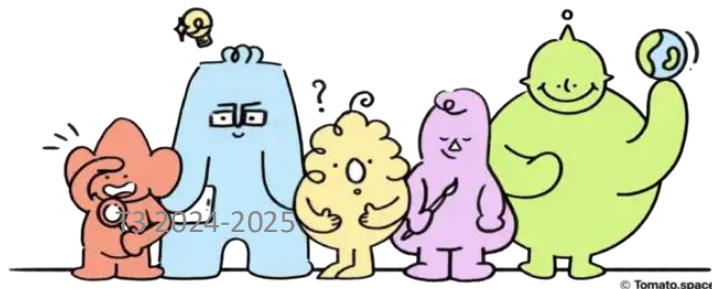- Culture/identity induced stupidity - We believe!

IS A THOUSAND TIMES BETTER TO HAVE [C]
WITHOUT EDUCATION

THAN TO HAVE EDUCATION WITHOUT
COMMON SENSE."

– Robert G. Ingersoll

The making and "unmaking" of stupidity

Stupidity management – How to!

Mahidol University
International College

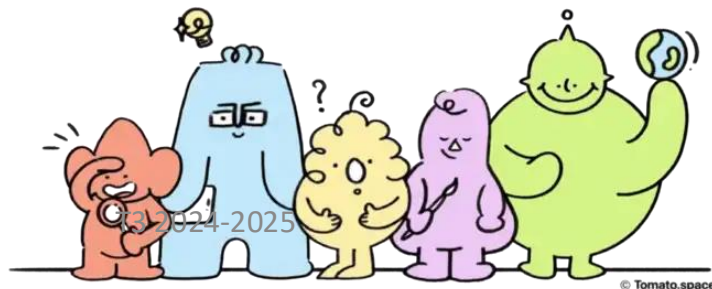- Stupidity management involves interventions that reduce or narrow thinking at work.

- The stupidity manager tries to make sure that people don't violet the mindset prescribed by the organization and industry by using the authority.

    – These assumptions are to be taken for granted (Visions, strategy, change, structures, HR procedures)

Anti-stupidity management

The virtue of negative capability = the ability to face up to 'uncertainties, mysteries, doubts, paradoxes and ambiguities"

- Think critically – look at your own frame, perception
- Observe – start to observe the way people doing things
- Interpret – what does the natives think here (the doctor)
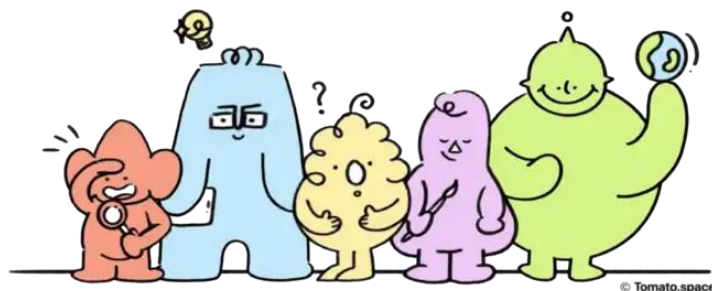- Question – what is the 10 most stupid things we do around here.

Chapter 9

Managing knowledge and learning

Introduction

- **Knowledge** is the stock of ideas, meanings, understandings and explanations of how phenomena of interest are structured and relate to other phenomena.

- **Knowledge management** is the process of managing knowledge – know-how and know-why – to meet existing and future needs.

- **Learning** is the process of acquiring knowledge and capabilities in addition to those already known.

Introduction

- Knowledge to develop the individual and the organization
- Benefits of knowledge – competitive advantage, innovation
- **Individual level**
  - Explicit knowledge
  - Tacit knowledge
- **Organizational level**
  - Knowledge transfer
  - Organizational learning/learning organizations

Sources of knowledge

- Learning by doing
  - Learning while managing
- Hearing stories
  - Shared narratives of how things happened in the organization, how problems were experienced and resolved etc.
- Popular accounts
  - Popular and celebrated accounts of exemplary CEOs, usually shared through popular media
- Being curious
  - Good theory and research

Types of knowledge
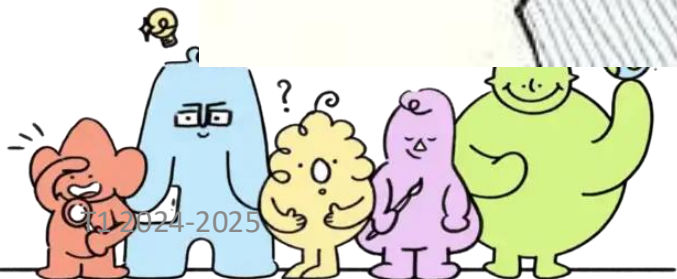
- **Explicit knowledge…**
  - is knowledge consciously talked about and reflected on, usually elaborated and recorded for learning.
  - knowledge that <u>can be expressed to other people,</u> set of facts, diagram or instruction

- **Tacit knowledge…**
  - is knowledge used to do things that you cannot necessarily articulate. An example is the knowledge required to ride a bike.
  - Knowledge which is personal a form of second nature or knowing things off by heart and which is <u>difficult to explain to others,</u> comes from experience, from doing and practising something.

