

## **Organizational Analysis: What, How, Why**

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### **Abstract**

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*This manuscript was created to share the learnings, materials, communications, and ideas realized over the last 10 years when I developed and facilitated a PhD course on Organizational Analysis. The primary course objective was to discuss major theoretical perspectives and apply the learnings to practical situations. The course utilized both macro and micro perspectives to identify, assess, evaluate, diagnose and synthesis internal and external factors interrelated to an organization. Future outlook of integrating artificial intelligence to the organizational analysis process and what, how and why organizational analysis has practical value. An organizational analysis value is to help in the development of efficiency and effectiveness planning with the purpose to create organizational strategies and implementation plans to improve organizational performance.*

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**Key Words:** Organization Theory, Contingency Theory, Systems Theory, Resource Allocation Theory, Resource Based Value of the Firm, Complex Adaptive System, Reductionism, Institutional Theory

### **Introduction**

#### **1. Creation of the Organizational Analysis Course**

On March 2011, I was asked by the Director of a University's PhD Social Work Program to design and create a business class for the Program which provided an introduction of business concepts for the PhD candidates that would be applicable for that profession and compliment the Program. The Director felt the PhD candidates would benefit having a business course especially for those in leadership and administrative roles and for social work practitioners who aspired to be leaders, administrators or operating their own consultancy.

The course designed was on Organization Analysis which incorporated business concepts and theories with those used in the PhD program like social sciences, conflict analysis, psychology, anthropology, etc. The course design was applicable in any industry, professional institution, agencies, public/private enterprise, and to health and social welfare care organizations. The course delivery, which was established by the University, was in a blended format which included on campus and online sessions over the course of five weeks during their Summer term. Each on campus session was a six hour meeting held on Saturdays. The online sessions used asynchronous discussions normally starting on Thursday and ending on Sunday for the week.

#### **2. Design and Development of Course**

The Director's input for the course development was that it should be structured as a workshop where the majority of the class activities were on discussions, verbal presentations, reflection, community learning, application of discussion materials to their own experiences and organizations, and then demonstrating their learnings and knowledge based on formal written submissions.

The course was designed to incorporate the main roles and responsibilities of a social worker and educator to one who was a key player for an organization. A social worker and educator is devoted to help their client, patient and student's overall health and well-being. A key player for an organization has a similar purpose for their organization. The social worker and educator need to understand and know their patient, client and student to help them survive, sustain oneself, grow, develop and thwart toxins and risks that can cause them harm. This same principle is used to design and develop the course where organizational analysis is a way to know and understand an organization in order to help it survive, sustain itself, grow, develop and thwart toxins and risks that can cause it harm.

Class members assume the role of an Organizational Analyst, who is an internal consultant, whose purpose is help their organization become effective and efficient by enhancing the organization's operation, to anticipate and identify potential changes internal and external to their organization, to develop change alternatives, decide on appropriate alternatives and make recommendations to help the organization develop and grow and thwart toxins and risks that can cause harm to an organization.

The Organizational Analyst role in this class was developed in accordance to the course competencies established by I and the University. The course competencies that were agreed upon focused on the class members' abilities to:

1. Be able demonstrate their knowledge, understanding and communication on complex materials.
2. Conduct research on existing knowledge and theories around organization theory.
3. Utilization of critical thinking in selecting appropriate theories to apply to a given organizational context and articulate a rational approach.
4. Utilization of macro analysis to identify factors, capabilities and competencies within an organization as well as external factors that can influence or impact an organization.
5. Utilization of micro analysis to assess the strengths and weaknesses on all factors affecting internal operations and the power, dependencies and risks of external factors.
6. Utilization of micro analysis to evaluate the intra and interrelationships within and external to an organization.
7. Utilizes macro analysis to diagnose the opportunities and threats that exist for an organization based on assessments and diagnosis of the internal and external factors for an organization and their intra and interrelationships.
8. Ability to synthesize an organization's capability and competencies and apply cooptation to absorb external resources internally to strengthen an organization, to prevent risks of toxins that can negatively impact an organization and to form new ideas and approaches.

The course competencies for an organizational analyst can relate to either directly or indirectly to a social worker, educator or similar professional which utilizes similar competencies in the performance of their role. Examples would be a practicing social worker/educator must be able to **command** proficiencies and demonstrate their knowledge on complex matters, **research** and take interest in the wellbeing of the client/students, be able to **identify** the factors involved in a situation and apply **critical thinking** to help resolve issues, must be able to **assess** client's and student's needs, situations, strengths, and support networks to determine goals, **evaluate** to determine if programs and services meet the client's and student's needs, **diagnose** causes for outcomes and identify potential solutions to help the client/student adjust to changes and challenges and **synthesize** by combining factors to come up with recommendations for new approaches needed for positive outcomes.

This course utilizes concepts and theories class members have experienced in using and having the basic knowledge obtained in taking other courses in the Program. In addition, class members are introduced to new theories and concepts to add to their existing knowledge base. See Addendum One. The course applies theories and concepts in the social sciences, anthropology, conflict management, behavior, human services, relationships, individual, group and organizational resolutions, as well as introducing organizational theory, organizational design, organizational behavior, risk management, contingency theory, resources allocation theory, strategic planning, business administration, human resources, marketing, sales, and leadership.

### **3. Course Activities**

It was important at the beginning of this class to establish a foundation of organizational theories and concepts that class members need to know in order to build upon their understanding on what is organizational analysis, and how and why it is used. The first two sessions focused on establishing a knowledge base to create an organizational analysis foundation. Subsequent class sessions added to the foundation but also broaden the scope of organizational analysis. The intent of this design was to expose the class members to theories and concept and have them apply critical thinking to decide which were more relevant to their personal organizational analysis and application to the two written assignments (See Addendum Two). The two written assignments were to have them apply their course knowledge and perform an organizational analysis to a video documentary, General Magic at the end of the fourth course week and the second written assignment was their final assignment to perform an organizational analysis on their current or former employer. The written assignment expectations would be an in depth analysis demonstrating the ability to apply theory to practice and demonstrate the course competencies.

### **4. Practical Applications**

A practical approach in performing an organizational analysis usually comes about when an organization is experiencing lower expectations of performance. I'm assuming there would be a need to perform one when there are pressures to determine what may have caused less than optimum performance and the focus maybe on the organization's capabilities, and the changes both in their internal and external environment. Another practical application for an organizational analysis is for learning more about one's organization. The most mentioned student learning experience was on the interrelationship of the internal and external factors and their level of influence and dependency. It provided the student a different lens on how to view their organization and to apply sensemaking---" how people bring order and meaning to sense-impressions." (Strike, Rerup (2016). I would assume, having the students experience this course exercise, would enhance their capabilities and competencies to contribute to their organization's strategic focus and plan.

A practical usage of an organizational analysis is to conduct a mini analysis for a specific purpose. Examples are:

- Risk management analysis to identify threats, preparedness, security, buffer prevention, contingency planning, applying scenarios and determining reaction, assimilations, available resources etc.

- Cultural Assessment—work climate, commitment to the organization's norms, beliefs, values, mission; employees' perceptions, beliefs, values, norms and expectations in alignment with the organization

- Training and Development—skills assessments, organizational skills needs, job requirements, succession and replacement planning, technological changes, gap analysis, regulations compliance, minimizing specific liabilities, team development, knowledge management, innovation capital development, readiness for change, etc.

- SWOT analysis, determine the internal strength and weaknesses and the external opportunities and threats at a point in time.

- Leadership Assessment—capabilities, competencies, performance, effectiveness, growth potential, successions, investors' inquiries, strategic development, motivate others, etc.

- Talent Flight Risk analysis to assess the probability of key talent turnover and its impact.

