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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

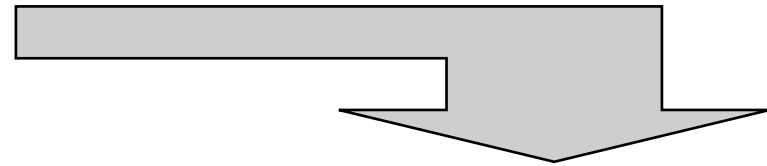
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# A Holistic Approach to Intervention...

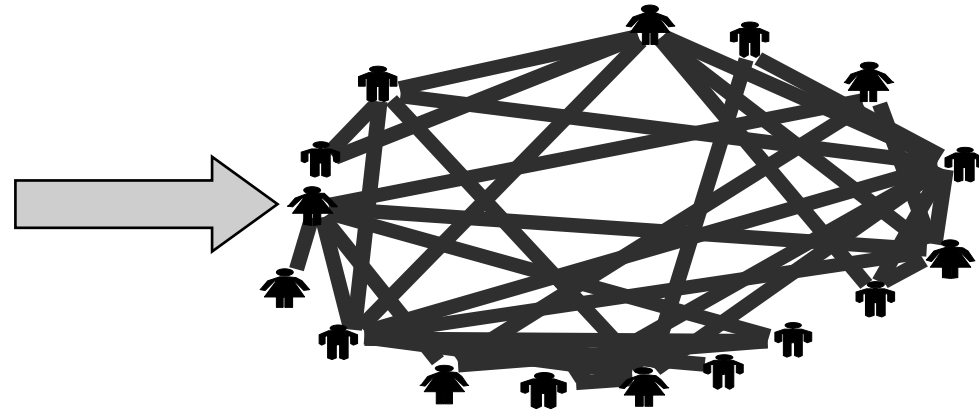
- Organizational Context and Leadership.

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



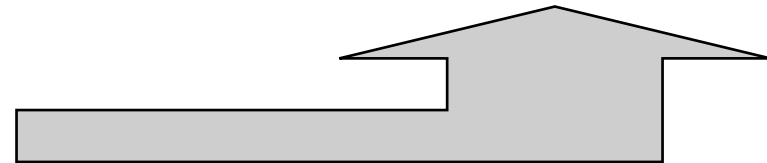
- Relational Development.

- Latent Networks
- Stages of Development



- Individuals & Network Planning.

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



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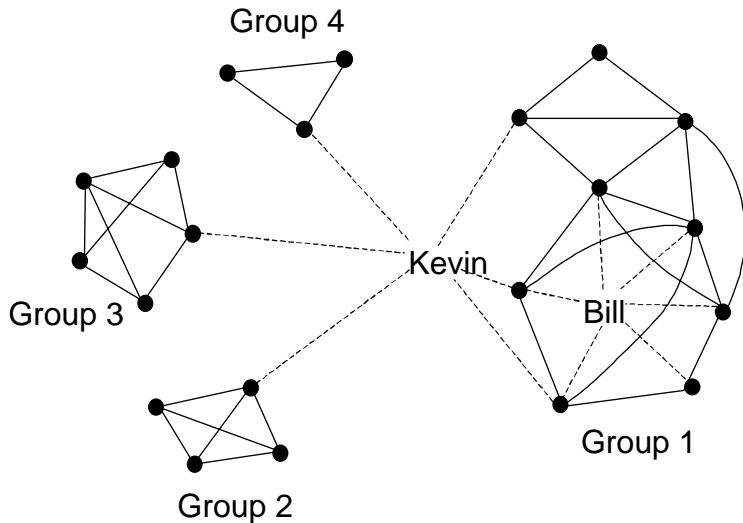
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# What Do High Performers Do?

(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



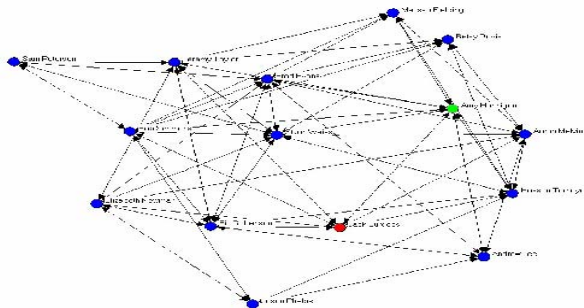
People in Kevin's Position:

- 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.

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**Acknowledge Relationship Reliance for Bill Gates**

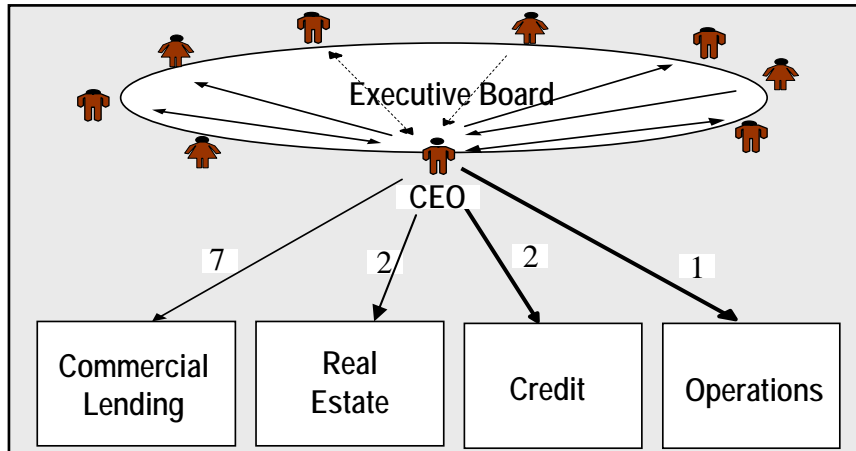
Q1: To what extent do you go to this person for help or advice regarding this area of expertise.

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

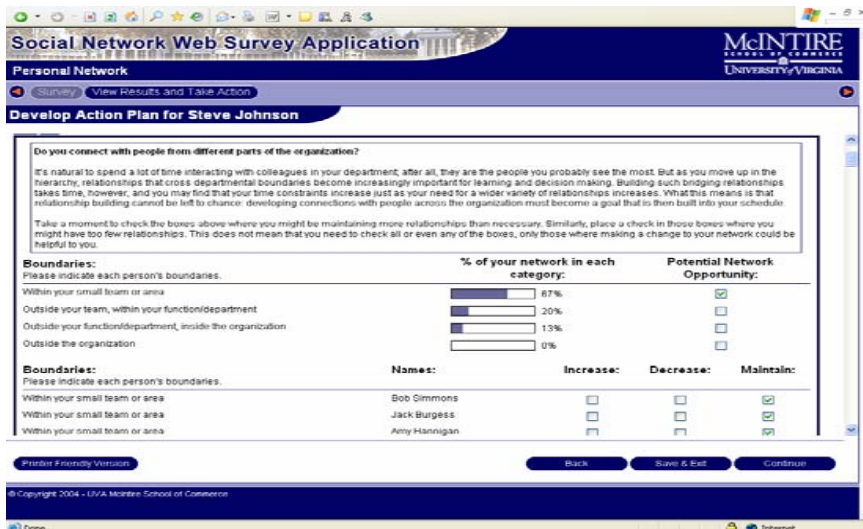


Certain Kinds of Ties:

- 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



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