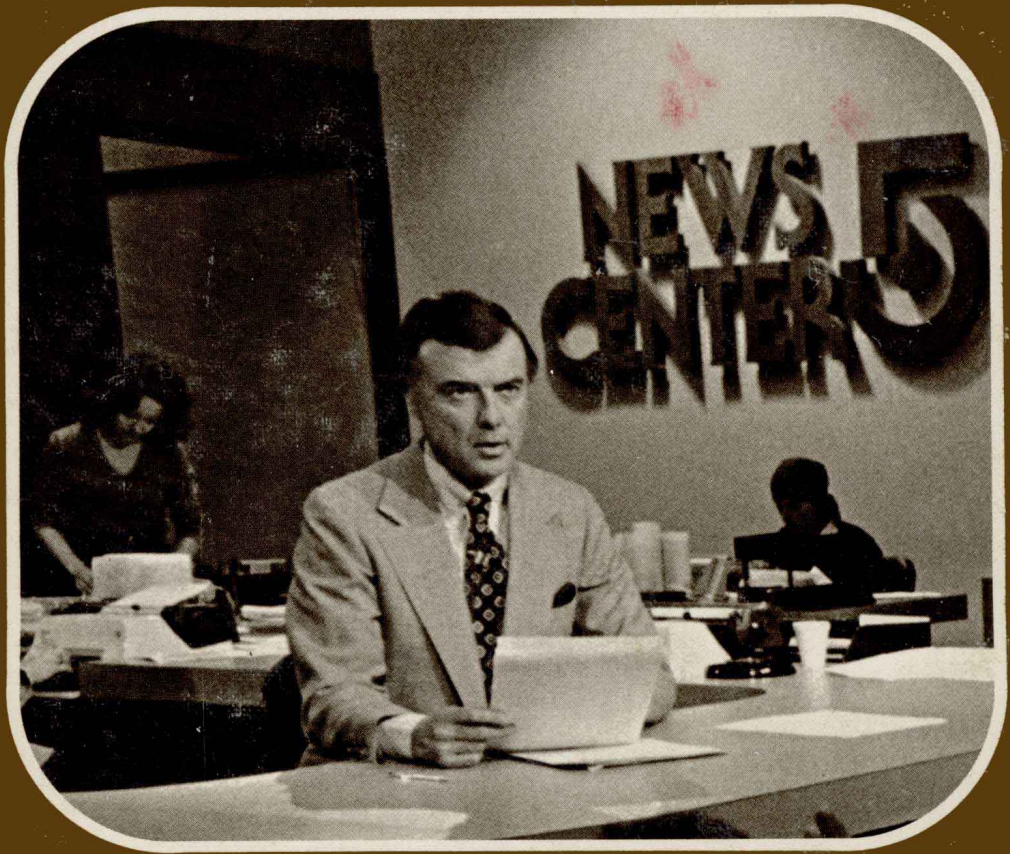


ORGANIZATIONAL BEHAVIOR

DUNCAN



Organizational Behavior

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Preface

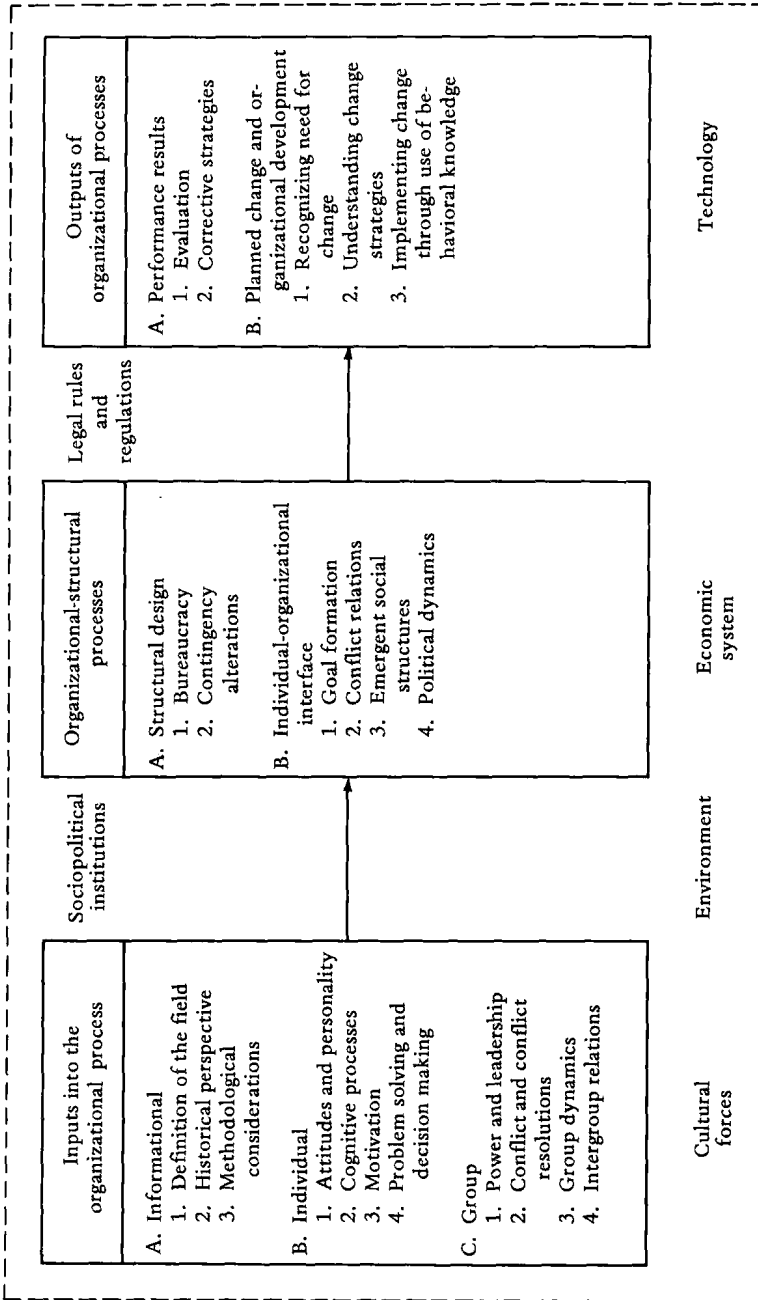
This is a book about organizational behavior. It is also a text on management. The material is designed to be used in an introductory course in organizational behavior.

In developing the discussions, few assumptions are made about prerequisite knowledge. An introduction to one or more of the behavioral sciences (especially psychology or sociology) and management would be helpful. Such a background, however, is not assumed. It is clearly understood and appreciated that students enter organizational behavior from a variety of backgrounds and at different stages in their academic careers. For this reason, the text stands on its own.

It is also useful to note that organizational behavior can be pedagogically approached in diverse ways. Some teachers and students prefer a cognitive treatment, emphasizing the substantive findings of the field through the use of a descriptive text that summarizes the research of the discipline and applies it to practical problems of administration. Others prefer the experiential approach, learning by doing actual exercises and activities. Like others interested in organizational behavior, I have examined and used variations of both methods. My personal opinion, reflected in this book, is that the subject can most effectively be developed around a core cognitive approach.

The importance of the experiential approach is acknowledged. However, rather than attempt to add to the excellent resources already available, I have tried instead, in the *Instructor's Manual*, to carefully correlate the contents of several experiential books to this text. If an instructor so desires, the content and cases in this book can be easily used in association with the referenced material. A single book can accomplish only a limited task—the objective in this text has been to present a research-based approach to management from an applied behavioral science perspective.

FIGURE P-1
CONCEPTUAL PLAN OF THE PRESENTATION



This book is organized around a basic input-output system format. Once the preliminary issues dealing with the historical and philosophical foundations have been considered in Part 1, the systems orientation becomes apparent. However, the introductory issues should be specifically recognized as important inputs. Figure P-1 presents the conceptual logic of the book.

In addition to informational inputs, the organizational processes rely on individuals and groups. The study of the former leads to examinations of attitudes; personality formation; cognitive or thinking processes such as perception, learning, and problem solving; as well as the theory and practice of motivation. The latter deals with power, leadership, conflict, and, eventually, conflict resolution and intergroup analysis. Throughout this part of the book the primary emphasis is on interpersonal relations.