### **8. Limitations**

The class participation of around 100 students over the course of 10 years does not represent a significant sample where one can develop generalizations on applying what was learned in this class. The course participants were mainly in a specific industries, social welfare and education, where there wasn't a significant cross section of professional experiences which could contribute to more quality discussions and learnings. As an example, if the course participants were mainly business professionals, the learning outcome of the class most likely would have more in depth analysis.

The course used an unspecified organization model as an illustration in class which left vacant more discussions around small, midsize, large size organizations, private and public entities and their dynamics. An in depth analysis of each type of organization and the identified internal and external factors mentioned in the class was not practical to perform in a five week course. The course had to focus only on an organization's key factors due to the course duration.

The course relied on subjective criteria to conduct its identification, assessments, evaluations, diagnosis and synthesizing. Thoughts about and opinions of our course topics were judgmental and lacked the validity to make conclusions or recommendations credible. As was mentioned earlier, recommendations or prescribed actions formed or made as a result of organizational analysis, including ones made from a mini organizational mini analysis, may not be relevant because of the potential volatility of an organization.

The level of analysis used reductionism to identify the internal and external factors, components and relationships that make up an organization. Infinite regress is an issue when applying levels of microanalysis which can cause confusion at what level of analysis is appropriate as a “starting point” for the organizational analysis. The level of analysis used as a the “starting point” for the organizational analysis was based on the appropriateness for the participants

## **Organizational Analysis**

### **1. What is Organizational Analysis**

Merriam Webster defines **an organization** as: a company, business, club, etc., that is formed for a particular purpose, the act or process of putting the different parts of something in a certain order so that they can be found or used easily, the act or process of planning and arranging the different parts of an event or activity.

Merriam Webster defines **analysis** as: a careful study of something to learn about its parts, what they do, and how they are related to each other, an explanation of the nature and meaning of something.

Combining the two definitions of organization and analysis you have—an entity formed for a particular purpose and arranging and planning their different parts, studying and learning about those parts on what they do and the relationship of them, explaining their nature and purpose to accomplish a desired outcome.

Smircich(1983) provided an interesting concepts of **organizations** from organization theory:

- a. Organizations are social instruments for task accomplishment
- b. Organizations are adaptive organisms existing by process of exchange with the environment
- c. Organizations are systems of knowledge. Organizations rests in the network of subjective meanings that organizational members share in varying degrees and appear to function in a rule-like manner.
- d. Organizations are patterns of symbolic discourse. Organization is maintained through symbolic modes such as language that facilitates shared meanings and shared realities.

Ford (2008) described an organization as a complex adaptive system composed of multiple agents and factors in continuous interaction with each other while adapting to the environment.

An organization, on the basis of ontology, is a complex entity of tangible and abstract components that establish what is a real organization. An organization’s tangible factors are its individuals, building(s), structure, policies, technology, machinery, products, services, artifacts, ambience, clients, customers, competitors, inventory, materials, furnishings, layouts, size, communications, brochures, third party associations, laws, software, language, economic conditions, virtual design and layout, team compositions, role and positional diversity, branding, logos, investors, financial resources, production, regulations, rules, return on investment, cost/benefit ratio, other financial ratios, formal controls, talent demographics, physical security, locations, board of directors, liabilities, assets, values, goals and objectives, talent turnover and acquisition, health and safety statistics, survey information, rewards and recognition, incentives, stakeholders, quality measurements, designs, span of control, owners, suppliers, programs, applications, boundaries, codes, systems, job roles, physical and intellectual property, publications, formal relationships, physical demand, labels, data, information, networks, partners, markets, evaluations, assessments, artificial intelligence, environmental feedback, legitimate authority, performance, and other factors that are real and actual.

An organization’s intangible factors which cannot be touched, seen, heard but can be internally felt, cognitively understood, perceived, not having a physical presence, produces an emotion and abstract are culture, work environment, tolerance for risk, power, politics, capability, bureaucracy, creativity, organizational behavior, employee relations, individual and organizational absorptive capacity, community opinion, conflict, perceived demand, cognitive and social loafing, groupthink, strategies, habits, leadership style, decision making, adaptability, informal communications, organizational learnings, ambition, evolution, third party relations, organizational development, sub cultures, external influences, organizational personality, capabilities,

cognitive diversity, individual behavior and personality, intellectual capability, change, work climate, life cycle, commitment, stressors, demotivators, informal interrelationships, risks, cautiousness, entrepreneurship, social acceptance, trust, self-esteem, stability, locus of control, self-efficacy, courage, behavioral strategies, confidence, threats, strengths, weaknesses, areas needing development, reluctant, competitive advantage, customer relations, chaos, client relations, pride, competitive forces, opportunities, embeddedness, ambidexterity, readiness for change, talent engagement and cohesion, complacency, talent motivation, bounded rationality, human capital value, responsiveness, knowledge, learning, growth and development potential, latent liabilities, tacit information, capability to acquire needed resources, resistance, buffering toxins and risks from causing harm, drive, internal toxins, and other intangible factors that can influence and impact an organization.

I realize that I have not captured all of the tangible and intangible factors but what has been mentioned, the process of trying to analyze an organization can be an enormous undertaking based on its complexity. How to undertake an organizational analysis can be overwhelming in light of those factors are not readily constant but are continuously changing and evolving. An organizational analysis involves not only identifying the tangible and intangible factors but also performing a micro analysis assessing each factor at different levels of analysis.

A way to implement an organizational analysis is to utilize a reductionism approach which is the practice of analyzing and describing a complex phenomenon like an organization and to analyze it in a simpler more fundamental way. Barney (2013) wrote “To understand any collective phenomenon or thing, we need to understand the constituent parts that make it up: individuals and their social interaction.” Reductionism can analyze an organization using intellectual and philosophical interpretation as a complex system as to the sum of its parts. I realize that reductionism can be extreme leading to infinite regress which can be beyond the bounded rationality of the participants. Barney (2013) stated that “with the focus on social aggregation as the central issue of microfoundations, individuals then provide a natural stopping point for reduction and the appropriate starting point for analysis in the social sciences.” The “starting point” for organizational analysis used in this research is at a level of analysis that is appropriate for the participants to comprehend and understand.

The application of the **analysis** definition to Smircich and Ford’s concepts of **organizations** could view **organizational analysis** using reductionism as a learning process to understand an organization’s social systems, its adaptiveness to the external environment, its capacity and capabilities to grow, develop, and sharing their knowledge within the various networks that exist within and external to the organization, how the organization is designed, and structured based on its culture, norms and values and assessing the effectiveness of its communication channels and models towards a desired outcome.

How is organizational analysis defined by others? In a course titled Hospitality Management: Help and Review, offered by Study.com, Chapter 6, “What is Organizational Analysis? Definition, Format & Examples” defines it as:

“ An **organizational analysis** is a diagnostic business process that can help organizations understand their performance, look for problem areas, identify opportunities, and develop a plan of action for improving performance. In short, an organizational analysis is a review of the basic components of an organization.”

The definition of what is organizational analysis based on what has been written above is not a clear process where a single definition can encompass all forms of organizations. Its complexity reflects on the dynamic, diverse and evolving nature of what are organizations, their factors, and behaviors that make them a living entity. For this course, it was evident that the class needed to co-create and make sense of what is organizational analysis from the student’s perspective and for the type of organizations they were former or active members.

A sensemaking process used in this class to create the discussion on what is organizational analysis is to use the metaphor of an organism which is an entity that needs to adapt to its external environment in order to survive and develop. Smircich(1983) wrote “all scientists create knowledge about the world through the drawing out of implications of metaphoric insights for the subject of the study....the metaphors of machines and organism have been used most frequently to facilitate understanding and communication of complex phenomenon of organizations.” Mackenzie (2001) wrote “organization is a living system, a complex entity which interacts with its environment, consumes inputs and produces outputs.” Kulik(2008) described that there is no one best way for organizations to organize; rather, organizations depend on their external environment.