Explicit VS Tacit

Nonaka's knowledge creation

The SECI Model
Ikujiro Nonaka & Hirotaka Takeuchi

Tacit → Tacit
People implicitly learn codes of conduct and rules of behaviour from other people without having to think too much about their meaning.
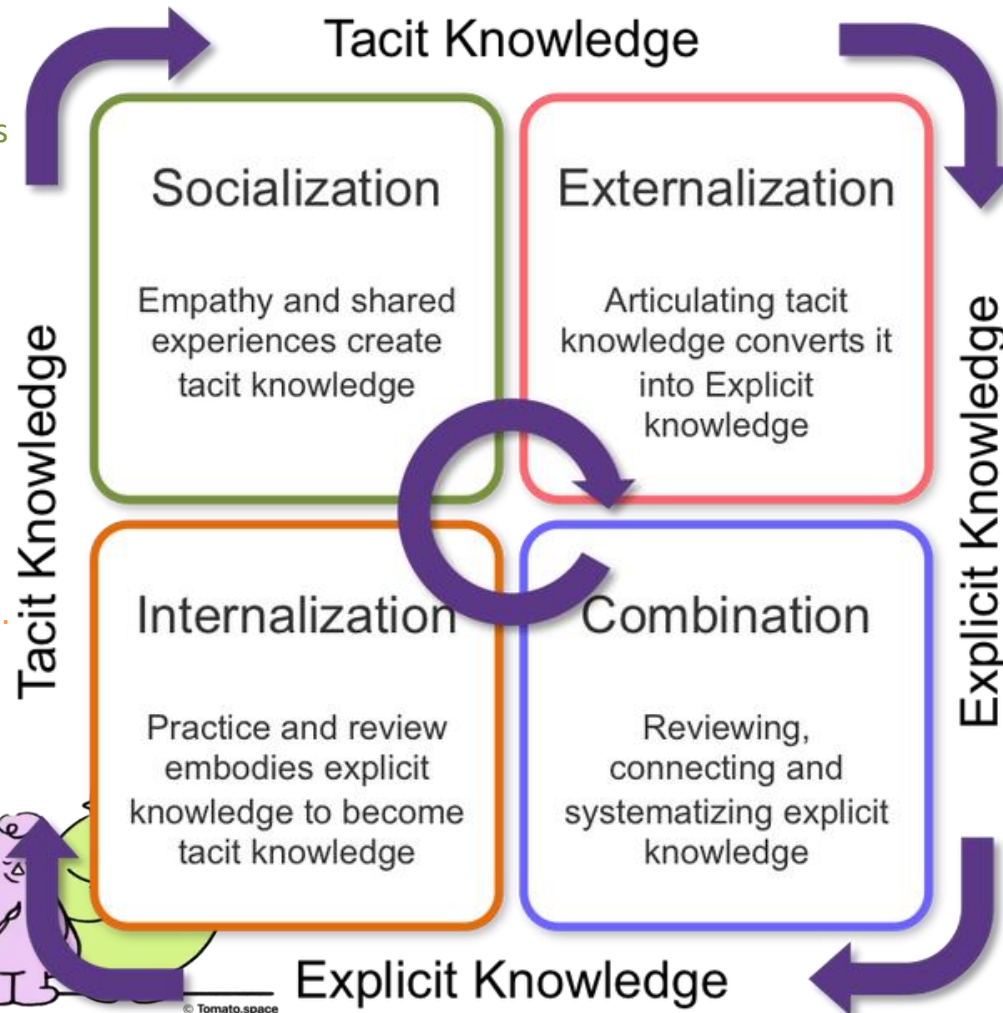
Explicit → Tacit
Things that you learned once become a pattern in your repertoire, New comers may perceive orgn. Culture in a different way due to unfamiliar with

Tacit → Explicit
Through articulating and sharing within the organization, new knowledge becomes accessible and a part of official processes

Explicit → Explicit
People combine ideas they are already well aware of. You tell me the latest news in microbiology

Tacit Knowledge

Tacit Knowledge (vertical axis, left)
Explicit Knowledge (vertical axis, right)

Socialization
Empathy and shared experiences create tacit knowledge

Externalization
Articulating tacit knowledge converts it into Explicit knowledge

Internalization
Practice and review embodies explicit knowledge to become tacit knowledge

Combination
Reviewing, connecting and systematizing explicit knowledge

Explicit Knowledge

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Individual learning: knowledge, experience and styles

- Experien-tial learning – learning which comes from experiences and reflecting on those experiences.

