

Organizational Design Strategy – A Case Study on Nevada State College

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Abstract

This paper presents a proposal of re-design strategy for a higher education institution located in the Southwest. The first section of the document will provide the theoretical background about organizational design archetypes (Overholt, 2003), organizational structure (Galbraith, 1974) and strategic planning (Hambrick & Fredrickson, 2005). The second section presents a background of the organization and the rationale of selection of the archetype that best fits its organizational structure. The third and fourth sections elaborates on seven sub-systems that configure NSC characteristic of flexible organization (Overholt, 2003) addressing mission, genetic core, philosophy, organizational culture, internal and external environment, and people systems and rewards. This document attempts to bridge theory and practice with the application of models that are significant, valid, and useful for strategic design.

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The complexity of the business environment, reflected in high competitiveness and globalization, forces organizations to respond by aligning their internal core competencies to match the dynamism of the market, maintaining congruency with their corporate strategy (Drazin & Howard, 1981). Firms have options for designing their organizations, some prioritize overpowering their industry (i.e. post-world war II manufacturing firms) others opt for designs that assist in *fitting* the environment (Galbraith, 1974; Overholt, 2003).

Organizations operate in open systems that exercise economic, political and organizational pressures (Thietart, 2005) which require understanding, and a constant design and re-design of their components. The organizational structure of a firm, makes it easier or difficult to match these constant changes, if they are not ready to align people, processes and systems to both strategy and design (Overholt, 2003; Drazin & Howard, 1984).

This document will focus on the design strategy for Nevada State College (NSC) a higher education institution located in the Southwest, which has experienced a significant growth in enrollment and size since its foundation five years ago.

The first section of the document will provide the theoretical background about organizational design archetypes, organizational structure and design strategies. The second section presents background about the institution and the third and fourth sections elaborates on the selection of an archetype that fits the organizational structure of NSC and explains the sub-systems that configure the institution as a matching flexible organization (Overholt, 2003).

The design strategy will follow the model of Overholt (2003) and Drazin & Howard (1981) in formulation and identification of subsystems. Other models to be addressed are the *business strategy diamond* (Hambrick and Fredrickson, 2005) to identify the institutions'

strategy and the *pyramid of capabilities* (Collins, 2001) to define the leadership strategy required for formulation and implementation of the design.

Organizational Design Approach

Organizational design is the configuration of the structure, processes, and behaviors of an organization (Overholt, 2003, p. 22), which range from tight and elaborated components to extremely flexible styles (Gluck, 1981). Successful firms use different organizational designs that respond to their corporate strategy (Gluck, 1981, p. 14) and to their core competencies (Overholt, 2003, p. 25), suggesting that there is not an ideal layout. Matching design to strategy imposes an added challenge to the organizations: Every time there is a new strategy, redesign would follow (Drazin & Howard, 1982, p. 40), and a new process of aligning and rebalancing starts (Overholt, 2003, p. 25).

The effectiveness or *fit* of an organizational design would depend on (1) the interactions that weave the internal and external system (Gluck, 1981); (2) the degree of management of the design strategy and design process (Overholt, 2003) and (3) the ability of the firm to revise, realign and rebalance the internal components to match the strategy and the design (Overholt, 2003). Whether a firm is designing or re-designing itself, the approach will be different in traditional and flexible organizations, because of their perception of management style, change strategy and change process (Overholt, 2003, p. 23).

A Theoretical Approach to Organizational Structure

At this point, it is necessary to define organizational structure. In a seminal definition by Mintzberg (1979) structure is the “the sum total of the ways in which it [the organization] divides its labor into distinct tasks and then achieves coordination among them”. Furthermore, an organization hosts in the structure, processes and interactions between participants, goals,

technology, and environment (Scott, 2003, p. 231), which are reflected in two structural features: Division of labor and, coordination and control of work. In Scott's elaboration, the degree of specialization, departmentalization and hierarchy sets the differences between traditional and flexible structures.