## **2. Why Do An Organizational Analysis**

Barney(2013) wrote “ we need theories of organization and strategy that properly deal with the fact that aggregate capability development is happening within an organization. There are very few theories that explicitly deal with both the aggregate and contextual factors in an organization. We need theories not just of behavior, but the behavior both in and of organizations.” An organizational analysis provides that level of analysis that can add to the body of knowledge and bridge the gap understanding more about organizations.

Examples are:

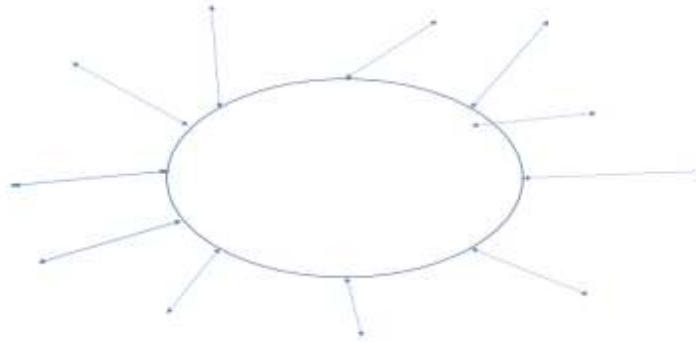
- a. understand more about what are the factors making up its internal and external environment and how it influences organizational behavior.
- b. gain more insight on how strong or weak are those factors
- c. what influence they may have on how the organization is structured, designed, and why the organization exists,
- d. gain insights on who and potentially what other sources does the organization satisfy their needs,
- e. what advantages does the organization have over other organization in satisfying external needs,
- f. what are the known, potential and the unrecognized vulnerabilities for an organization.
- g. what are the factors dependent on other factors and their level of power and influence
- h. what is the level of readiness for an organization to act based on opportunities, changes and threats
- i. what areas need further development
- j. how is the organization perceived by the external environment
- k. how can we identify what we need from the external environment and how can we identify what the external environment needs from the organization
- l. knowing and understanding an organization increases the probability of effective decision making.

One of the main points on why perform an organizational analysis is how can an organization survive, sustain itself, grow, develop and identify toxins and risks if you don't know and understand your organization? How can an organization accurately identify how it can be more effective and efficient and improve organizational performance if it fails to understand and know their organization? Which is why organizational analysis is primarily a learning and development process for the key people within an organization.

## **Identification of Organizational Internal and External Factors**

### **1. Introduction of OASW Model**

The following is a sketch I call the OASW Model which is placed on the classroom whiteboard which is a metaphor of an organism used for discussions about organizational analysis. The circle represents the internal environment of an organization and out of the circle is the external environment. The model depicts an ecological, isomorphic system showing the relation between the organization and its environment and how it adapts to its environment. The lines represent the organism tentacles connected to the external environment to absorb nutrients needed for the organization to survive and the organization emitting byproducts to external environment factors. This falls in line with Open Systems Theory which has a basic principle the organizations import some form of energy from the environment and transform this energy in various ways, and produce some sort of output that is exported back to the environment (Katz & Kahn, 1978).The dark line around the organism represents the absorbers and buffers that open the intake and output of elements and the buffers that thwart potential toxins from entering or leaving the organization. The organization used in this exercise is a generic one at the onset of the class but takes on the characteristics mentioned by the class participants.



## **2. Application of OASW Model**

The class used the OASW Model to perform an organizational process to:

1. Identification of tangible internal and external factors
2. Identification of intangible internal and external factors
3. Define and explain these factors
4. Assess the strength and weakness of the internal factors
5. Assess the level of influence, importance, impact of external factors on the organization
6. Evaluate the intra and interrelationships internally and with the external environment
7. Evaluate the external environment's intra and interrelationship with the organization
8. Identify opportunities and threats at a point in time.
9. Discussion on what does the organization need to change, keep the same, obtain, expire, develop, strategically approach, retract from, secure for and against and other topics.
10. What contingencies must it plan for on key internal and external factors
11. What does the organization need to absorb from the external environment as nutrients to grow, develop and sustain itself.
12. What does the organization need to buffer and potential risk, and toxins that endanger the organization's sustainability/
13. Assess the strengths and weaknesses of the organization's buffers and absorbers.

## **3. Class Exercise—Self Reflection**

The initial class discussion is an exercise to have the students perform a reflection of their own thoughts and opinions of their current or former organization with a series of questions. The type of questions are abstract in nature which will require the student to take a deep dive into describing their organization.

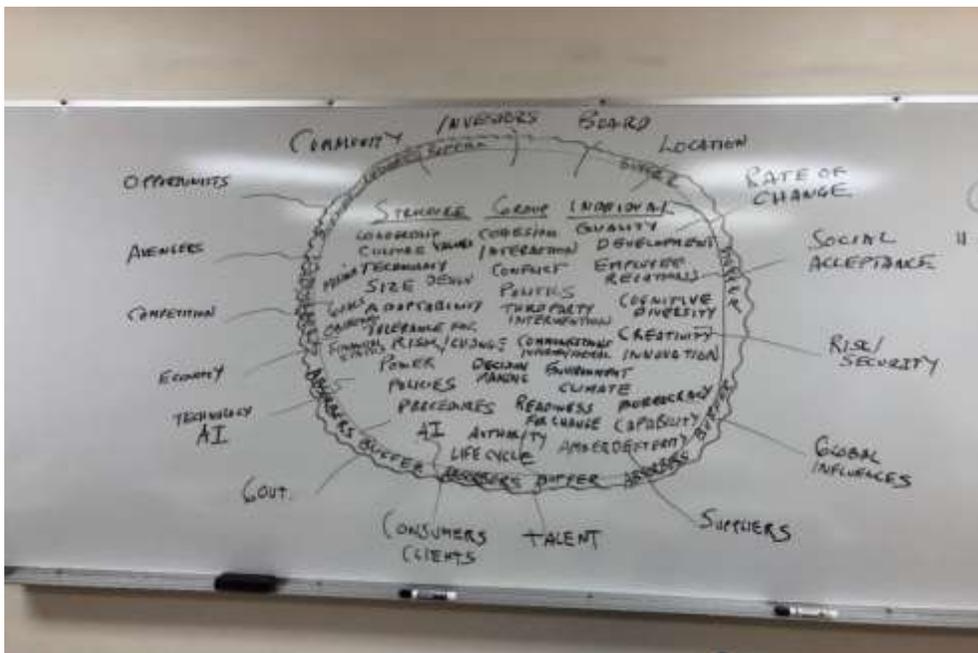
Questions posed to the students are:

1. How would you describe your organization?
2. How would you analyze it?
3. Why would it be interesting to study your organization?
4. What is your organization evolving to become?
5. What do you think you would find if you studied your organization that you may not be aware of?
6. How do you make sense on what your organization does?
7. Does your organization have a mission, values, or a culture? How would you describe each?
8. How does your organization conduct business, how does it make decisions, treat staff, customers/clients?
9. How does it socialize with all of the staff?
10. Where is the concentration of power in your organization?
11. Who has more power—your organization to customer/clients or the reverse? Explain why?
12. Which external factors have the most influence on how your organization conducts business and why?
13. What would it be like if I worked for your organization? What do you think it would be like working for company like Google, at a Ford manufacturing plant, or at the Social Security Administration?
14. Who are your competitors and assess their strengths?
15. Would you describe your organization as growing, stable or declining and explain why.

16. Describe your strategic management. Is it focused on gain, value creation or directional?
17. Describe your organizational behavioral strategies (mechanisms for modifying organizational actions) when making decisions, i.e. repeat behaviors, based on outcomes, imitate other organization’s practices, or anticipatory involving predictions of others and choosing actions that respond optimally to this prediction. Grieve (2013).
18. Embeddedness- culture, strategy, behavior, relationships internal and external.
19. Organizational Personality, how would you describe its self-esteem (self-respect), self-efficacy(ability to succeed), locus of control (internal or external), and emotional stability.