- Surface learning – learning a set of facts in themselves, possibly for the purpose of test or exam, rather than additional depth.

- Deep learning – learning tries to achieve a deeper understanding of, and engagement with, the material being learned.

- Learning styles – the different ways in which different individual approach learning.

Experiential learning
Kolb's (1984) learning cycle

- Kolb's learning cycle suggests that <u>learning passes through four stages of experience</u> and reflecting on that action;
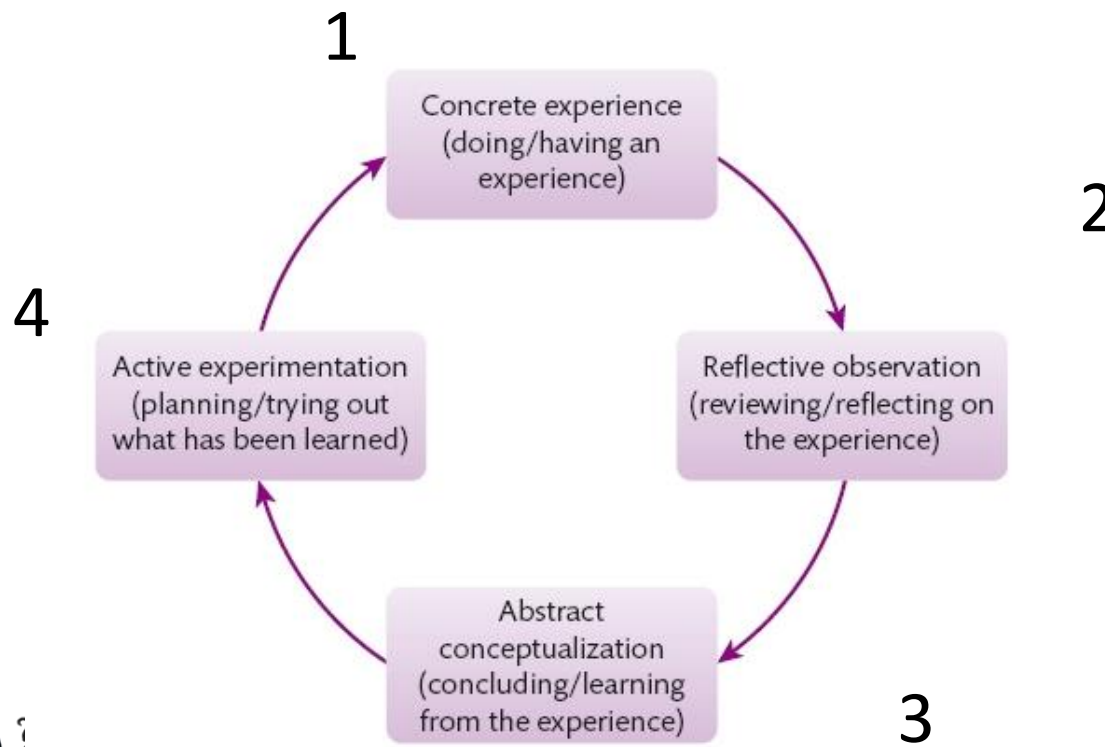

1

Concrete experience (doing/having an experience)

2

4

Active experimentation (planning/trying out what has been learned)

Reflective observation (reviewing/reflecting on the experience)

Abstract conceptualization (concluding/learning from the experience)

3

Figure 10.1.

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Learning styles:
Honey and Mumford (1992)