Traditional or mechanistic organizations take organizational design as a means to shape structures that preserve the hierarchy, determining specific tasks and sub-tasks that are executed and integrated (Galbraith, 1974). Task integration becomes the design problem in traditional organizations, and therefore the coordination of goal setting, hierarchy and rules, becomes key factors in the strategy (Galbraith, 1974).

Conversely, flexible organizations look at organization design as a competitive advantage, and include it as a corporate strategy (Overholt, 2003, p. 23), acknowledging change is present and preparing their structure to *fit* the environment.

Archetypes of Organizational Design

Overholt (2003) offers a conceptualization of organizational designs in three major archetypes, which range from highly centralized (archetype 1) to moderately centralized-moderately autonomous (archetype 5) up to highly autonomous and decentralized (archetype 10), and combinations in between (See illustration 1).

Illustration 1

Organizational Archetypes



Source: Overholt, M.(2003). Flexible Organizations.

Using a people-centered approach, Overholt conceptualized each archetype across seven components or subsystems of the organization: Genetic core, philosophy, formal organization, information technology work processes, behavior, informal organization and culture (Overholt, 2003, p. 26). The people-centered approach is commonly used by flexible organizations that create, lead, and assess their internal capabilities as a condition to face changes (Stajkovic & Hodgetts, 1996). Table 1 presents a brief description of the components.

Table 1

Organizational subsystems of Organizational Archetypes- Overholt (2003)

Subsystem	Description
1. Genetic core	Source of decision-making: individual or team-based
2. Philosophy	Degree of use of pre-set or contingent rules in the operation
3. Formal organization	Hierarchical levels, degree of control and reward systems.
4. Information, technology and work processes	Degree of information sharing, decisions about technology, direction of flow of work processes: bottom-up or top bottom
5. Behavior	Latitude of actions, decision making and management style
6. Informal organization	Network of social relationships with teams, individuals, leaders and impact of grapevine
7. Culture	Norms that guide dress codes, involvement and status of the participants.

Adapted from Overholt, M. (2003) and Stajkovic, A. (1996)

The criteria for selecting a design will depend on whether the organization is traditional or flexible. Traditional organizations have a preference for adopting trends in the industry without attention to their internal conditions; whereas flexible organizations focus on fitting their market, their internal competencies and their ulterior performance in a congruent design (Overholt, 2003, p. 23).

Scholars and practitioners in organizational design (Galbraith, 1974; Lawrence and Lorsch, 1967; Overholt, 2003; Drazin & Howard, 1984) deem flexible organizations as a hybrid between centralized (tall) and decentralized (flat) organizations, with the added benefit of freedom of movement between these extremes, should they choose so.

Background about Nevada State College

Nevada State College (NSC) is a State higher education institution member of the Nevada System of Higher Education, classified as a second-tier college. Founded in 2002, NSC has experienced a significant growth in enrollment from less than 200 students in Fall 2002 to nearly 2000 in Fall 2007 (Nevada State College, 2007).

NSC has faced political, economic and organizational pressures for the past five years (Thietart, 2006) but has continued focused on its mission to drive all the components of the organization towards growth (NSC Self Study, 2007). The efforts of the college are aimed at the alignment with the core values reflected in the iTeach philosophy: innovation, teaching excellence, economic development, assessment, customer service and heritage (Nevada State College, 2007).

NSC offers 38 four-year terminal degrees in nursing, education, business, criminal justice, visual media, biology, psychology, and applied science. The enrollment composition by schools, places Nursing in the first place, followed by Education and Business. One of the characteristics of the Business program, is that it is not autonomous and has been hosted by the School of Liberal Arts from 2002- Summer 2006 and by the School of Education from Fall 2006. Essential statistics about the college are shown in Appendix A.

NSC is in process of accreditation with a regional academic institution and as part of the process, different committees were organized in 2006 and 2007 to write a self-study, which

describes the achievements of the school and recommendations made in nine different areas or *standards* (NSC Self Study, 2007). The NSC self-study document is the source of the re-design proposal contained in this paper, and it will be used in the following sections to elaborate the organizational models.

