Investigation of Flat, Hierarchical and Flat – Hierarchical Organisation Structure

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Abstract – The organizational structure comprises of exercises, for example, task portion, coordination and supervision which are coordinated towards the accomplishment of organizational objectives. The idea of management was perceived many years back by early functional researchers of management, for example, Henri Fayol and Chester Bernard (Koontz, O'Donnell and Weihrich, 1980). Same is seen in momentum results where we see, least satisfaction level among faculty of hierarchical institutes with regards to flexibility in including new modules, new thoughts, basic leadership, industry and abroad interface and degree for advancement.

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INTRODUCTION

Organizational structure is characterized as "the establishment of power organizations with arrangement for coordination between them, both vertically and on a level plane in the venture structure" (Koontz, 1994). Present day organization configuration draws on thoughts from many fields to make working progressively powerful and dynamic to mix individual and organizational arrangements together into a strong entirety.

The management of higher education institutions has changed extensively in the course of the most recent couple of decades. Most investigations in Europe ordinarily center on how the self-sufficiency of institutions advanced, how the administration structure created, and what sort of management roles and procedures showed up. Less consideration has been paid to the difference in formal organizational structure, which, as per the possibility hypothesis, significantly affects the proficiency and viability of organizations. There is even less inquire about on these issues in Central and Eastern management institution. In this paper, the advancement of the organizational structure of Hungarian institutions is broke down from a possibility hypothesis viewpoint. The connection between environmental components, (for example, size, intricacy, and soundness of environment) and organizational reactions (e.g., centralization and decentralization) is inspected.

TYPES OF ORGANIZATIONAL STRUCTURE

♦ **Functional Organizational Structure**

A functional organizational structure is a structure used to sort out laborers. They are gathered dependent on their particular abilities and information. It vertically structures every department with roles from president to back and deals departments, to client care, to employees allocated to one item or administration. Functional organizations contain specific units that report to a solitary expert, as a rule called top management.

♦ **Holacratic Organizations Structure**

Advanced change fills the unpredictability of our environment and in this manner requires elevated amounts of flexibility from organizations. This brings out the requirement for new organizational ideas and Holacracy vows to fill this void. Holacracy is a management framework described by an uncommon organizational structure to manage the undeniably unpredictable social and business environment. One approach to address this unpredictability in holacratic organizations is done through supposed pressures. Strains are related with a potential for improvement that once handled start change inside the organization. The primary motivation behind this article is to investigate how holacratic organizations manage pressure to accomplish quick flexibility.

♦ **Matrix Organizational Structure**

A framework organizational structure is an organization structure in which the announcing

connections are set up as a lattice, or network, instead of in the conventional pecking order. As such, employees have double revealing connections - for the most part to both a functional manager and an item manager. During the 1970s, Philips, a Dutch global gadgets organization, set up framework management with its managers answering to both a land manager and an item division manager. Many other huge enterprises, including Caterpillar Tractor, Hughes Aircraft, and Texas Instruments, likewise set up revealing along both functional and undertaking lines around that time.

ORGANIZATIONAL PERFORMANCE

Performance is comprehended as achievement of the organization in connection with its set objectives. It incorporates results accomplished, or achieved through commitment of people or groups to the organization's key objectives. The term performance envelops monetary just as conduct results. Brum Bach sees performance even more thoroughly by incorporating the two practices and results. He is of the view that practices as _outcomes in their own right', which _can be made a decision about separated from results'. Performance is an effect. The roles of any manage can be found in three sections: Being, Doing and Relating. Being it is worried about the skills of the manage that are important to his/her performance. It is readiness of the brain of the manager. Doing centers around the manage exercises that are fluidly powerful at various levels in the organization: that influence performance of different roles reliant on the manage yield, and the organizational performance overall. As somebody stated, _Ideas are amusing easily overlooked details.