- Kolb's work was developed by Honey and Mumford (1992)
  - Activists – prefer the actual experience itself – they are doers rather than thinkers
  - Reflectors – spend time thinking over what they have done.
  - Theorists are <u>rational and logical</u> thinkers who work best with abstract knowledge such as models and theories.
  - Pragmatists will try out new ideas to see how they work
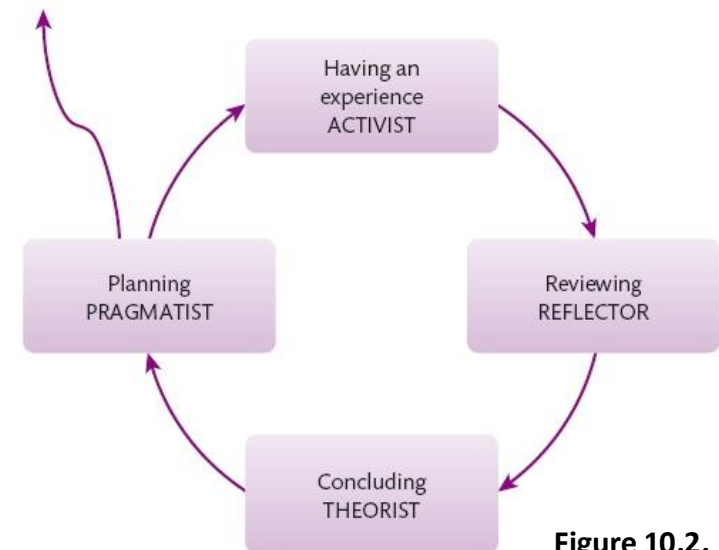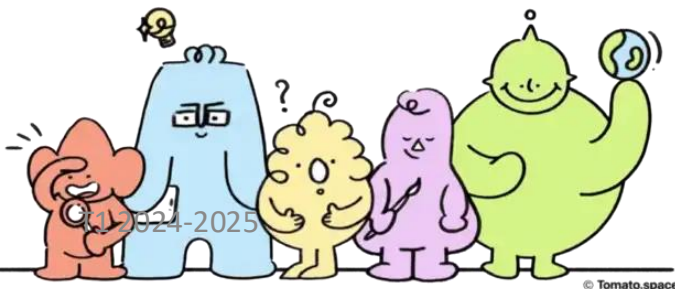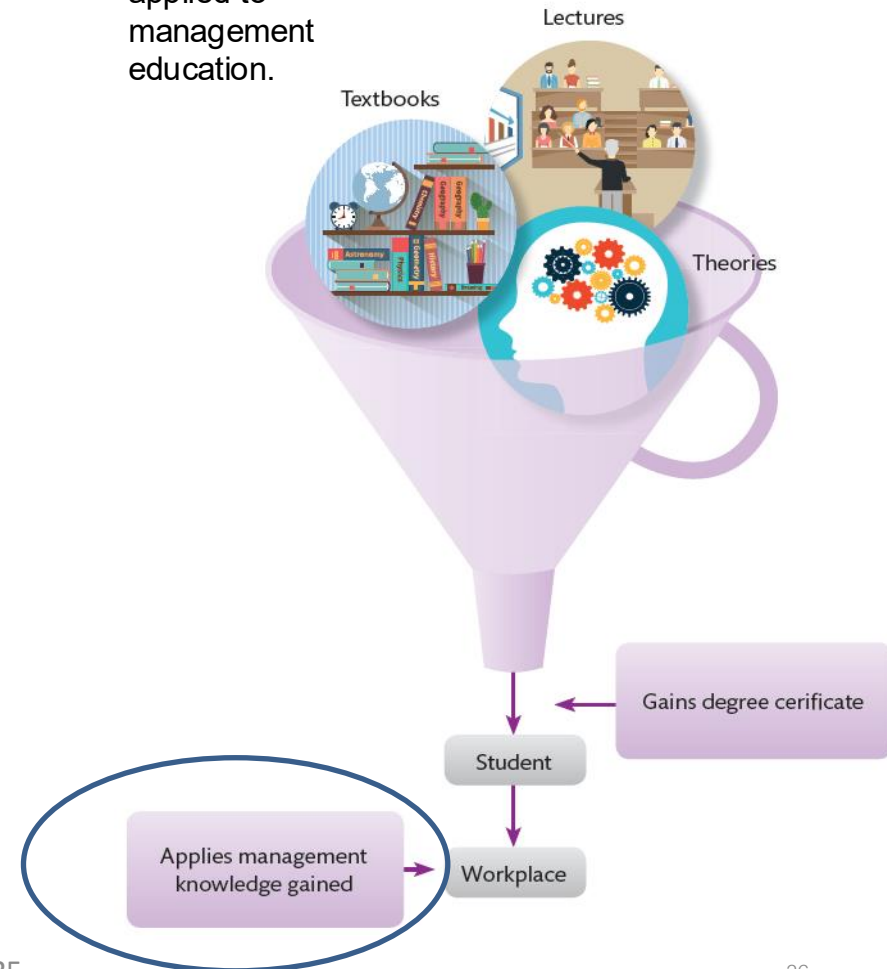 - What are your preferred learning styles?

Figure 10.2.