Selected Archetypes for NSC

Given the early stages of development of NSC and the focus on its mission as driver of the current strategic planning (NSC Self-study, 2007, p. 24), it would be beneficial for the college to transition towards a more flexible structure that allowed to move between Archetype 1 (highly centralized) and Archetype 5 (moderately centralized- moderately autonomous organization) (Overholt, 2003, p. 26).

The selection of archetypes 1 and 5 respond to the corporate strategy of growth projected for 2010 and the business strategy of quality in higher education, stated in the self-study (2007). By matching archetype 1, NSC would benefit with the direction and centralized communication of policies, procedures and bylaws from the top (Board of Regents) to the bottom of the organization (Staff and Faculty members). By matching archetype 5, NSC would leverage the existence of committees, voluntary groups, task forces, social meetings and other informal constructs that are currently operating in the college. Eventually, the flexible structure of NSC would aid in moving up to an archetype 10, if necessary.

Leadership Strategy Rationale

Although a good organization design would lead to efficiency, it would never substitute good leading (Overholt, 2003). In the path from traditional to flexible organizations, leaders are responsible for the congruence between design strategy, design process and the connection with the environment. The President of the college will have the responsibility to focus on archetype

1 to align the seven sub-systems to the design and the strategy of growth and give enough freedom to move to archetype 5 to allow for more flexibility in information sharing, necessary to integrate all the members of the organization to the strategy.

The NSC president's ability to conduct the change towards a flexible organization may be described using the hierarchy of capabilities proposed by Collins (2001) that describes leadership skills in a progression of five levels.

Table 3

Description of Level 5 Leadership Hierarchy (Collins, 2001)

Level 1
leader has the knowledge and hard work
Level 2
leaders excel in team work and delegation skills
Level 3
leaders use their organization skills to allocate resources
Level 4
leaders gather the members of the organization around a goal
Level 5
<u>leaders have a combination of excellence in professional will and modesty</u>

Source: Carpenter, M. & Sanders, W.G. (2008). Strategic Management – A dynamic perspective

Level-5 leadership would aid the NSC president and other departmental leaders in their communication with distinct audiences: faculty members –knowledge workers (Bryant, 2003); staff -experiential power (Galbraith, 1974), students, and the Board of Regents –position power (Galbraith, 1974).

Strategic Plan

The components of an effective strategic plan include the definition of a vision and mission, goals and objectives, a strategy and implementation levers and strategic leadership (Hambrick & Fredrickson, 2005). Therefore it is important to identify whether NSC has a strategy in place. Given that NSC's core business is higher education, its business strategy becomes its corporate strategy (Carpenter & Sanders, 2008, p. 9).

Table 4 proposes a description of the current strategy of NSC based on Hambrick and Fredrickson (2005) business strategy diamond. This diamond encompasses five elements of an integrated strategy: Arenas, vehicles, differentiators, staging and economic logic .

NSC has defined some of these elements since its inception and requires to constantly update and communicate them to all the members of the institution. Table 4 proposes the connection between the business strategy diamond and the current and desired status of NSC.

Table 4

Alignment of NSC strategy to Hambrick and Fredrickson’s Strategy Diamond (2005)