**4. Class Exercise--Identifying Organizational Internal and External Factors.**

The students are asked to provide what are the internal factors within an organization and what are the external factors that an organization needs to adapt to in its external environment. This initial exercise was only to list them and further discussion will be made from what was listed As students respond to the above questions, I would write on the OASW Model listing the internal and external factors identified which helps to move the discussions forward where students identified with other students’ response, expanded on what was said or written on the OASW Model, and including other factors which were not part of the list of questions. I would enter my own list of internal and external factors on the OASW Model which have a connection to what is being discussed. Examples would be I would write in the internal environment “Leadership, Politics, Quality of Talent, Creativity/Innovation, or Technology and have the students assess these factors at their organization. I would write Rate of Change, Government, Community and ask how powerful are these factors influencing how your organization’s behavior? I found when you list the factors as a visual, the students start to realize relationships within and external to the organization of the various factors listed on the OASW Model. See the completed OASW Model below which is an example of this exercise.



Pellettiere(2019)

**5. Categorizing Identified Factors and Introduction of Organizational Analysis Worksheet**

The last portion of this class session is to describe each of these factors and to identify if one is a key or a sub factor. We identified what is a key factor by using the definition of a **factor** which Merriam Webster define as something that help produce or influence a result or outcome, that causes something to happen. **Key** is defined as of paramount or crucial performance. We designated what is a **key internal factor** as one that is crucial for an organization to be able to create a product or service that meets the needs of the customer/client. A **key external factor** is a dependent source that provides needed resources for the organization to be able to create a product or service that meets the needs of the customer/client.

An Organizational Analysis Worksheet was used to complete the list of internal and external factors provided by the students and instructor, description of the factors and what students identified as a key factor. Addendum 2 contains the entire completed worksheet conducted in the class.

**6. Class Exercise—Discussion on Assigned Class One Materials.**

Articles and text chapters were assigned to each class member for each of the five class sessions. Addendum Two provides a class discussion summary for each assigned article and text chapter. The students were to present their assignments using the following format:

1. What was the key concepts in your assignment.
2. Explain what is the theory(s)
3. Why is the theory(s) important in organizational analysis
4. What internal and/or external factors influence this theory(s)
5. Explain how you can apply the theory(s) to your current and or past employer, professional experience, or personal situation
6. Which of the key concepts listed in “The Key Concepts in Organization Theory” apply to assigned readings. Explain how they apply.

**Assessment of Internal and External Factors—Micro Perspective**

The second class session aimed to have the students assess and evaluate the internal and external factors that had been identified in the first session that would apply to their organization.

**1. Class Exercise—Assessment Discussion on Identified Internal and External Organizational Factors.**

Participants are asked the following about their organization:

**Internal Factors**

1. What are the strengths and weaknesses of the internal factors listed that pertain to your organization?
2. Why did you assess them as such?
3. What impact does this have on your organization?
4. What could be the possible causes that made them strong or weak?
5. What, if anything, do you recommend should be done based on your assessment?.

**External Factors**

1. What level of power and influence do the external factors have on your organization?
2. Describe how external factors can impact organizational behavior, decision making and strategic focus. Which of the external factors are needed? Explain
3. Which of the external factors would be considered a risk or cause harm to your organization?
4. How does your organization’s buffers prevent this potential harm from impacting your organization?
5. Which of these external factors should be developed more that would add value?

We reintroduced the Organizational Analysis Work Sheet into the class discussion which was to be used by the class participants to conduct an assessment on each of the internal factors associated with their organization. The Work Sheet can help identify what internal and external factors are strong, weak needing development, minor or major changes are needed and or more or less of it is needed. Examples would be for a class participant to assess their organizational culture, leadership, competition and consumers/clients (See Addendum Three shows a completed worksheet used in class). The following illustration is an example of participant’s assessment

**ORGANIZATIONAL ANALYSIS WORK SHEET**

**Description** **Assessment 1= strong, 2=weak, 3=unsure, 4- needing development, 5= minor change needed, 6= major change needed, 7= more needed, 8= less needed**

Norms, values customs of an organization	2, 6,
Providing strategic vision and execution	1, 5,7
Competition	2
Clients/ Consumers	1, 7

In the end, a class participant would write down all of the internal and external factors they listed on their Work Sheet and then in Column D, complete their assessment of each factor.

## **2. Class Exercise—Assessments of Internal and External Organizational Factors Using Organizational Analysis Worksheet**

At the end of the class, students can start to identify the organization's strengths, areas needing developed, vulnerabilities, advantages over competitors, readiness for change, dependencies, power concentrations, opportunities for growth, relationships and apply the class assessments to their own organization. This exercise will be important when they review the *General Magic* documentary to list down what are their internal and external factors and assess them. Likewise, this exercise will help the class participants prepare their final assignment conducting an organizational analysis for their own organization. In later chapters, we will be using the Organizational Analysis Work Sheet to reevaluate which of the internal and external factors are key or critical for the organization to survive and what relationships key factors have on other key factors. An evaluation is then made on those identified key factors on their strength and power in changing other factors.

### **Evaluation of Intra and Interrelationships within and External to an Organization from Both a Micro and Macro Perspective.**

#### **1. Research on Organizational Intra and Interrelationships Within and External of an Organization.**

We have discussed organizations as interconnected elements and parts organized to accomplish a purpose. Heine(2013) described organizations as clusters of interconnected structures and practices. Mackenzie(2001) wrote that organizations comprised of interdependence of factors and roles in their designs. Lawrence and Lorsch (1967) pointed out how organizational strategies on differentiation and integration influenced organizational structure. Kimberly(1976) showed the interrelationship or organizational size to structure. Perrow (1967) described the impact on technology on task structures and social structures within organizations. Isopeskul, Shakina, (2016) identified the influence of various stakeholders on organizational culture development. Granovetter(1985) described the interrelationship of trust, economics, organizational structures and business social relations on employee job embeddedness. Jenner(1994) wrote about the relationship between power and organizational structure. Agovino (2019) described how an organization's layout, construction, artifacts, landscaping, colors, plants, furniture, open space, wall coverings and window illumination have a relationship with employee morale, creativity, innovation and job embeddedness. Karim, Long, Carroll (2016) wrote about contingency theory and decision avoidance and its impact on organizational structural realignment. Harrison, Wagner(2016) showed the relationship between work time spent on creative and innovation work and time spent with spouse or significant other and vice versa on time spent with spouse or significant other and the impact on an employee's quality time performing creative and innovation work. Strike, Rerup (2016) how mediated sensemaking impacts organizational decision making. Hale Jr., Ployhart (2016) wrote about employee turnover and its impact on unit and organizational performance. Onday(2018) found the following about organizational factors and intra and inter relationships.." System theory came from the natural sciences with the aim of understanding sets of objects, the relationships between those objects, and the relationship between sets of objects and their environments. A system is a set of two or more elements where: the behavior of each element has an effect on the behavior of the whole; the behavior of the elements and their effects on the whole are interdependent; and while subgroups of the elements all have an effect on the behavior of the whole, none has an independent effect on it. In other words, a system comprises of subsystems whose inter-relationships and interdependence getting into equilibrium within the larger system." Systems theory maintains that components of a system interface with one another rather than operate exclusively to determine the properties and functioning of that system Ahrne (1994).

#### **2. Class Exercise—Reevaluation of Identified Internal and External Factors**

In class two, we conducted an exercise listing those internal and external factors that were key factors and students used their list of internal and external factors on their Organizational Analysis Work Sheet and assessed their strengths, weakness, and need for change. A key Internal factor was defined as one that is crucial for an organization to be able to create a product or service that meets the needs of the customer/client. A key external factor was one which is a dependent source that provides needed resources for the organization to be able to create a product or service that meets the needs of the customer/client.