Learning to learn

- From surface to deep learning
- Reflective learning and <u>reflective practice</u> – learning to learn in the workplace.
- Work as an ongoing cycle of continuous learning and reflection on workplace experience
  - Critique of 'banking education' (Freire, 1970)

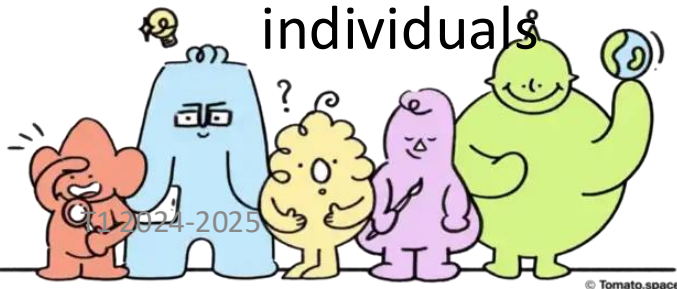**Figure 10.3** Freire's (1970) banking model applied to management education.
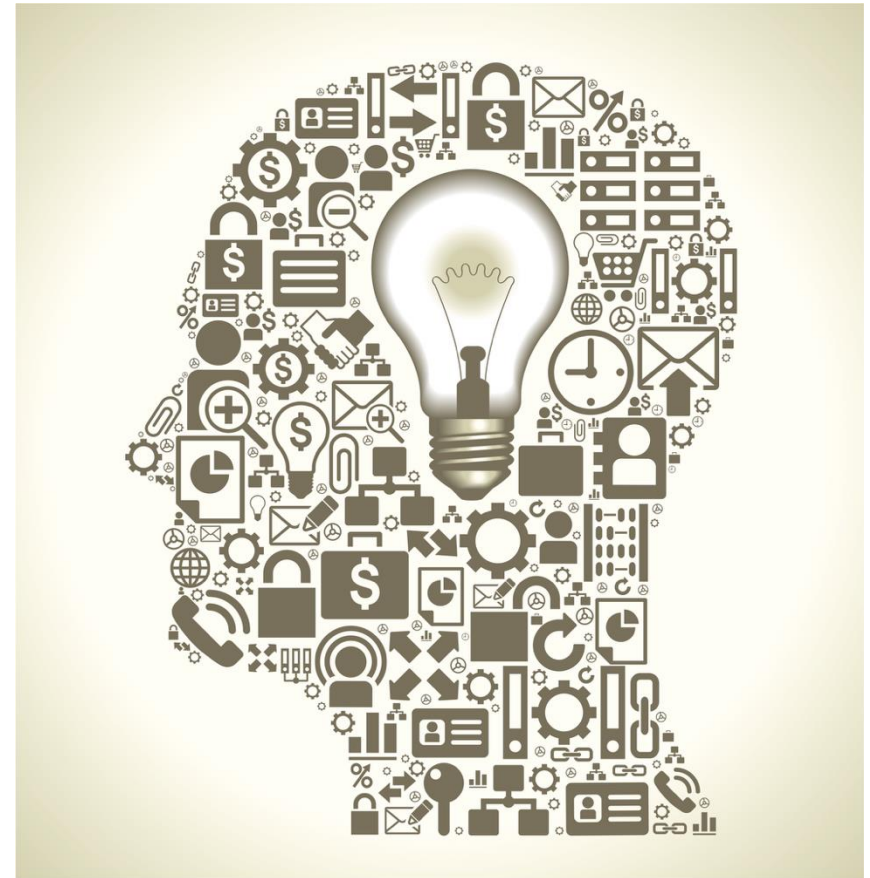
From individual to organizational knowledge and learning
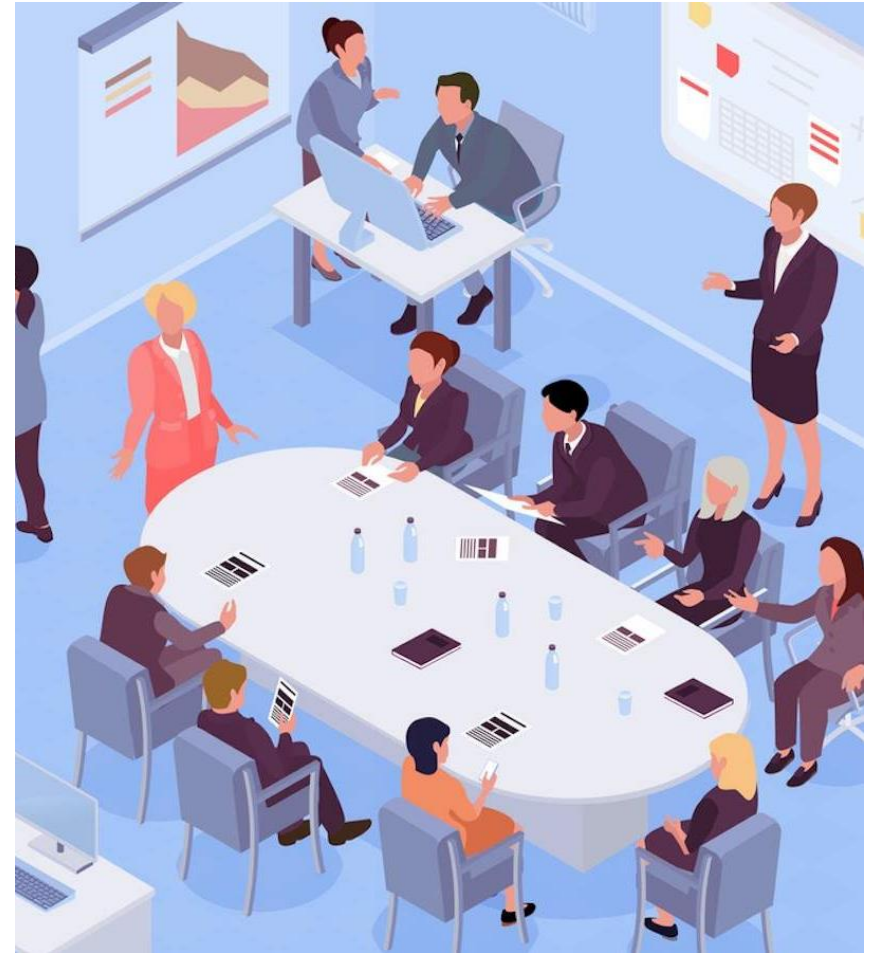
Organisational knowledge: (Intellectual property)

