Organizational Diagnosis & Design

Galbraith’s Star Model Goold and Campbell’s Nine Tests Assessment Model Review of an Functional organization model

Review by: Linda S. Savanauskas
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Agenda

• Introduction
• Organization structure, Functional model
• Evaluation of the organization design
• Galbraith’s Star Model
• Goold and Campbell’s nine tests of organizational design
• Short term temporary/changeable structure
• Recommendation of design elements
• References
Objective

• After the review of the NC Center for Voter Educations’ Organizational Structure a recommendation will follow:
  – Functional model
  – Evaluation of the Organization Design
  – Review of Galbraith’s Star Model
  – Review of Goold and Campbell’s nine tests of organizational design
  – Recommendation of Organization Structure
Introduction

NC Center for Voter Education – their goals for 2010-12. (See: http://www.ncvotered.com/)

• **Vision Statement**
  
  – *A leader in the field of providing voters in NC with the tools they need to be engaged.*

• **Two Priority Areas:**
  
  – Establish a sustainable operating model that allows us to maintain and expand organizational capacity.
  
  – Enhance capacity to create and distribute salient information to voters.
NC Center for Voter Education - The Functional Organization

The Functional Organization (Executive Officers & Staff)

- Devon E. White, *Vice President*
- Elaine M. Whitford, *Treasurer*
- Hon. Wayne Goodwin, State Insurance Commissioner - *President*
- David Beck, *Secretary*
- Damon Circosta, Esq., *Executive Director*
- Bryan Warner, *Director of Communications*
- Brent Laurnez, *Director of Outreach*
- Emily M. Grimm, Intern, NC State University, Policy Science Major
- Intern

[figure 14.2] p 316
NC Center for Voter Education - The Functional Organization

The Functional Organization (The Board of Directors)

Val Atkinson → Elizabeth Dove, → John S. Fisher → Michael Flatow → Jarvis A. Hall, PhD

Lori Ann Harris → Hon. Grier Martin → Catherine J. Maxwell → Kevin G. Meeks → Mary Morgan

Jon S. Williams → Deborah Smith → Hon. Jack W. Smith → R. Bruce Thompson II → Hon. Allen Wellons

[figure 14.2] p 316
How Organization Design Affects Behavior

Skills & mind-sets
People
Strategy
Direction
Power
Structure
Rewards
Processes
Information

Galbraith, J. (2002) Designing organizations: an executive guide to strategy, structure, and process. San Francisco, CA: John Wiley & Sons, Inc. (p 15) [Figure 2.4]
Goold & Campbell’s Organization Design

“Most executives can sense when their organizations are not working well, but few know how to correct the situation. A comprehensive redesign is just too intimidating (p 117).”

Goold & Campbell Nine Test Questions

Compare, Contrast and Analyze Goold’s Nine Assessment with Galbraith Star Methodology:

1) The right fit test. Does your design direct sufficient management attention to your sources of competitive advantage in each market?
2) The parenting advantage test. Does your design help the corporate parent add value to the organization?
3) The people test. Does your design reflect the strengths, weaknesses, and motivations of your people?
4) The feasibility test. Have you taken account of all the constraints that may impede your implementation of your design?
5) Refining the Design – Does your design protect units that need distinct cultures?
6) The Difficult Links Test - Does your design provide coordination solutions for the unit-to-unit links that are likely to be problematic?
7) The Redundant-Hierarchy Test – Does your design have too many parent levels and units?
8) The Accountability Test – Does your design support effective controls?
9) The Flexibility Test – Does your design facilitate the development of new strategies and provide the flexibility required to adapt to change?

### Advantages, Disadvantages and Contingencies of the Functional Form

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Contingencies</th>
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<tbody>
<tr>
<td>Promotes skill specialization</td>
<td>Emphasizes routine tasks, which encourages short time horizons</td>
<td>Stable and certain environment</td>
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<tr>
<td>Reduces duplication of scarce resources and uses resources full-time</td>
<td>Fosters parochial perspectives by managers, which limit their capabilities for top management positions</td>
<td>Small to medium-size</td>
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<tr>
<td>Enhances career development for specialists within large departments</td>
<td>Reduces communication and cooperation between departments</td>
<td>Routine technology, interdependence within functions</td>
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<tr>
<td>Facilitates communication and performance because superiors shares expertise with their subordinates</td>
<td>Multiplies intradepartmental dependencies, which can make coordination and scheduling difficult</td>
<td>Goals of efficiency and technical quality</td>
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<tr>
<td>Exposes specialists to others with the same specialty</td>
<td>Obscures accountability for overall outcomes</td>
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[Table 14.1] p 317
A Framework for Organizational Integration

- Intellectual Integration
  - Shared Knowledge Base
- Social Integration
  - Collective Bonds of Performance
- Operational Integration
  - Standardized technological infrastructure
- Emotional Integration
  - Common Purpose and Identity

The Co-Evolution of Autonomy and Horizontal Integration

- Top management’s willingness to delegate and empower
- Superior Business Performance
- Support through peers and infrastructure
- Investment in infrastructure and communication
- Mutual trust and friendship
- Growing self-confidence of managers
- Development of a Culture of Collaboration
- Entrepreneurial Spirit an Initiative
- Individual and Sub-unit Autonomy
- Horizontal integration

Figure 11.4 – p. 305, Map of the Wordly Module, Mintzberg (2004)
Next Steps

• Review the Functional model continuously and make changes in the roles & responsibilities to increase accountability in meeting objectives.

• Consider feedback mechanisms such the LPI/360 review and use to increase leadership and management skills of all within the organization.

• Consider providing recommended training for all to address specific skill and behavioral curriculum based on LPI feedback. [addressing reward and performance improvement]

• Consider a form of career path for employees.
Resources


