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# Conducting an Organizational Network Analysis

Identify a strategically important group

Assess meaningful and actionable relationships

Constructing and administering the survey

Visual analysis of organizational networks

Quantitative analysis of organizational networks

## ❖ Create meaningful intervention plans

Assess progress and outcomes

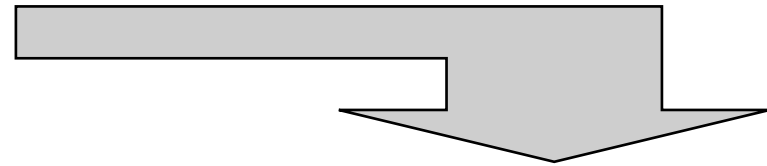
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# A Holistic Approach to Intervention...

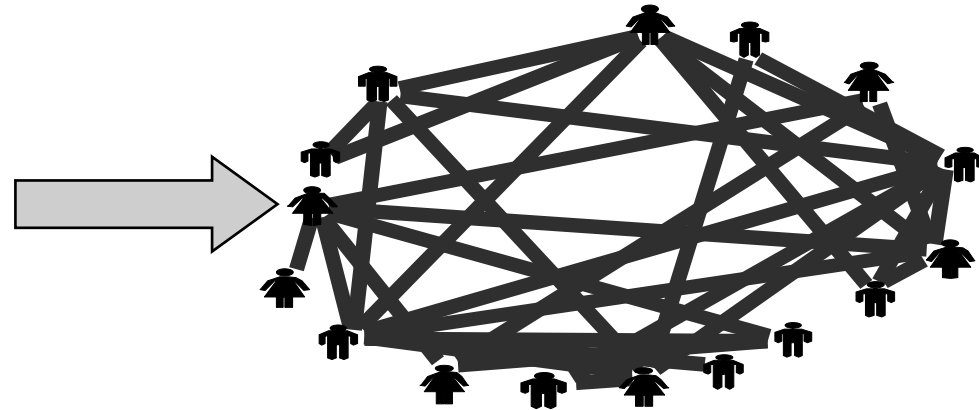
- Organizational Context and Leadership.

- Planning, Operations, HR, Technology, Culture, Leader Behaviors, etc.
- 60 Point Diagnostic



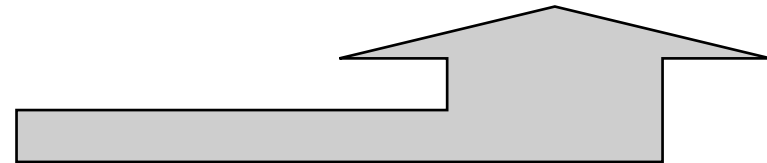
- Relational Development.

- Latent Networks
- Stages of Development



- Individuals & Network Planning.

- Intervening Based on Position.
- Assessing/Planning Individual Connections.



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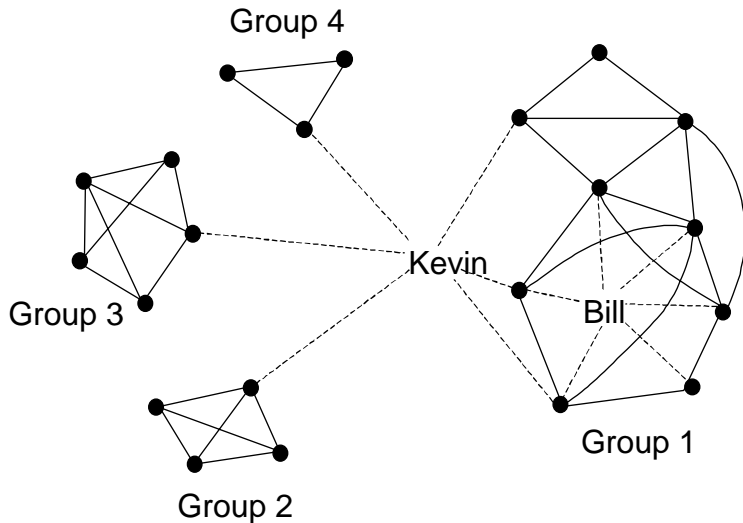
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# What Do High Performers Do?