The class had identified an overwhelming majority of factors as “key” but we needed to perform a reevaluation to reduce the number of key factors to meet the criteria as “crucial”. The process we used for the reevaluation was to discuss each identified key factor and use the following evaluation

Reevaluation of internal and external key factors—

- a. If the factor was not available for 30 days, could the organization sustain itself? If the answer was no, this would be considered a key factor.
- b. If there was an immediate major change to this factor, could the organization sustain itself for 30 days? If the answer was no, it would be considered a key factor.

The key factors listed in column C on the Organizational Analysis Worksheet would change based on this reevaluation exercise. Those key factors listed in column c as a key factor but were not considered one after the reevaluation were designated as Important.

Based on reevaluation, the following internal factors remained as key factors:

Leadership  
Management  
Financial  
Technology  
Communications  
Capabilities –Talent  
Buffers  
Absorbers

All of the external factors listed remained as key factors after reevaluation.

Class participants were asked to perform this reevaluation on their own Work Sheets to determine if there are any changes to the key factors they had identified.

### **3. Class Exercise—Evaluating Relationships of Organizational Factors.**

The next phase in the evaluation of key factors was a discussion on using the contingency theory and utilize “what if” scenarios to evaluate the strength, power and influence of key factors on other key factors both in the internal and external environments. The purpose of this exercise is for the students to conceptualize the relationships of key factors to other key factors, what influence and power they possess that can effect change on other factors, which factors depend on other factors and if there was a change to a key factor, would it impact change on other factors. Students were asked to self-reflect this evaluation exercise to their own organization.

Evaluation technique examples used for this discussion were to ask questions, like the following on what impact it would have on other factors and the organization. Examples are:

1. What if there was major leadership change?
2. How would excessive talent turnover make an impact?
3. Cut in internal financial resources?
4. Global major, highly infectious pandemic with no available vaccine or cure?
5. Computer virus which caused a systems shutdown.
6. Our main supplier of a dependent resource cannot supply what the organization needs?
7. Govt. forecasters predict large economic expansion and improved availability of capital funds.
8. Emerging competitor introduces a pivotal change in what we offer our customers.
9. Govt. ordered product recall of one of our major products
10. Community protests over our environmental emissions
11. Social media announces customer service complaints and issues coming from our service center
12. Major terrorist attacks occurring simultaneously in US major cities
13. Breach in our electronic systems data files
14. Audit reveals potential major legal liability for discrimination claims on hiring, compensation and promotions.
15. CEO/President suddenly dies or immediately resigns
16. Competitor hires our top sales and revenue generators
17. CFO found to have embezzled substantial financial resources
18. Key machinery suddenly breaks down

## **Diagnose The Organization’s Key Factors and Overview of the Organization from both a Micro and Macro Perspective.**

### **1. Introduction of Moderating Variables Used in Evaluations**

Sayilar( 2016) wrote “The contingency approach says that the effect of one variable on another depends upon some third variable, w. The relationship between x and y is part of a larger causal system involving the third variable, w, so that the valid generalization takes the form of a trivariate relationship.” The last class session, we used the contingency approach to illustrate the relationship of one key factor to other key factor(s) like if the leadership changed, what impact would that have on other key factors. We then went on to rate how strong that impact would have on the organization based on the impact it would have on other factors. In the real world, there are moderating variables where the relationship and its impact on other variables depends upon other variables which we call moderators. Using the earlier leadership factor and its impact on other key factors, what if the moderator was the quality of leadership, current organizational performance, current economic conditions, quality of management staff, development of succession plan, competition strength, leadership reputation, consumer influence, or organizational culture, would the impact of a change in leadership be different and our evaluation of its relationship with other factors change?

### **2. Class Exercise on Diagnosis of a Factor Change Applying Moderator Variables**

For class discussion we applied the exercise of a leadership change where its reputation was weak from the perspective of the employees, Board of Directors, consumers, community and competition. The impact on other factors was not as influential vs. if the leadership was considered strong. There a plethora of moderators one can use to conduct this evaluation to establish a diagnosis of what may be needed. The exercise used to establish a preliminary diagnosis of what changes an organization may need is to compare the class 2 assessments with the class 3 evaluations on the Organizational Analysis Worksheet to form a diagnosis of each key factor. Example, in class 2 we classified our organization’s leadership strong and in class 3, leadership was evaluated as having strong interrelationships. Our preliminary diagnosis would lead us to believe no change was needed. We classified this as a preliminary diagnosis because we did not factor in the moderators to determine if the preliminary diagnosis could be accurate. This would be difficult to conduct since this is a fictitious organization and we could only use hypothetical situations.

The class was instructed to review their Organizational Analysis Worksheet and look at the class 2 assessments and class 3 evaluations for each key factor and apply relevant moderators that would apply to their respective organizations. Examples of moderators mentioned in our class session, which were used by the students to complete this exercise were:

1. Financial performance
2. Economic conditions
3. Board of Director’s position
4. Revenue funding from third parties
5. Consumer/clients assessment
6. Organizational reputation
7. Organizational climate

### **3. Class Exercise—Perform a Diagnosis Based on Factor Evaluations.**

The next stage was to use Column F—Diagnosis of what is needed and determine if that factor needed or not be changed or more or less is needed. The final exercise was to review all of their ratings in Column F and to determine what key factors indicate needed changes. The students were to next review their organization as a whole and make a diagnosis of what changes may be needed to improve the sustainability and growth of their organization. For example, on our fictitious organization, the Organizational Analysis Worksheet indicted what changes may be needed are:

- 1.Management
- 2.Technology
- 3.Financial Resources
4. Communications
- 5.Talent Capabilities

This indicated areas where we needed to assess what is needed to be absorbed into the organization, what changes are needed to improve performance output and what did we need to prevent from causing risks to the organizations. This exercise can identify areas of opportunities and threats and what contingencies needed to be developed. More specifics on these areas will be discussed in our next and last session.

#### **4. Description on General Magic Assignment.**

In 2018, I had viewed an HBO documentary titled General Magic which was an organization based in Silicon Valley, California describing its ascension and fall in the era of the 1990's. The documentary described the formation of General Magic and its assemblage of brilliant people who worked together on a number of innovative concepts and ideas. One concept they had created into a product was a handheld computer/phone which in comparison was today's smart phone; years ahead before it was massively commercialized. The documentary showed a video description of an organizational analysis describing its internal environment consisting of its talent capabilities, culture, leadership, operational capability, creativity/innovation, networks, cognitive diversity, power, politics, technology, conflict, strategic plan, risks, change, life cycle, bureaucracy, third party interventions and more. The external environment involved investors, consumers, Board of Directors, competitors, suppliers, state of technology, talent availability, consumer demand, partnerships and the economy. The documentary displayed examples of what the class had learned in the readings and discussions from Hatch(2006), Blau(1996), Pugh, Hickson(1963), Merton(1939), Selznick(1948), Heine, Rindfleisch(2013), Isopeskul, Shakina(2016), Luhman,Cunliffe(2013), Turlais,Dubkevics(2017), Onday (2018), Uzzi(1997) and Farazmand(2003),

I felt that this documentary would complement well the study of organizational analysis showing a real organization that students could apply the course content to General Magic and attempt the process of an organizational analysis. This exercise would further help the students in the completion of the final assignment which was to conduct an organizational analysis on their current or former employer.

### **Cooptation Synthesis for Organizational Survival and Growth Class 5**

#### **1. Introduction to Cooptation Synthesis.**

The final exercise for the class was to conduct a cooptation synthesis on the work we have done so far on the Organizational Analysis Worksheet. A cooptation synthesis is to combine complex evaluations conducted and formulate a theory and strategy on what the organization needs to absorb from the external environment, what internal capabilities need modifications to improve outputs and what to prevent from absorbing into the organization which can cause harm and risks. The complex evaluations we would be working on comes from our work in class 4 showing our diagnosis of the key factors. In column F on the Organizational Analysis Worksheet, we had rated those key factors needing change or more of it needed based on our evaluations of the strengths of the key factors and their influential strength on other key factors using various moderators.