<p>Arenas <i>Products or services, channels and geographic markets</i></p>	<ul style="list-style-type: none"> • Higher education in the State of Nevada • Online and on-site learning • Bachelor’s degrees in education, nursing, business, liberal arts and sciences and applied sciences. • Expansion to a newer campus
<p>Staging <i>Speed of expansion and sequence of initiatives</i></p>	<ul style="list-style-type: none"> • Contingent to availability of resources from the system of higher education (NSHE) • Contingent to opportunities in the non-exploited fields or majors • 2010 is horizon for new campus
<p>Differentiators <i>Features of NSC services, image, cost, quality</i></p>	<ul style="list-style-type: none"> • Quality is the differentiator, along with cost and convenience • High faculty/student ratio • Focus on teaching, not research • Student-centered • College-Town concept
<p>Vehicles <i>Means to enter new arenas</i></p>	<ul style="list-style-type: none"> • Partnerships with institutions in Northern Nevada • Agreements with universities in Mexico • Future partnerships with local corporations and governmental offices • 2+2 agreements with community colleges • Tax advantages with the State and Legislature
<p>Economic logic <i>Means to achieve profit by strategy implementation</i></p>	<ul style="list-style-type: none"> • Increased revenues will be attained by increased enrollment through competitive tuition fees • Increased profits will be complemented by an efficient management of expenses and allocations from NSHE

Adapted from: Hambrick, D., & Fredrickson, J. (2005). Are you sure you have a strategy?. *Academy of Management Executive*, 19(4), 51-62.

The perspectives of growth of NSC include not only the academic arena, but also the economic development of the community, through a project denominated “Building a College Town” (NSC Self Study, 2007, p.34) as part of the expansion of the college to a 500-acre campus in the Southeast of Henderson, Nevada.

Mission

The mission of NSC is the driver of the strategic planning and the development of new strategies in the financial and academic areas. This mission is reviewed yearly and communicated through the college’s website, the academic catalog, the student handbook and the Board of Regents handbook (NSC Self Study, 2007, p. 32):

Nevada State College is a comprehensive baccalaureate institution of higher learning. A member college of the Nevada system of Higher Education, Nevada State College is dedicated to providing quality educational, social, cultural, economic, and civic advancement for the citizens of Nevada. Through student-centered learning, Nevada State College emphasizes and values: exceptional teaching, mentoring, and advisement; scholarship; career and personal advancement; continuing education; and service to our community. The College helps address Nevada’s need for increased access to higher education for students entering the higher education system and for students transferring from the state’s community colleges.

Equally important to align the long-term goals for the college is a vision statement, which is a forward-looking declaration of the desires of the organization (Carpenter and Sanders, 2008, p. 46). NSC does not have a vision statement at this time, but the self-study document points out the consistency of the president’s vision reflected in the development of human resources, physical plant and financial capabilities (Self Study, 2007, p. 34).

The following sections describe the seven characteristics of Archetype 5 selected as the organizational design for NSC.

Characteristics of the Organizational Design of NSC

Genetic Core

NSC is ruled by the Board of Regents, a 13-member body that issues the norms and bylaws for all the institutions of the Nevada System of Higher Education. The president of the college, Dr. Fred Maryanski is the formal CEO of the organization who maintains the “focus of the decision-making process on the mission statement”.

The Executive Committee, formed by the Deans, Provost and President of the college yearly have consistently aligned the mission to be congruent with upcoming projects such as: the master plan of the new campus, the implementation of new master’s programs and the creation of an office of institutional research (NSC Self Study, 2007, p. 24). In addition to this committee, other members of the organization participate in the formulation of projects and ideas through bodies such as: Faculty Senate, Student Body, Search Committees, Steering Committees, and Diversity coalition (NSC Self Study, 2004, p. 27).

The concept of *genetic core* appears to be linked to the *Stewardship theory* (Davis, Schoorman, & Donaldson, 1997) that posits that the members of an organization bring in their personal moral values and operate to achieve more than economic results, aimed at improving the society. An Archetype 5 requires the transmission of ideas from this *genetic core* towards administrative team, faculty and staff is periodic, in a constant basis and periodic basis.

At this time, the president maintains state of the college reports every semester, meeting with staff and faculty members. This practice could be improved to a *moderate permeation*

(Overholt, 2003, p. 26) through an improved communication and discussion of the master plan in focused meetings.