(Grass Roots Change Enabled By Personal Networks)

- **Network Patterns of High Performers.**
  - Closed versus open networks.
- **Relationships of High Performers.**
  - Avoiding learning and decision traps.
  - Improving quality of work life.
- **Network Behaviors of High Performers.**
  - Beliefs and values that predispose to build vibrant networks.
  - Selectively initiate relationships in ways that extend their abilities.
  - They tap into and respond to their networks appropriately.
  - They maintain and adapt their networks for effectiveness and well-being.

# Network Patterns of High Performers



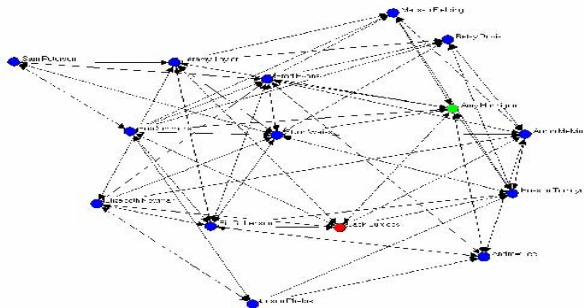
People in Kevin's Position:

- Paid More
- Get Higher Performance Ratings
- Advance More Rapidly
- More Mobile in Their Career

Structurally, Diagnostic Allows:

- Make adjustments based on personal network diagrams
- Assess position in the broader network
- Diagnose expertise overlays

Personal Network Diagram for Elizabeth Johanson  
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Drawing algorithm from NetDraw (www.analytictech.com)



Color Key: Attribute selected = Hierarchical Level  
■ Higher than yours  
■ Equal to yours  
■ Lower than yours

# Network Patterns of High Performers (Cont.)

**Acknowledge Expertise Network for Bill Gates**

Q1: To what extent do you go to this person for help or advice regarding this area of expertise.

Expertise:	% of your network in each expertise:	Self Rating:	Potential Expertise Network Opportunity:
Strategic Planning	100%	<input type="text" value="100"/>	<input type="checkbox"/>
Financial Analysis	90%	<input type="text" value="80"/>	<input type="checkbox"/>
Innovation (Process and Product)	80%	<input type="text" value="60"/>	<input type="checkbox"/>
Leadership	60%	<input type="text" value="40"/>	<input type="checkbox"/>
Human Resources	40%	<input type="text" value="20"/>	<input type="checkbox"/>
Sales	10%	<input type="text" value="0"/>	<input type="checkbox"/>
Verbal and Written Communication	0%	<input type="text" value="0"/>	<input type="checkbox"/>

Take a moment to check the boxes above where you have much expertise and might be maintaining more relationships than necessary. Similarly, place a check in those boxes where you have less expertise and might have too few relationships. This does not mean that you need to check all or even any of the boxes, only those where making a change to your network could be helpful to you.

Back Save & Exit Continue

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**Acknowledge Relationship Reliance for Bill Gates**

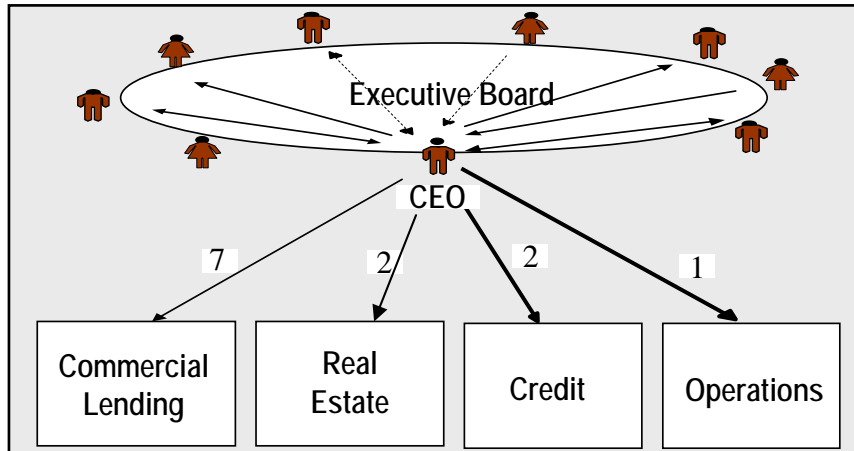
Q1: To what extent do you go to this person for help or advice regarding this area of expertise.