#### **2. Class Exercise Applying Cooptation Synthesis on our Class Diagnosis of Internal Factors**

The final exercise is to determine if the key factor has the capability to absorb needed resources into the organization which we labeled as Absorber. The key factor is assessed needing modification to improve its capability to help the organization create desired output which we labeled as Output. Key factors are assessed on its capabilities to prevent elements from entering into the organization to cause harm and/or risk. This was labeled as Buffers.

Key factors for Absorb, Output and Buffers were assessed using the same ratings: strong, weak, unsure, needing development, more change, minor change or no change. The attached Organizational Analysis Worksheet located in Addendum Two shows an example of these ratings for our class fictitious organization. The class was asked to perform this assessment on their own Organizational Analysis Worksheet.

The purpose for this exercise should reveal areas in the organization on what resources are needed to absorb and the capability of the organization to acquire them. A resource needed for the organization should show on column F on the worksheet. Key factors assessed as not being strong, needing development or more needed to improve its capability would be reviewed. Similar process is used to assessing the key factor capability to help the organization create desired outputs and preventing to thwart and eliminate and harm or risks to the organization.

### **3. Class Exercise—Discussion on Results of Cooptation Synthesis.**

The conclusion of the exercise should show areas of the organization needing attention and discussions on what needs to be modified and what that modification would entail. This exercise should provide the framework for the student's to prepare their organizational analysis final assignment. This exercise supports O'Neil (2018) new organizational logic which we had discussed in Class 4. O'Neil describes the evolution of the organization and management science to today's external environment. O'Neil wrote about the concept of the Ecological Analysis and how it evolved from earlier theory on Structural Analysis and Socio Psychological Analysis.

Structural Analysis analyzed components that characterize organizational formal structure and examine their impact on group's interactional behavior. The focus was more internal on what an organization needed to modify and improve.

Socio Psychological Analysis stresses the human side of organizations vs structure as the system of interest. The Analysis examined the impact of features in the organization's internal environment on employee activities to perform their tasks, attitudes, and their interactive relationships. Focus is more internally centric but looks at changes in environmental demands that impact the rationality of decision making and employee behavior.

The Ecological Analysis looks at adopting organizational rules and roles and describing modifications that govern inter-organizational practices to cope with changes in environmental demands. The focus for this Analysis is looking at changes in the environment and its impact on the whole organization.

I extended O'Neil's theory to include Isomorphic Analysis which follows Ecological Analysis as the organization develops an external approach on how to adapt to the external environmental changes.

### **4. Discussion on General Magic Organizational Analysis**

The intent of this assignment was for the students to apply what they have learned over the last 4 weeks and apply the theories and concepts to a real world organization to perform an organizational analysis. I was looking for how well they could apply the class learnings to a practical situation and form their own perceptions, opinions and feelings about General Magic. The key takeaway in this assignment is to add to the student's knowledge base on how to plan, organize, process, assess, evaluate and come up with a diagnosis when performing an organizational analysis, to utilize that knowledge for the completion of their final assignment and to apply these steps for future organizational analysis.

### **Summary and Conclusion**

#### **1. Class Exercise to Summarize the Course**

At the conclusion of the class, I used a biomimicry exercise using a spider and its web as a discussion point. I used this exercise to tap into student's understanding of organizational analysis and apply it to a condition of nature familiar to them.



Our discussions focused on the web itself and how is it designed and structured for the spider to survive and develop. The web is interconnected (interdependency) with a silk material (factors) in a cohesive fashion (culture) with various strengths and flexibility (structure and design) to capture needed resources by way of the spider (leadership, BOD, investors). The spider (leaders) decides where is the location to attain its nutrients, assess the risk of its location by way of experiences, level of other spiders and webs (competition) at the location.

The design and structure of the web has the outside edges of the web (bureaucracy, capability, procedures, policies) having more concentration of silk which is the foundation and support of the spider web. The center of the web (organizational key factors) has a larger concentration of silk in order for that area to be flexible to adjust for movement, vibrate and send sensor impulses (communication), and capture needed resources for the spider (leaders, owners, investors). The outer areas of the web's circle (management, talent, quality, culture, capabilities, work environment) support the center in sending the vibrations (communications), and support the acquisition of nutrients. The spider (leadership) must be constantly diligent, reactive and have the ability to make changes if the web is damaged, threatened, need of additional structure, support, key factors, expansion, modifications, reengineering, or relocation. The spider (leaders, owners) need to continuously sensitive to all environmental conditions that require changes to the web. The external environment is dependent upon the spider web sustaining itself for environmental controls (socially responsible, providing needed resources) but also supports conditions that threaten the spider for environmental controls and the need for spiders as nutrients (organizational life cycle, inception to demise dependent upon spider's (leadership, ownership) capabilities.

## **2. Summary on Practical Application of Organizational Analysis**

I mentioned earlier what my reason for writing this book was that I believe what is learned in this class has an application for those who lead, manage, consult and invest into organizations. I'm an HR practitioner, consultant and academia professional and I can see how organizational analysis could apply to those organizations I've performed professional work. I view organizational analysis as a learning and development process vs. providing strategic direction and recommended solutions. I feel organizational analysis can be used for strategic directions and solutions but my concerns are that it's dependent upon the level of change in the internal and external environment. Recommended strategies and solutions are relevant when the environment is stable, certain and predictable. In these challenging times, it may not be a wise strategic decision to seek finite solutions and recommendations. The continuous evolution, changes, and chaos organizations go through in order to survive and sustain itself may explain why, over hundreds of years, experts provide strategic recommendations and solutions for organizations and we still haven't created the right formula, strategy, solutions, recommendations and prescription for organizations to assure their survival, sustain their existence and achieve their growth objectives. A synchronic phenomenon may exist where at the same time a solution and recommendation is initiated it immediately starts becoming obsolete and irrelevant.

This leads to the question why do an organizational analysis? Organizational analysis most important value is being a training and development process. This has been shown in this class where participants with nonbusiness backgrounds were able to use the course materials and conduct a quality, in-depth organizational analysis on two organizations. The class participants used organizational analysis to understand more about an organization's internal key factors and their interrelationships within and in the external environment and performing a diagnosis on what their organization needed to sustain and grow. Due to the short length of the class, we were not able to perform a more in-depth analysis on the important factors, their influences, capabilities, strengths, areas of development and their interrelationships.

## **3. Expansion of Organizational Analysis Process**

The important factors that would fit well in the next phase of an organizational analysis would include what was listed as important factors on the Organizational Analysis Worksheet. In the class, they had designated the following sample as important factors for our fictitious organization:

Culture, Strategic Management, Design, Power, Cohesion, Interdependence, Internal Network, Readiness for Change, Talent Development, Creativity, Employee Relations, Vision, Time, Complexity, Uncertainty.

The external environment factors listed as important were Technology (AI), Community and Global Changes.

Applying the same process used on the key factors would reveal an in depth understanding about those factors and its influence and interrelationships, that impact the organization. One example to illustrate the process is the following:

The process of conducting an organizational analysis and how participants view its outcomes can differ from their temporal perceptions. A participant whose perceptions are logical, data driven, outcomes motivated, objective focus and modernist thinking may have conflicts with accepting organizational analysis as a continuous, evolving state where solutions, recommendations and action plans are contingent upon the level of organizational and environmental changes.