Knowledge in which is collective property of the organisation rather than belonging to an individual

    a. Knowledge-intensive firms/whole organisation

    b. Knowledge-intensive industries/sectors / departmental

    c. Knowledge workers / individuals

Organizational learning

- Organizational learning is the process of detection and correction of errors in an organizational context

- Can organizations learn?
  - An organization's culture is where organizational knowledge is 'stored'
  - To change organization culture (its store of knowledge), organizations must relinquish old habits and learn new ones
  - YES, THEY DO LEARN

ICMB235

The learning organization

- Organizational characteristics which promote and facilitate knowledge sharing and transfer Competitive advantage and flexibility
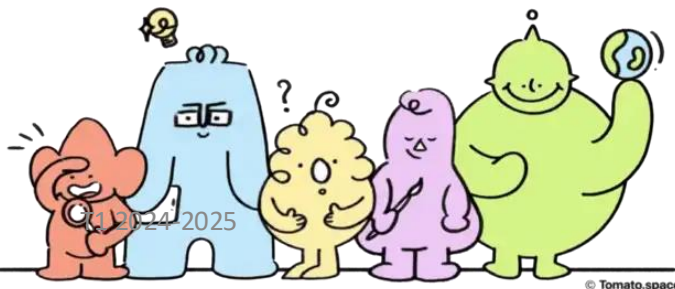
The Single and double loop learning in organisation

- Single and double loop learning, Argyris and Schon (1978)
  - Their concept of single and double loop learning has similarities with the difference between surface learning and deep learning at an individual level and is influenced by Bateson's levels of learning.
  - Single-loop learning – organisation tries repeatly to solve the same problem or achieve the same goal.
  - Double-loop learning – questions the goal itself and the underlying assumptions behind the goal being set, values, strategies

Single-loop: learning from the consequences of actions; problem solving; avoiding problems.
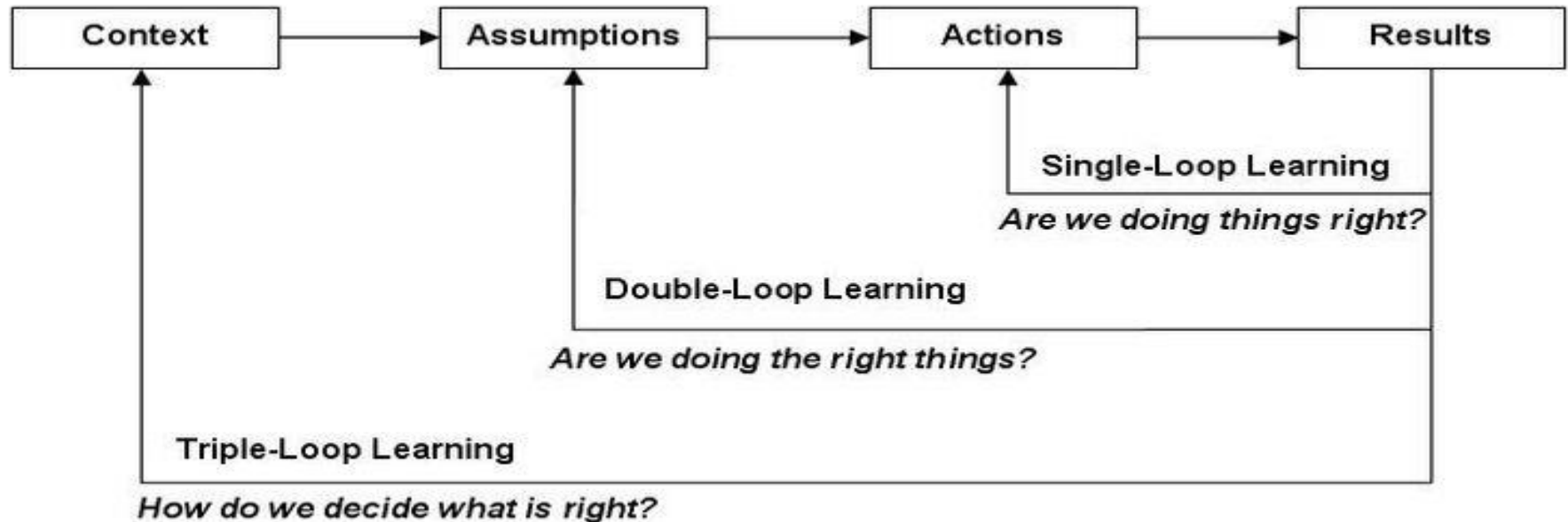
Double-loop: questioning assumptions & ways of doing things; experimenting; new ways of looking at situations. – WHY???