Expertise:	People:	Expertise:	Potential Relationship Reliance Opportunity:
1: Strategic Planning	Jane Martin	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
2: Financial Analysis	Bob Henry	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
3: Innovation (Process and Product)	George Adams	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
4: Leadership	William LeRue	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
5: Human Resources	Alan Jacobs	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
6: Sales	Marvin Miller	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
7: Verbal and Written Communication	Alexander Mills	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
	Jack Anderson	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
	Bill Black	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
	Harry Green	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>
	Bill Gates (self)	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/>	<input type="checkbox"/>

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# Relationships of High Performers

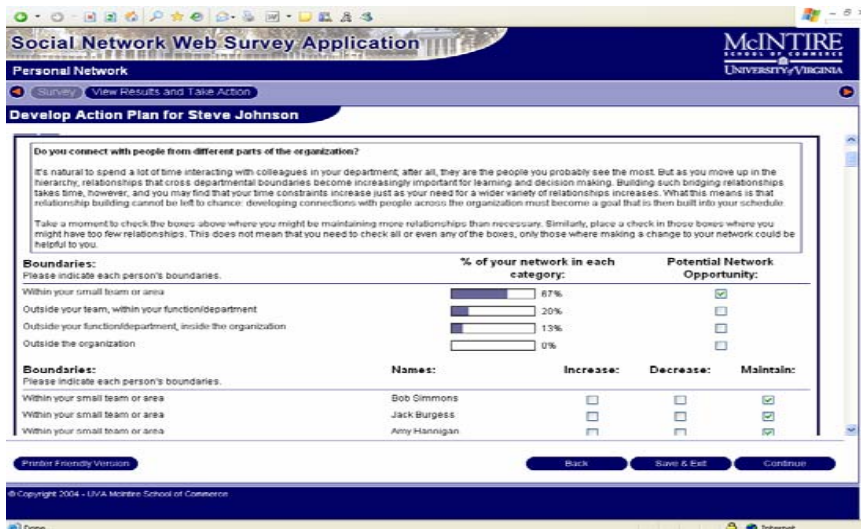


Certain Kinds of Ties:

- Outside group and outside organization
- Up in the hierarchy
- Across physical distance
- Greater awareness of expertise

Content Improves Learning and Life:

- Problem solving and innovation networks that challenge thinking
- Deeper content (personal support, meaning and energy) can affect quality of work life



# Relationships of High Performers (Cont.)

## Action Plan Backup Material for Cathy Halliwell

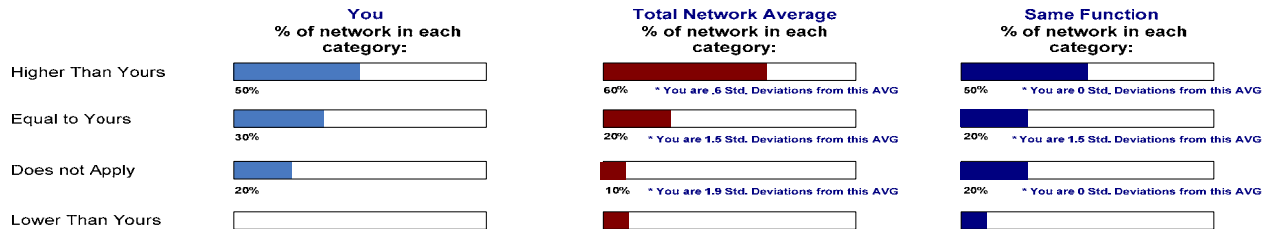
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### Have you built relationships with people from all hierarchical levels?

It's easy and comfortable to get information from those at the same level as you, and such relationships are crucial: these people may be doing work that is similar to yours and can help you brainstorm and provide the specific help and information you need. But connections with people from different levels is also crucial. Those above you in the hierarchy can help with making decisions, acquiring resources, developing political awareness, and explaining organizational activities that are beyond your purview. Those from lower levels are often the best sources of technical information and expertise. The key here is maintaining a balance so that you won't miss out on. This text is filler text only. Lorem ipsum dolor. This text is filler text only.

Take a moment to check the boxes below where you may be able to make improvements in your network by increasing or decreasing your relationships.

**Hierarchical Level:** Please indicate each person's hierarchical level relative to your own.



68% of population is within +/- 1 standard deviations away from of Average.  
95% of population is within +/- 2 standard deviations away from Average.