REVIEW OF LITERATURE

David Gichuhi (2017) - Many of these components are from the environment where customary view regularly isolated into inside and outer elements. The different dimensions of organizational structure can either improve or diminish compelling organizational performance coming about in either exactness of performance gauging or deviations among estimates and genuine results. Intensity is the quality that makes organizations show a forefront.

Gholam (2016) - Conceptualization of organizational structure is the manifestation of orderly idea. The organization is made out of elements, relations among elements and structure as an over-generalization forming a unit. Structure is high mix of the relations between organizational elements framing presence reasoning of organizational action. Orderly perspective on organization to structure demonstrates that structure is made out of hard elements on one side and delicate elements on the opposite side.

Mehta et. al (2015) - talked about the instructive procedure of innovation management education with regards to Masters of Business Administration (MBA)

programs in the profoundly created nations like as the USA. Bowonder and Rao (2004) commented that accreditation has upgraded quality in management education and its outcomes are very invigorating. Gupta (2007) expressed that there is noteworthy fall in nature of management education particularly in the areas viz. wrong infrastructure, lack of experienced staff, little center around innovative work. Every one of these elements lead management institutions in a condition of peril.

Khurana (2008) unequivocally urged the academicians not exclusively to shape students to confront the difficulties of the globalized world yet additionally rouse them to choose a profession that can coordinate with their degree of intrigue, dormant information, abilities and fitness.

Sanchita and Goel (2012) - distinguished key issues in the space of Indian Management Education to bring proficiency, adequacy and value.

Shubhendu S. Shukla (2013) opined that there is a pressing need to build up a powerful environment as to empower quality management education institutions and such relentless endeavours are required to reform management education.

Subrahmanyam and Shekhar (2014) considered effect of globalization on management education in India. In such situation, building up a solid pool of gifted individuals are seemed, by all accounts, to be unavoidable to address requirements of the difficulties of the worldwide environment. Worldwide Organizations additionally demand Management institutions to give worldwide standard expert education.

Panda (2015) - B schools in India appear to be in the cusp of emergency, which can be checked by one of the ongoing news reports that has demonstrated that 5% to 15% of the class of 2013 had not been put until mid-March over the Indian Institutes of Management (IIMs, both old and new) (Chakraborty, 2013) regardless of expanded footfalls of enrolling organizations in B-School grounds, which make things increasingly uneasy for all partners including potential bosses. The offenders many state are both the financial downturn and expanded cluster sizes. More than likely, IIMs have never had such an encounter.

RESEARCH METHODOLOGY

A research technique is a systematic arrangement for leading research. Sociologists draw on an assortment of both qualitative and quantitative research strategies, including experiments, survey research, participant observation, and secondary data.

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METHOD OF RESEARCH

Initially, an exploratory research was helped out through audit of writing by studying research papers from noticeable diaries and magazines to identify the research hole which is whether execution of management institutions contrast with the type of organization structure.

DATA COLLECTION

Part 1

This part has been directed to Heads of Management Institutes. Questions identifying with type of organization structure, to help in comprehension and classifying management institutions in India, were detailed dependent on survey of writing and collaborations with conspicuous academicians.

Part 2

This part has been directed to students seeking after MBA programs in management foundations crosswise over India. Questions identifying with curricular angles, result of the program and purposes behind joining were figured to know the degree of satisfaction.

Part 3

This Part have been controlled to Faculty of management organizations crosswise over India. **Part 4**

This Part have been directed to Alumni of management organizations crosswise over India. Questions identifying with estimating result of MBA program (skill based and learning based) and Feed-back on content quality, educational plan quality and dynamic organization with establishment.

Part 5

This Part have been controlled to Recruiters who have been visiting management foundations crosswise over India for the reasons for enrolling MBA graduates. Questions identifying with inclination of recruiters were inquired.

Sampling

Sampling is the component from which the sample can be drawn. Since the target respondents (faculty, alumni, students and recruiters) identify with management institutions, these institutions have been chosen for study.

RELIABILITY TESTING

Reliability implies consistency of scores acquired by same person when reconsidered with the test on various arrangements of identical things or under other variable looking at conditions.