Philosophy

NSC uses a blend of established rules that have been adapted from other institutions of the system that do not reflect completely the reality of the college. The hiring of a new Provost is improving the identification of gaps in policies that need to be fixed. In this aspect, NSC should work with an archetype 1, that presets strategies and guidelines as a reference, to avoid confusions in the operation of the college. Policies and guidelines are also required for the relationships with students, staff and faculty members, and cannot be subject to independent judgment as an archetype 5 would suggest (Overholt, 2003, p. 27).

Organizational Structure

The organizational structure (or formal organization, according to Overholt, 2003) of NSC is clearly defined in the Self Study document (2007) as the foundation of the continuous improvement and quality assurance of student learning (p. 24) addressing the following components: “Faculty learning outcome committees, the creation of promotion and tenure guidelines that are directly linked to assessment, the numerous faculty development opportunities, and the creation of electronic portfolios”.

The subsystems of formal organization are expressed by the levels of hierarchy and control systems (Overholt, 2003, p. 26). NSC has approximately five layers of hierarchy between the Board of Regents and faculty members, which could be considered a *moderate* level. Each faculty member has autonomy to organize lesson plans in attendance to the curriculum map designed by committees integrated by faculty members themselves. The Dean or program chair

formulates the curriculum through a shared-decision process, which implies an archetype 5 (Overholt, 2003, p. 27).

The second component of formal organization is *control systems*, which are still in a moderately centralized level. Financial information is issued by the business office and managed by the vice president of finances and administration, whose budget committee incorporates members of the Faculty Senate and staff. However, most of the budgetary decisions continue centralized in the vice president being forwarded to the Faculty Senate, when input from the faculty members is required. The current status meets an archetype 5 but could be improved by scheduling periodic meetings of the budget committee to maintain communication across the college regardless of exceptional events.

This organizational structure is moderately flexible, which could help to assimilate change, operate through the change and resist the temptation to go back to the original state. In this sense, NSC should be able to Lewin's "freezing, moving, and refreezing" (Lewin, 1933).

Information, Technology, and Work processes

The office of information technology of NSC along with the Library support technology and instructional resources. The library has increasingly made information resources available for the students and faculty, both by own funding or by accessing to interlibrary agreements with other institutions. The information technology office maintains communications functional in a permanent fashion, through intranet and internet resources. Each classroom has available a master panel with state-of-the-art technology for instruction, and classes are instructed using WebCampus® platform for on-site and online teaching (NSC Self Study, 2007, p. 26)

Faculty members and staff have input in the incorporation of new services in information and technology, but improvements have to be made to replace obsolete systems that slow down

the work of academic advisors who use SIS platforms for students' information. At this time, the status of this sub-system qualifies NSC in an *archetype 5* (Overholt, 2003, p. 27) which could be improved to *archetype 10* in the future if resources are expanded and faculty members and students could participate in those changes.

Organizational Behavior

Three factors are weighted in the organizational behavior subsystem: latitude, decision-making and management (Overholt, 2003, p. 26). Given the nature of social responsibility of the higher education business, NSC is works aligned to high standards of teaching and learning that are reinforced by the concept of *Institutional Integrity* that ensures that "administration, faculty, and staff are committed to high standards in both policy and practices" (Self Study, 2007, p. 28). The actions are taken within guidelines established by NSHE and the president of the college, but faculty, staff and students participate actively in decision making, by providing input in the discussion of policies (NSC Self-Study, 2007, p. 29).

By allowing this interaction and participation in decision-making, NSC behaves as an open-system construct, which is consistent with the goal of transitioning to a flexible organization that responds to the environment. NSC members show characteristics of collectivism and trustworthiness (Davis et al, 1997, p.20) expressed by their response to the needs of the community, the economic development of the city, the State and the country, while striving to increase shareholders' value, competitiveness and profitability (Overholt, 2003, p. 30).

NSC defines *Academic freedom* as an essential element for teaching and research, which supports the qualification of organizational behavior subsystems as an *archetype 5* (Overholt,

2003, p. 26). One of the challenges for NSC will be to maintain this management style along with the growth and creation of the new campus.