Granqvist (2016) described this perception of time as “clock time” which assumes time is objective and proceeds linearly, deterministically, and measurably. Companies with a linear clock time perspective are concerned with finding immediate solutions. In my experience as a HR practitioner, I found a predominant number of people working in business entities having a clock time perspective maybe acquired because of the pressures to achieve goals, past experiences and how they are trained and developed. The conflicts with organizational analysis is when its viewed from a natural and open systems perspective where in a natural systems perspective, your focus is more on behaviors and open systems focus on the interdependence of all internal and external factors and the flow of activities between the internal and external environments. The time perspective becomes more subjective, information proceeds circularly, measurements and outcomes are not viewed as finite and subject to change and seek more understanding of issues and their interrelationships with other factors vs. immediate solutions. This presents an opportunity using organizational analysis as a learning and development tool providing leaders, managers and key staff members to learn about various time perspectives, how it influences your behaviors and how it is used to conduct an organizational analysis. Ideally, a hybrid time perspective can be learned where focusing on results and objectives are important but also being more open minded and less rigid about seeking finite solutions and search for alternatives based on changes to both the internal and external environments. This hybrid form of thinking could help leaders and managers become more effective in dealing with various levels of chaos and change and in producing the desired output.

The following are three sample topics that can applied in your organizational analysis of important factors :

1. Heuristics—shortcuts in decision making saving mental activity, pressure to make quick decisions, bounded rationality(decision making capability), and the quality of decision making. Do your leaders and managers apply heuristics in their decision making and what impact does it have on quality decision making? What is the heuristic catalyst—time, decision makers capability, organizational pressure, environmental pressures, cultural norm, workload? Is heuristics used on all forms of decisions from simple, programmed, low risk, routine to complex, non-programmed, high risk and uncertainty? How has heuristics impact your organization? What alternatives need to be considered to avoid heuristic decision making, if required?
2. Innovation Barriers—can be present when in a hectic environment there is not enough time for reflection, a sterile environment (lack of divergent thoughts and action) where creativity is not stimulated, rigid rules and barriers that prevent talent from connecting, hinderance stress that saps creative energy, routines that limit responses, egos that keep organizations stuck, fear of expression and negative self-thinking. Do you see elements of this condition in your organization? How can this toxic behavior be changed to reduce this barrier? What resources or factors need to be modified, added, acquired, changed, and expunged to stimulate creativity and innovation in your organization?
3. Human Capital—categorized as a key or important factor for an organization depending upon its level of impact. Human capital is the accumulation of knowledge, capabilities and experiences of an organization’s talent. An organization’s survival, sustainability and ability to grow is dependent upon it. An organization strives to absorb needed human and nonhuman resources from the external environment, having activities developing talent capabilities and growing its tacit and explicit knowledge base, and having an environment where experiences are learned to add value to its human capital. Threats to diminishing its human capital are omnipresent. Talent turnover is a common threat most organization experience. Organizations take proactive and reactive approaches to minimize this threat with mixed success. Organizations will engage into flight risk assessments, research surveys, interviewing past and current talent, comparison analysis on external conditions and practices, and utilizing experts to conduct root cause analysis. The information received from such approaches are valuable which may lead to plans of action and recommendation to mitigate turnover. An issue to consider when taking these approaches are that its reliability is valid at a point in time and time impacts the reliability of the recommended action. The information learned from the above described approaches tends to be more surface analysis where in depth analysis can provide more understanding to the root cause of turnover and more importantly, the impact of it for organizations. A common approach most organizations use is a cost/benefit analysis on the impact of turnover showing the quantifiable impact. This is a valuable study for those unaware of the potential impact of turnover but it doesn’t provide the in depth analysis on its overall impact to the organization.

Organizational analysis approach on turnover provides that in depth analysis where talent is assessed and evaluated on its interconnections, interrelationships and interdependencies with other factors both internal and external to the organization. This form of assessment and evaluation can provide organizational leadership an understanding of talent's impact more than what you see on a job description or organizational chart. This understanding extends beyond a cost/benefits analysis of turnover but how turnover disrupts and causes disconnections which are more costly than what's learned from a cost/benefit analysis. Talent, as the independent factor, is assessed and evaluated on if it changes, what impact will this have on all of the factors interconnected to it. Where talent is the dependent factor, how will changes in the internal and external environment impact it. The diagnose process, based on what's learned using talent as a dependent or independent factor, can provide insights into what does the organization need to absorb, develop, and buffer to strengthen this factor and to thwart and expunge toxins to it.

An example of an organizational analysis on turnover is from a study performed by Agarwal, Campbell, Franco & Ganco (2016) where they researched the turnover cost of a key leader by researching staff mobility, embeddedness, loyalty, tenure, attractiveness of the leader, and organizational perceptions. Their research determined that the turnover had an adverse impact on the former firm's revenue by \$1,610 per employee which translated to a 2.3% loss of revenue per employee.

A second example on leadership influence and turnover comes from a study done by Owens & Heckman (2016) where they showed leaders as social contagions where leader's behavior "model the way, model teamwork and how team members should work together." Followers perception of leaders can lead to a collective promotion focus on how to grow, identify potential areas for future improvement and lead to social exchanges encouraging others to apply extra efforts to achieve desired results and boost team morale (moderating variable being low to moderate amounts of challenge, stress, pressure, or threat). Leader turnover can upset this influence with followers and teams which can lead to an adverse impact on an organization's revenue as determined by Agarwal, Campbell, Franco & Ganco's (2016) research. Professional sports have shown when key players leave a team, the whole team suffers.

#### **4. Organizational Analysis as a Learning and Development Tool**

Talent in positions of leadership, management, in key roles like in strategic management, organizational development, human resources, internal consultants, those slated for important succession and replacement position, owners, investors, strategic partners, and other key stakeholders can develop their critical and strategic thinking skill sets, decision making, intimate knowledge of the workings of your organization and its interrelationships with external factors, risk assessment, contingency thinking, scenario analysis, SWOT, performance improvement, and expanding your perspective around how your organization can survive, sustain itself, grow and develop adapting to its external environment. The main purpose for this tool is knowing and understanding your organization helps in its survival, sustainability, growth, development and identifying toxins and risks that can cause harm. The knowledge and understanding learned by conducting an organizational analysis helps in the organizational development of effectiveness and efficiencies planning which can lead to improved organizational performance.

Academia could also benefit by offering educational curriculum around organizational analysis to help in the development of their students who have an interest in the positions listed in the prior paragraph. As I demonstrated in this course, the curriculum doesn't necessarily need to be under the business school. Organizational analysis has a broad application that can apply to most professions and institutions.

#### **5. Conclusion on Organizational Analysis and Artificial Intelligence**

Organizational Analysis process can be a rigorous undertaking where a significant investment of time and resources would be needed. A concern is if the Organizational Analysis was being used other than for training and development and focused on performance improvement, organizational efficiencies, effectiveness or in conjunction with a SWOT analysis, you may have the phenomenon of synchronic where what you initiate simultaneously becomes irrelevant and obsolete based on the level of organizational and environmental changes. I feel the future for Organizational Analysis when used for other than training and development is how can the synchronic effect be impacted to delay and eventually eliminate it through artificial intelligence.

Kulik (2008) talked about the creation of algorithms, computer coding and predictive models that can perform complex factor analysis where one factor changes, it measures the change to its dependent variable applying the impact of any moderating variable and establishes a revised present state of the factor. The organization profile is set up with all of the interrelationships and connections so as one or more internal factors change, the organizational profile will assess its impact on the whole organization. The organizational profile will also include the external factors and its interrelationship and connections to the organization. As an example, a key leader leaves the organization and dependent variable that have an interrelationship with the leader will incur a change. All dependent variables interconnected with those factors that have incurred a change will have a corresponding change to their factor until the domino effect ends. The organization can assess from its predictive model how has this change in leadership impact the organization and can plan accordingly. The benefit of such system would create a more real time assessment when changes occur reducing the synchronic effect of simultaneous obsolescence. I feel more research is needed to study the technological ability in creating artificial intelligence to be integrated in organizational analysis.