► **For faculty**

Reliability Statistics

Cronbach's Alpha	No. of Items
.962	40

VALIDITY TESTING

Validity of an instrument is tried to discover that the instrument estimates what it is proposed to measure.

DATA ANALYSIS

The strategies for analysis for this study were both qualitative and quantitative. The data accumulated from the interviews was analysed utilizing qualitative strategies. Miles and Huberman (1994) characterized analysis "as comprising of three simultaneous progressions of activity: data decrease, data display, and end drawing/verification".

DATA ANALYSIS AND RESULTS

As per Miles and Huberman (1994), information show is a visual configuration that presents data efficiently so the clients can make inference. "Analysis of subjective information lays midway on showcases that pack and order information to allow reaching determinations, while guarding against the over-burden and potential for inclination that shows up when we attempt to investigate expanded, unreduced content" (Miles and Huberman, 1994).

DATA ANALYSIS ON THE STRUCTURED INTERVIEW

Table 4.1: MBA Institutes falling under category of Organisation Structure

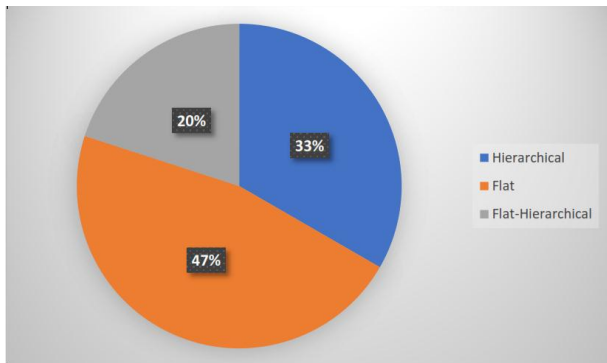| Structure	Number
Hierarchical	70
Flat	98
Flat-Hierarchical	42
Total	210

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Figure 4.1: MBA institutes falling under each organisation structure

Table 4.2: Faculty belonging to MBA institutes

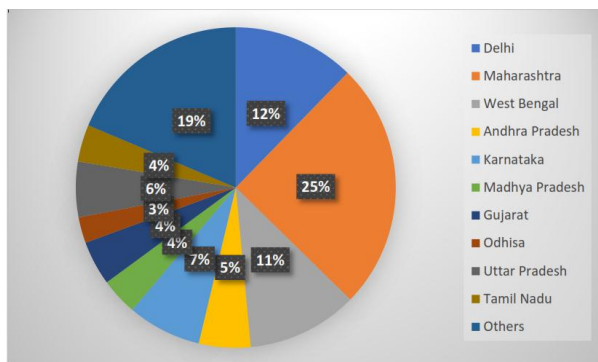| States	Number
Delhi	33
Maharashtra	67
West Bengal	30
Andhra Pradesh	14
Karnataka	20
Madhya Pradesh	10
Gujarat	12
Odhisa	7
Uttar Pradesh	15
Tamil Nadu	10
Others	50
Total	268

Figure 4.3: Faculty belonging to MBA institutes

Complete respondents were 268. These respondents were looked over changed administration institutes in India. Out of 268 respondents, Majority were from institutes situated in Maharashtra, Delhi, West Bengal, Karnataka, Madhya Pradesh, Tamil Nadu, Andhra Pradesh, Gujarat, Odhisa and Uttar Pradesh. 50 were from institutes situated in different conditions of India like Punjab, Rajasthan, Kerala, Bihar, and so forth.