Informal Organization

In archetype 5 informal networks work cross-functionally, and members can discuss their job-related issues with their peers (Overholt, 2003, p. 28) and find solutions to situational problems. Given the number of committees that are organized around different topics such as safety, budget, diversity, hiring, students achievement, (NSC Self-Study, 2007, p. 24) NSC behaves as *archetype 5*, with flexibility to move to *archetype 1* when further decision has to be made by the top directives of the college.

Culture

Overholt (2003) defines this subsystem by descriptors such as dress code, involvement and status, staying in a very superficial level. The dress choices of faculty, students and staff are individual and not imposed by hierarchy, nor they reflect status (Overholt, 2003). In this sense NSC shares more characteristics of an *archetype 10 than 5*, because of the high involvement, freedom to act and communicate with all levels of the institution.

Cox and Blake (2001) define culture by the diversity of its members. Based on gender, an organization could be (1) monolithic, (2) pluralistic and (3) multicultural. NSC is clearly a multicultural organization where their workforce is encouraged to learn from each other, adopting some of the rules of minority groups. The creation of a Heritage Center is the best example of this multiculturalism (NSC Self Study, 2007, p. 245). NSC has operated this transformation using the five components stated by Cox and Blake (1991, p.52): 1) leadership, 2) training, 3) research, 4) analysis and change of culture and human resource management systems, and 5) follow up". This diverse culture increases NSC competitive advantage in front of

traditional higher education institutions operating in the system, and positions NSC as an *archetype 5* (Overholt, 2003)

Environment

Internal

The interaction of the units within an organization are an important element on organizational design and have to be considered in a design strategy. If an organization faces a changing environment, its internal units need to be ready to face those changes. Lawrence and Lorsch (1967) proposed a design strategy from the bottom-up where members of the organization are assigned to activities that *fit* their capabilities but also their diversity in education, experience, age, sex, prestige, nationality and race (Scott & Mitchell, 1985, p. 253).

NSC is a diverse institution with a high percentage of female students and female faculty members, and with a significant representation of students from all races (See Appendix A). This diversity requires assistance programs that address the needs of low-to-moderate income students, and given the projections of growth to 25,000 students by year 2025 (NSC Self Study, 2007, p. 24), the identification of core competencies in the faculty members and staff, becomes an essential element for readiness (Scott & Mitchell, 1985).

Job Design

A design strategy needs to work with two key factors: *Differentiation* and *integration*. Differences enrich the organization, but integration puts together these differences to respond to a common goal (Lawrence and Lorsch, 1967, p. 4). The role of the strategist will imply defining *integrating roles* for each individual, with a given level of power to make decisions (Malnight, 2001, p. 1208) leaving the final *integration* at the top management level. This contingent perspective differs from former contingent approaches by Argyris (1964), March and Simon

(1958) and Likert and MacGregor (1960) where the design process started on the top and moved down to the subsystems.

NSC operates within these premises, because faculty members are assigned to courses given their field of experience, and become designers of the lessons plans, aligning them with the curriculum map and with the development of the field. The Dean or departmental chair compiles the designed plans and align them with the degree outcomes (NSC Self study, 2007, p. 26).

However, work has to be done to improve the efforts in professional development and assessment across the college, supporting the individual work of faculty members with instruction in teaching excellence. Given the constraints in budget, programs such as business administration, have only two faculty members, who instruct 50% of the course load of every semester, which requires that faculty members become less specialized and more holistic.

External

The success of NSC depends on understanding the dynamics of higher education in the State and the city and in linking those dynamics with the needs of the students (Overholt, 2003, p. 25). The geographic location of NSC is an opportunity and a challenge at the same time. The Las Vegas Valley is considered as an area with a low level of college-degree achievements, and different to colleges or universities in California and Arizona, funding from the Legislature is more complex.

Schlevogt (2001) proposes a theory of geo economics to explain the influence of economics and management as key factors of success in firms with geographical differences. The underlying concept is that the requirements for business survival are different (p. 520). Factors such as Legislature and government support and size affect NSC performance, which suggests that the geo economic model operates for NSC.