	Increase	Decrease	Maintain
<b>Higher Than Yours</b>			
James	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jack	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christopher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sarah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thelma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Equal to Yours</b>			
Samantha	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bill	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fred	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does not Apply</b>			
Danny	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lower than Yours</b>			

# Network Behaviors of High Performers (Beliefs, Initiation, Use and Maintenance)

**Test Behavior 1** UNIVERSITY of VIRGINIA

◀ Welcome Behavior Questions ▶

### Response Options:

**1 - Strongly Disagree**  
Improvement would probably not make me more effective at work

**4 - Neutral**  
Improvement might make me more effective at work

**7 - Strongly Agree**  
This is an important opportunity to improve my effectiveness

### Behavior Questions

1. Instead of thinking that building a network takes too much time away from work, highly effective people consider their network to be an important part of their work, and they invest in relationships that help improve their performance, career, and the quality of their work experience. If I were more like high performers in this regard, my performance at work would improve.

**? why it matters**     1  2  3  4  5  6  7

**! what you can do**

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2. When initiating projects, highly effective people think about goals and tasks broadly, and they consider how to tap current and potential contacts for expertise and resources.

**? why it matters**     1  2  3  4  5  6  7

**! what you can do**

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3. Highly effective people continually challenge their thinking and decision making by soliciting information from a range of perspectives in their network—even from people who are likely to disagree with their perspective.

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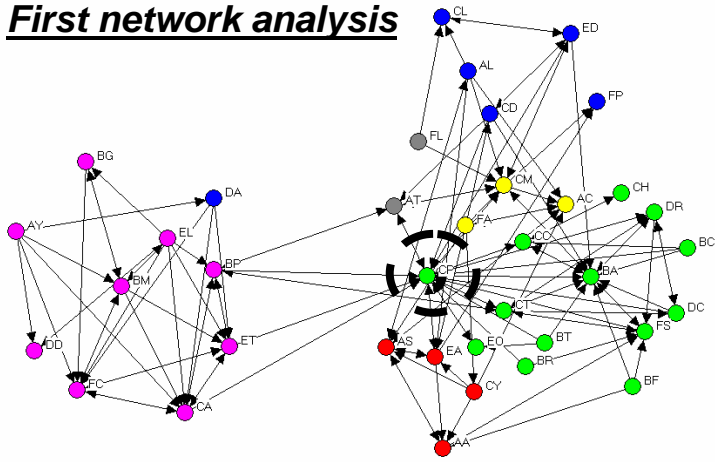
Quantitative analysis of organizational networks

Create meaningful intervention plans

❖ **Assess progress and outcomes**

# A Major Organizational Initiative and a Change in the Way People Worked Resulted in Greater Interaction Between Functions

## First network analysis



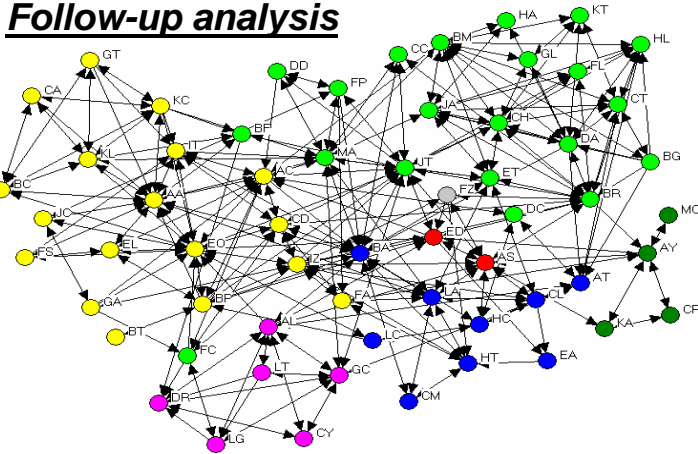
In the first network analysis there was a functional split between the groups, and CP was acting as a bottleneck.

- The focus had been on integrating across locations rather than functions.

The second analysis indicated that targeted organizational changes had brought about greater interaction between the functions.