Part 3 concentrates on the behavioral aspects of organizational processes. The section begins with a look at the bureaucratic theory of organizational design. Fundamental behavioral processes such as goal formation, political dynamics, and emergent social structures are examined. Explicit consideration is given to the individual's interaction with the organization.

In Part 4, the outputs of organizational processes and the results of organizational behavior are analyzed. These outputs are classified under the major headings of performance and change. Satisfactory performance of the organizational task and adaptability to change are necessary for organizational survival. Therefore, we look first at the complex problem of performance evaluation. The question of change takes us to the final part of the book, which relates to the organization's relationship with its environment.

Many of the changes that influence organizational behavior are externally imposed. Consequently, no analysis of organizational behavior is complete without a look at planned change and organizational development. Not only must organizations produce desired goods and/or services, they must remain adaptive to change if they are to be effective and accomplish goals. The book concludes with a discussion of the use of behavioral science knowledge in the improvement of organizational effectiveness. This is an appropriate ending since it, in effect, summarizes the book's main theme—the use of systematically generated knowledge to improve organizational performance and the quality of working life.

Writing a textbook is a stimulating yet tricky undertaking. Because of my interest in the history and philosophy of science, I am keenly aware of the intellectual responsibility of an author to remain as objective as possible. This quest for objectivity has been a guiding

principle in the research on organizational behavior reported throughout the book. As Thomas Kuhn points out in *The Structure of Scientific Revolutions*, the function of a textbook is to address the articulated body of data and theory to which the target audience is committed at the time of the writing. However, reality demands that one be selective in discussions. This inevitably means that the data and theories most often examined are those that contribute most directly to the solutions of the text's "paradigm problems."

Throughout these pages, I have attempted to deal with issues emerging from diverse fields. No one can claim expertise in all of them. One can only survey as extensively as possible and exercise good judgment. To specialists, the discussions in specific areas may appear too limited. My hope, however, is that all discussions will be sufficiently competent to highlight the important issues from a managerial perspective and provide guidance for more thorough analysis where such detail is deemed necessary.

It is also my sincere hope that the discussions to follow do justice to the many individuals and organizations that have been influential in the development of this book. All authors, if they are honest, must admit to the contributions made by students interested enough to criticize and suggest improvements, colleagues who say the important words that are instrumental in resolving dilemmas, former teachers who first "turned on" an interest in ideas, observations of reviewers, devotion of supportive staff, and encouragement of family and friends. I have been especially favored in receiving all of this and more. In fact, so many have assisted that I must exercise restraint and mention only a few.

I am indebted to Dean M. Gene Newport for providing the administrative support that made the project feasible and to Professor Dalton E. McFarland at the University of Alabama in Birmingham for his patient, wise counsel on a multitude of occasions. Administrative support was also given in the final stages of the book's preparation by Professor J. Leslie Jankovich, director and chief executive of the International Business Institute in Leysin, Switzerland. While I was a visiting professor at the institute, he carefully allowed me adequate time to work but skillfully prevented me from becoming excessively lost in the tempting Alpine setting.

Former teachers and dear friends such as Dean William D. Geer of Samford University, Professor Raymond V. Lesikar of the University of Texas at Austin, and Professor Herbert G. Hicks of Louisiana State University have never missed an opportunity to encourage me. This encouragement, although too frequently not acknowledged, has never been unappreciated.

It has also been my good fortune to have benefited from the knowledge of very helpful reviewers who freely offered numerous valuable suggestions. These individuals include Professors David J. Cherrington of Brigham Young University; Robert G. Roe of the University of Wyoming; Donald D. White, University of Arkansas; David D. Van Fleet of Texas A & M University; Larry E. Short, Drake University; and Michael E. McGill of Southern Methodist University.

For her assistance and typing of successive drafts of a seemingly endless chain of chapters, I offer my sincere thanks to Ms. Donna K. Pruet. Somehow she always manages to keep things going, deal with problems in an efficient manner, and still return finished chapters on a precise schedule.

Finally, but most important, my wife Judy and daughter Lyn have happily sacrificed for yet another project. This time the demands have been greater than ever, for reasons only a family who also happen to be dear friends can understand. And, of course, thanks to Milton, my very special companion who encourages me and does not even realize what he is doing.

Each of these individuals has made a special and unique contribution to the book. Only I, however, can assume the responsibility for the content.

W.J.D.

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