People Systems

A world-class organization is one that believes employees are self-learners, and prepare personal development plans for them, execute appraisals, empower their employees, communicate share values in a continuum (Juceviciene & Leonaviciene, 2007). NSC responds to these description given that faculty members are hired upon their qualifications as academic and practitioners.

All faculty members in the schools of Liberal Arts, Education and Nursing, participate in planning, curriculum development and creation of new knowledge. According to Nonaka (2007) "creating new knowledge means quite literally to re-create the company and everyone in it in a non-stop process of personal and organizational self-renewal" (p. 163).

The activities performed by full-time faculty members show an overload in teaching, administrative and non-administrative activities that has to be adjusted (Self-study, 2007, p. 126) to fully reflect the additional hours and resources that are allocated to class preparation, advising and recruiting.

Given the importance of faculty members for the operation of NSC, the college offers an attractive compensation package that includes not only competitive salaries, but comprehensive health care and insurance, opportunities for professional development off-campus, and other professional conferences (Self-study, 2007, p. 127).

As a response to the highly diverse faculty composition, NSC makes efforts to recruit qualified individuals from targeted groups, that enrich the diversity of the college. The hiring process is conducted by Search committees comprised by faculty members, staff and directives, that provide recommendations for hiring to the Human Resources unit.

NSC leadership has successfully identified the implementation levers of their strategy (Carpenter & Sanders, 2008, p. 253) engaging all the members of the institution in the achievement of growth; recognizing the importance of job satisfaction as a feasible way to close the gap between knowing and doing (Carpenter & Sanders, 2008, p. 253). Concretely, training and development, fair compensation and rewards have acted as effective ways to increase employee engagement and could be used as a measurement of the degree of alignment to the strategy in the future.

Conclusions

The dynamics of the environment and the readiness of organizations to understand and adapt to the demands of the market, make a difference between success and failure. Traditional organizations that are unable to understand and manage change, have higher difficulty to find their path to success (Drazin & Howard, 1984). Flexible organizations are more open to change and do not fear it, rather they prepare their internal components to adapt to transformations (Overholt, 2003).

This document has presented the theoretical framework of flexible organizations and the advantages of transitioning from extremely centralized designs to a moderate decentralized and autonomous construct. Using the Archetype models of Overholt (2003) this paper describes the characteristics of Nevada State College as a flexible organization that is prepared to move between high centralization (archetype 1) and moderate decentralization (archetype 5).

Through the use of the business strategy diamond model of Hambrick and Fredrickson (2005) it was possible to identify the existence of a strategy in place for NSC's growth and the market dynamics in the higher education system of Nevada. Using the NSC Self study document,

this doctoral learner assessed the business strategy and aligned the internal components of NSC structure to the subsystems proposed by Overholt (2003) archetypes.

Following a strategy development process for flexible organizations, this document found the adequacy of a majority of these components to an archetype 5 and recommended the re-design of others as factors to increase the competitive advantage of Nevada State College.

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*Appendix A**Nevada State College Essential Statistics**Fall 2006*

<i>Variables</i>	<i>Description</i>
Enrollment	1959 students
Enrollment by Gender	Male 556 (28%) Female 1,403 (72%)
Self-reported Ethnicity	Caucasian (48.1%), Latino (13.1%), African American (7.5%), Asian/Pacific Islander (11.7%), Native American or Alaskan (0.95%), unknown (18.6%)
Full time instructors	51
Part-time instructors	93
Sections instructed by full-time instructors	49%
Sections instructed by part-time instructors	51%
Business Plan Staffing Projections (2010)	
Faculty	87
Staff	85
Faculty Diversity	Ethnicity: White, non Hispanic (73.1%), Asian/Pacific Islander (15.4%), Hispanic (5.8%), Black, non Hispanic (3.8%), Native American (1.9%). Gender: Male 20 (38%) Female 32 (62%)