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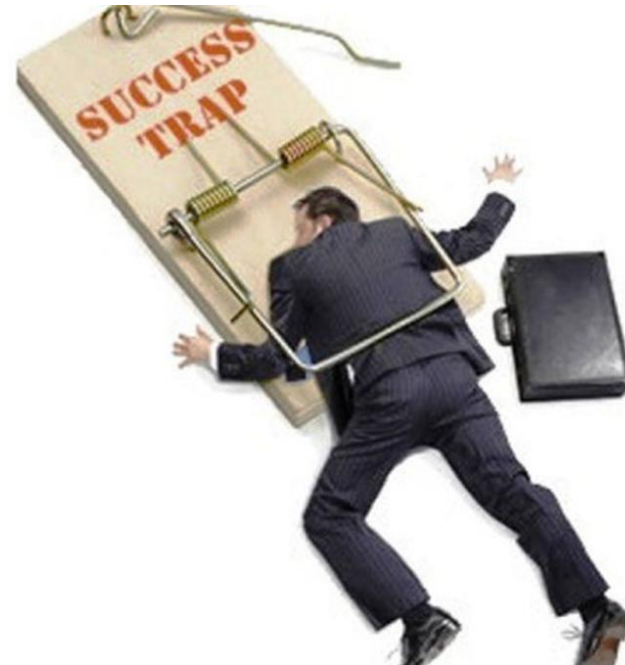
Learning as adaptation Loops Learning!

- Single-loop learning
  - Optimizing skills, refining abilities, and acquiring knowledge necessary to achieve resolution of a problem that requires solving
- Double-loop learning
  - Changing the frame of reference that normally guides behaviour
  - Rethinking the task and whether its accomplishment is beneficial or not

Success Trap!

- Paradoxically, March's (2002) theory suggests that success can breed failure.
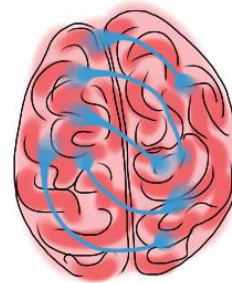
- The phenomenon has been described as the "Success trap!"

The power of learning

- Knowledge management and scientific management
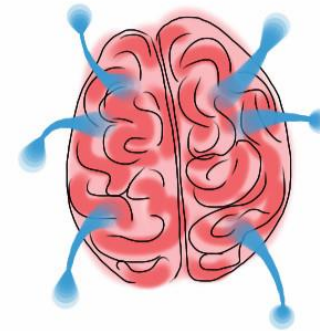- Foucault and lifelong learning examined

#change11 facilitated by @caurosa

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot **learn**, **unlearn**, and **relearn**. "
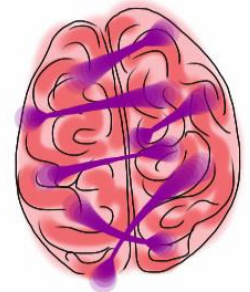
Alvin Toffler

Learn   Unlearn   Relearn

— Toffler
as cited in
" NOW YOU SEE IT"
by @CathyNDavidson

(1) 2024-2025

Driving forces behind knowledge and learning

- Community of practice (COP)
  - Process of social learning that occurs when people with common interest in a problem collaborate to share ideas and solutions

- COP competencies defined by three elements
  - Sense of joint enterprise
  - Relationships of mutuality
  - Shared repertoire

Chapter Summary

- Knowledge as a 'thing' or knowledge as something which exists in action?