An example using a micro perspective where artificial intelligence is integrated with organizational analysis is on decision making. A higher order and complexity of decision making is needed where conditions such as the level of change and chaos present and anticipated and what moderating variables are or will be present need to be factored into an effective decision making process. Artificial intelligence used to measure and monitor those changes is needed in order for an organization to make high order decisions fitting organizational changes.

## **6. Conclusion on Organizational Analyst Role**

My last thought is on the creation of the position of an Organizational Analyst. I feel such a position can have a significant valued impact for an organization with or without the artificial intelligence. An Organizational Analyst is a hybrid position utilizing the disciplines of organizational development, strategic management, organizational behavior, strategic human resources management, organizational design and training and development. The skill sets of an Organizational Analyst having those disciplines' knowledge and experience would be a strategic fit as a member of the leadership team involved in strategic planning, evaluation, and strategy development. This position would be identifying, monitoring, assessing, evaluating and diagnosing changes in the internal and external environment and what potential impact it can have on the organization and what resources, capabilities and buffers may be needed due to those events. The Organizational Analyst would be leading the organizational analysis process as a learning and development tool designing and developing what types of learning and development is needed, the delivery of the training and its assessments and identifying who would be the participants. The Organizational Analyst would be assessed by what value its has created for the organization based on quantifiable measurements of key performance indicators. The Organizational Analyst would be a key contributor during strategic planning, creation of change initiatives and in contingency and scenario planning providing insights on what proposals, changes and plans of action on their impact to the organization, what resources may be needed, what capabilities would need to be obtained and what risks maybe created or present if initiatives are implemented. This type of insight can raise the probability of the success of the initiative, reconsider its implementation, design implementation timing based on the organization's readiness, and determine monitoring and evaluation processes when the initiative is implemented. I would recommend the involvement of the Organizational Analyst in cultural development and in the planning of projects and their management.

An Organizational Analyst besides being a challenging and strategic position requiring specific skill sets, it is a position that will require courage, persistence, and ethical principles because it will focus their attention on organizational issues that can be sensitive and even taboo protected by key players in the organization. The Analyst's role will be challenging and inquiring into pet projects, strategies, information, job roles and responsibilities, decision making, asking "why" is it or not done, past and current practices, failed and successful accomplishments, alternative approaches, commitments, policies, structure and design, status on objectives, goals, projects, performance on past goals, objectives and projects and an explanation for them, job performance and relationships. These inquiries can be challenging to existing power and political bases and create a reaction involving job security fears and anxiety, push back, lack of cooperation, attempts to save face, provide false and inaccurate information, coalitions formed to challenge the Analyst, reputation challenged, attempts to abolish position, discredit its findings, and isolate the incumbent. In these matters, this will be an organizational test on how committed they are for the Organizational Analyst role.

Will the organization support the Organizational Analyst and realize what are the toxic behavior issues that have surfaced which need to be addressed, or succumb to the pressure of the toxin behavior and abolish the role? I realize that this may be an extreme scenario and more realistically some of what I mentioned may occur.

A critical initiating step in the organizational analysis process is the opening discussion with managers, leaders, owners and other key people in the organization. In the classroom, the participants are not the subject matters as we discuss factors like leadership, management, decision making, power, politics, culture, employee relations, work climate and employee morale. The classroom provides a “safe zone” where discussions about these factors are absent of potential harm, embarrassment, anger, fear, anxiety, vulnerability, retaliation, and an attack on one’s self esteem. In a real word application of this process, all of these conditions are present which needs to be discussed in the opening session. The Organizational Analyst will need to establish protocols, conditions and commitments before proceeding with the analysis. The Analyst will raise what has been mentioned in this paragraph that the analysis will involve and discuss factors where participants are the subject matters. The discussions may create a “pandora box” opening up on issues that can be uncomfortable, embarrassing and have other uninviting emotions. The participants will need the courage, maturity, professionalism, and emotional intelligence when dealing with this issues. An important role for the Organizational Analyst is to be an effective facilitator guiding these discussions, understand when they can be controversial, feel empathy for the participants and move the conversations forward in a constructive fashion. The Analyst should reiterate that the purpose for the analysis is to learn about and develop the organization where participants are the key factors. A necessary condition to proceed with the analysis is all participants need to be open, honest, abandon one’s ego, bias and security shield, be open to feeling vulnerable, accept criticism, avoid being defensive, control your anger, be constructive, view the process as a learning opportunity, trust the process and focus on your role to help the organization survive, sustain itself and grow and develop. A benefit for this process is the participant’s own growth and development and learning more about oneself and the organization. The Organizational Analyst must obtain this commitment from all participants or else the process is contaminated with toxins, will fail to attain its purpose, be irrelevant and the time and resources spent in conducting the analysis will be wasted. The Analyst will need to establish that anyone not willing or feels they cannot live up to this commitment must be removed from this process. Anyone not living up to their commitment during the process will be removed temporarily or permanently depending upon follow up conversations with them. The Analyst should provide time for the participants to consider these conditions and commitment and be available for inquiries. An alternative process is using the Organizational Analysis Work Sheets for information. The Analyst and participants need to understand that “hiccups” most likely will occur during the early stages of the analysis and all participants are expected to self-manage it. A constructive process using “what takeaways” discussions at the end of each session can be helpful for positive reinforcement, learning and feeling a sense of accomplishment.

## **7. What is Organizational Analysis, How is it Done and Why Do It.**

Based on what was learned in this class, a comprehensive description can be applied for Organizational Analysis as to what is it, how it can be done and why do it.

1. What is Organizational Analysis--- is a learning process to understand an organization’s social, systems, components and factors, their interrelationships, interconnections and inter dependencies within and external of an organization, its adaptiveness to the external environment, its capacity and capabilities to grow, develop, and sharing their knowledge within the various networks that exist within and external to the organization, how the organization is designed, and structured based on its culture, norms and values, assessing the effectiveness of its communication channels and models towards a desired outcome and what threats exist within and external that causes a threat to its survival.
2. How can an Organizational Analysis be done:
  - a. Utilization of macro analysis to identify factors, capabilities and competencies within an organization as well as external factors that can influence or impact an organization.
  - b. Utilization of micro analysis to assess the strengths and weaknesses on all factors affecting internal operations and the power, dependencies and risks of external factors.
  - c. Utilization of micro analysis to evaluate the intra and interrelationships within and external to an organization.
  - d. Utilizes macro analysis to diagnose the opportunities and threats that exist for an organization based on assessments and diagnosis of the internal and external factors for an organization and their intra and interrelationships.

- e. Ability to synthesize an organization's capability and competencies and apply cooptation to absorb external resources internally to strengthen an organization, to prevent risks of toxins that can negatively impact an organization and to form new ideas and approaches.
3. Why do an Organizational Analysis-- most important value is being a training and development process to understand more about an organization's internal key factors and their interrelationships within and in the external environment and performing a diagnosis on what their organization needs to sustain and grow. It provides an opportunity to understand how organizations are compilation of interconnected, interrelated and interdependent elements organized to provide a desired outcome and how it's able to adapt to survive, sustain and develop. An organizational analysis approach will help diagnose what areas are its strengths, needing development and/or change, what resources needed to develop its capability to provide outputs for their customer/clients and the capability to buffer and prevent elements that can cause Learning about an organization using organizational analysis can help in the development of an individual's capabilities on leadership, critical thinking, decision making, sensemaking of complex materials and concepts, systems thinking, contingency analysis, strategic thinking, linking theory to practice and organizational development. An organizational analysis is needed to help in the development of efficiency and effectiveness planning with the purpose to create organizational strategies and implementation plans to improve organizational performance.

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#### **ADDENDUM ONE—Article Summaries**

#### **ADDENDUM TWO—Class Discussion Summaries**

#### **ADDENDUM THREE—Organizational Analysis Work Sheets.**