Table 4.3 curriculum reflects vision and mission

organization structure			Frequency	Percent	Valid Percent	Cumulative Percent
		.00	6	6.1	6.1	6.1
		2.00	27	27.3	27.3	33.3
hierarchical	Valid	3.00	49	49.5	49.5	82.8
		4.00	17	17.2	17.2	100.0
		Total	99	100.0	100.0	
		3.00	7	10.3	10.3	10.3
		4.00	25	36.8	36.8	47.1
flat	Valid					
		5.00	36	52.9	52.9	100.0
		Total	68	100.0	100.0	
		3.00	3	3.0	3.0	3.0
		4.00	58	57.4	57.4	60.4
flat-hierarchical	Valid					
		5.00	40	39.6	39.6	100.0
		Total	101	100.0	100.0	

Staff of hierarchical structure have a neutral stand while personnel of flat and flat hierarchical structure have total satisfaction

Table 4.4 Curriculum reflects employability

organization structure			Frequency	Percent	Valid Percent	Cumulative Percent
		.00	5	5.1	5.1	5.1
		1.00	13	13.1	13.1	18.2
		2.00	5	5.1	5.1	23.2
hierarchical	Valid					
		3.00	62	62.6	62.6	85.9
		4.00	14	14.1	14.1	100.0
		Total	99	100.0	100.0	
		1.00	1	1.5	1.5	1.5
		2.00	1	1.5	1.5	2.9
flat	Valid	3.00	61	89.7	89.7	92.6
		5.00	5	7.4	7.4	100.0
		Total	68	100.0	100.0	
		3.00	90	89.1	89.1	89.1
flat-hierarchical	Valid	5.00	11	10.9	10.9	100.0
		Total	101	100.0	100.0	

Greater part of Faculty of flat, hierarchical and flat hierarchical structure have a neutral reaction.

Table 4.5 curriculum supports innovation

organization structure			Frequency	Percent	Valid Percent	Cumulative Percent
		.00	13	13.1	13.1	13.1
		1.00	12	12.1	12.1	25.3
		2.00	11	11.1	11.1	36.4
hierarchical	Valid					
		3.00	47	47.5	47.5	83.8
		4.00	16	16.2	16.2	100.0
		Total	99	100.0	100.0	
		1.00	1	1.5	1.5	1.5
		2.00	8	11.8	11.8	13.2
flat	Valid	3.00	29	42.6	42.6	55.9
		4.00	30	44.1	44.1	100.0
		Total	68	100.0	100.0	
		3.00	51	50.5	50.5	50.5
flat-hierarchical	Valid	4.00	50	49.5	49.5	100.0
		Total	101	100.0	100.0	

Larger part of Faculty of flat, hierarchical and flat hierarchical structure have a neutral reaction.

Table 4.6 curriculum reduces academic industry gap

organization structure			Frequency	Percent	Valid Percent	Cumulative Percent
		.00	10	10.1	10.2	10.2
		1.00	10	10.1	10.2	20.4
		2.00	9	9.1	9.2	29.6
	Valid	3.00	48	48.5	49.0	78.6
hierarchical		4.00	21	21.2	21.4	100.0
		Total	98	99.0	100.0	
	Missing	System	1	1.0		
	Total		99	100.0		
		1.00	1	1.5	1.5	1.5
		2.00	2	2.9	2.9	4.4
		3.00	23	33.8	33.8	38.2
Flat	Valid	4.00	30	44.1	44.1	82.4
		5.00	12	17.6	17.6	100.0
		Total	68	100.0	100.0	
		3.00	31	30.7	30.7	30.7
		4.00	50	49.5	49.5	80.2
flat-hierarchical	Valid	5.00	20	19.8	19.8	100.0
		Total	101	100.0	100.0	

Dominant part of the faculty of hierarchical structure have a neutral reaction however faculty of flat and flat hierarchy are satisfied

CONCLUSION

In the present study, the reactions depended on their satisfaction levels as for a lot of performance parameters identified with educational program improvement and delivery, assessment, industry interface, alumni inclusion in institution exercises and arrangements. Faculty of flat and flat hierarchical institutions have indicated higher satisfaction than faculty of hierarchical institutions. Among the flat – hierarchical and flat institutions, scores of resources having a place with flat – hierarchical institutions is higher than those of flat institutions except for organization of industry specialists and guest speakers where nq significant difference in the satisfaction level is seen.

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