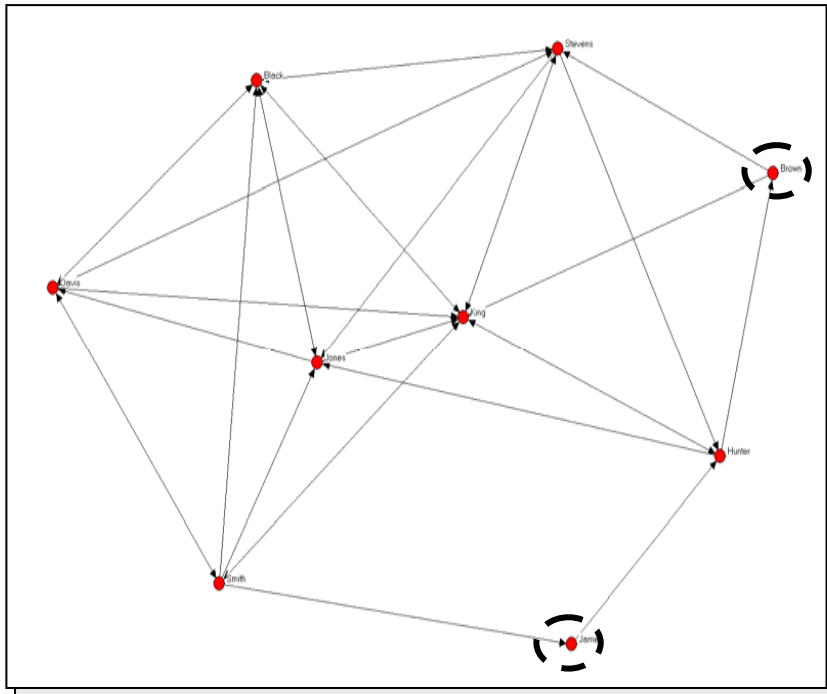
- Two of the functional groups were merged together.
- A refocusing of the group towards more of a consultative approach increased interaction between the functions.
- The removal of the person acting as the bottleneck and promotion of a more collaborative individual increased cross-functional interaction.

## Follow-up analysis

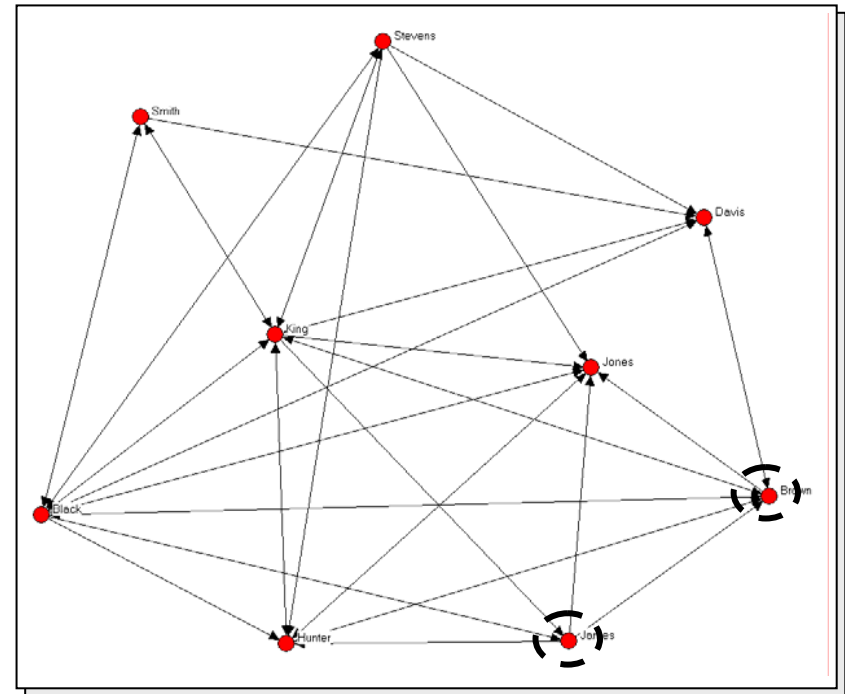


# There are Different Ways People can Become More Integrated Into a Network

First information network



Information network six months later



The first network is focused around Jones and King with Brown and James being somewhat peripheral. In the second analysis Brown and James have become much more integrated into the network.

- Interviews revealed that James was a classic entrepreneur who actively sought people out.
- In contrast Brown was a highly reliable and trustworthy person who people were drawn to.