- Knowledge as social and dynamic

- Individual knowledge – from explicit to tacit

- Organizations tapping into deeper tacit knowledge – organizational learning and learning organizations. Innovation and building capability to adapt to change

Next week (Last) Individual quiz for first half
9th February 2026 (1.5%)
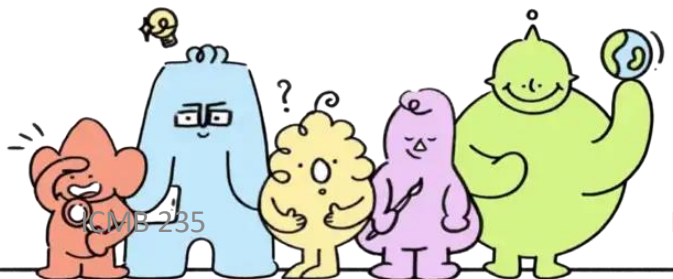## cover topics of Managing conflict, power & politics, Managing Knowledge

[Makeup class] Thursday 5th Feb 2026 Room A449

First Session: 8:00-9:50 am.
Second Session: 10:00-11:50

ESG and Sustainability Business
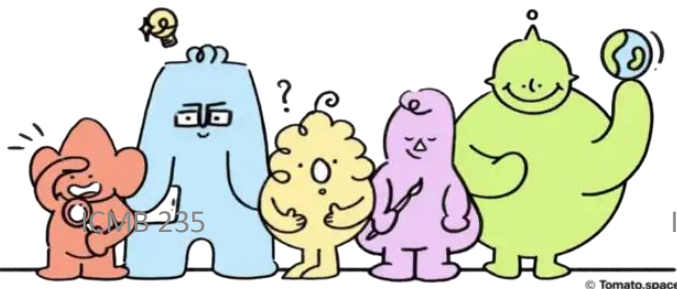## [No Attendance check!]

[Makeup class] Thursday 5th Feb 2026 Room A327

Group Project Consultation

Guidelines:

- 15 mins for each group, please come on time

- please enter the room at your specific time slot

- Please prepare any issues, concerns, or questions regarding the presentation or report to seek advice, if necessary.

Reschedule Group Project consultation if needed

Group Project Consultation # 1 [5th Feb 2026 Room A327]

Please reserve timeslot fit with your availability [Option] Please bring the Template brainstorming idea with you

Section 3-Section 4

Slot No.	Date	Time	Section No.	Group No.	Street Food Vendor name	Confirmed by Ajarn
New	Thu 5th Feb	9:15-9:30	4	3	Lumber Cafe	Confirmed by Ajarn
New	Thu 5th Feb	9:30-9:45	4	6	Thug and Thyme	Confirmed by Ajarn
New	Thu 5th Feb	9:45-10:00				
New	Thu 5th Feb	11:15-11:30	4	5	steak dek uan salaya11	Confirmed by Ajarn
New	Thu 5th Feb	11:30-11:45	4	7	ข้าวมันไก่ปะป๊า	Confirmed by Ajarn
1	Thu 5th Feb	12:30-12:45	3	7	ข้าวต้มมือสมัครเล่น	Confirmed by Ajarn
2	Thu 5th Feb	12:45-13:00	3	3	ผัดไทยสุชาดา	Confirmed by Ajarn
3	Thu 5th Feb	13:00-13:15	3	2	เทียนตี้ ข้าวมันไก่	Confirmed by Ajarn
4	Thu 5th Feb	13:15-13:30	3	4	พี่นอมอาหารตามสั่ง	Confirmed by Ajarn
5	Thu 5th Feb	13:30-13:45				
6	Thu 5th Feb	13:45-14:00	4	1	แซ่บยโสธรต้มแซ่บจิ้มจุ่ม	Confirmed by Ajarn
7	Thu 5th Feb	14:00-14:15				
8	Thu 5th Feb	14:15-14:30				
9	Thu 5th Feb	14:30-14:45	4	4	ชมดาว	
10	Thu 5th Feb	14:45-15:00				
11	Thu 5th Feb	15:00-15:15	3	8	กับข้าว ชาวประมง	
12	Thu 5th Feb	15:15:15:30	3	5	โกวเล็ก สุกี้ฮ่องกง ศาลายา	
13	Thu 5th Feb	15:30-15:45	3	1	อบทะเล ศาลายา	
14	Thu 5th Feb	15:45-16:00	N/A	N/A	N/A	N/A
15	Thu 5th Feb	16:00-16:15	4	8	Hungry boy	Please re-schedule