

Administrative and Policy Assessment

Definitions

- Administrative Assessment
 - An analysis of the policies, resources, and circumstances in an organizational setting the either facilitate or hinder the development of a health promotion program
- Policy
 - The set of objectives and rules guiding the activities of an organization or an administration
- Regulation
 - The act of enforcing policies, rules or laws

Definitions

- Organization
 - The act of marshaling and coordinating the resources necessary to implement a program
- Community Organization
 - The set of procedures and processes by which a population and its institutions mobilize to solve a common problem or pursue a common goal
- Implementation
 - The act of converting program objectives into actions through policy changes, regulation, and organization

■ Administrative Assessment

- Matches the determinants of behavioral and environmental change to educational and organizational strategies and then budgeting the time and material resources to implement the methods and strategies.
 - Setting or channel through which one will reach the population dictates which methods and strategies are most appropriate.
 - Representatives of those settings should be involved here if they have not been involved in the earlier stages.

■ Administrative Assessment

- Step 1: Assessment of Resources Needed
 - What is needed to implement the proposed educational methods and strategies?
 - Time
 - Personnel
 - Budget
 - Pay attention to funding organization's requirement

Administrative Assessment

Step 1: Resources Required

a. predisposing factors

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|-------------------------------|---|
| ■ Mass media | ■ Examples |
| ■ marketing analysis | ■ cost for surveys |
| ■ focus groups | ■ cost for sessions |
| ■ production costs | ■ scripts, design, art |
| ■ air time | ■ radio, TV, space |
| ■ Local Media | ■ Examples |
| ■ organizational sponsorships | ■ gov't, voluntary, political, civic |
| ■ institutional channels | ■ worksites, schools, recreational settings |

Resources Required:

a. Predisposing Factors (contd.)

- **Interpersonal communications**
 - **training personnel**
 - **hiring or contracting personnel**
 - **supervising and monitoring personnel**
- **Examples of costs or in-kind resources**
 - **trainer, release time**
 - **salaries, benefits, space, equipment, supplies, telephone, photocopying**
 - **time and costs of those who supervise & evaluate personnel**

Resources Required:

b. Reinforcing Factors

- **Organizational Support**
 - active communication with their members
 - training of their staff, volunteers
- **Leadership Development**
 - parent education and teacher training
 - supervisors in workplaces, community leaders
- **Peer Group Development**
 - self-help and mutual aid groups
 - informal group dynamics

Administrative Assessment

■ Step 2: Assessment of Available Resources

- **Personnel**
 - Use existing personnel vs. hiring new personnel
- **Other Budgetary Constraints**
 - Questions to ask before trimming program plans:
 - Threshold level?
 - Point of diminishing returns?
 - Critical elements?
 - Critical expectations?
 - Critical timing and cash flow?
 - Critical population segments?

Step 2: Resources Available

- **Time and Budget Estimates**
- **Supplementing Personnel**
 - borrowing, seconding, reassignment
 - retraining
 - recruit and train volunteers
 - cooperative agreements between organizations.
 - grant applications
 - public donations, user fees

Cutting Back on Scope of Program Planned

- What is the threshold level?
 - ...the point of diminishing returns?
- What are the critical elements?
- What are the critical expectations?
- Target dates and cash flow adjustable?
- Critical population segments, priorities?
- Trade-offs between values (e.g., equity vs. numbers reached)

Administrative Assessment

- **Step 3: Assessment of Factors Influencing Implementation**
 - Staff commitment and attitudes
 - Program goal(s)
 - Rate of change
 - Familiarity
 - Complexity
 - Space
 - Community circumstances
 - Quality assurance, training and supervision

Material in Hand for Construction of the Program

- A vision and long-range goal(s)
- Concrete objectives
- Immediate targets
- Knowledge of the population & situation
- Commitments from those who helped plan the program.
- You know where you want to go and why
- You know what has to happen to get there
- You know the people & their circumstances
- You have potential resources & capacities to make it happen

Program Focus: Individuals or Population?

- Is the program to be carried out primarily at the individual level (e.g., patient education, counseling, case work, small groups, families)?
- Or at the population level (e.g., schools, clinics, worksites, hospitals, communities)?

Step 3. Assess Barriers to Implementation

- Staff commitment and attitudes
- Goal conflict
- Rate of change
- Familiarity
- Complexity
- Space
- Community barriers
- staff insufficiently informed of plans
- plan resets priorities
- plan sets too fast pace
- plan threatens
- plan seems complicated
- Plan displaces staff
- Geography, interorgn'l competition, climate...

■ Policy Assessment

- Assess policies and regulations that constrain plans and capacities
- Assess political forces
- Promote policies, regulations, & organization to support plan
- Does the plan conflict with standard operating procedures or rules?
- Does the plan set up conflicts, competition?
- Reconcile concept and context, plans and realities to harmonize

■ Policy Assessment

- Step 1: Assessment of the Organizational Mission, Policies, and Regulations
 - Be informed of the mission and culture of the organization
 - Anticipate areas of potential conflict
 - Inquire about the flexibility of a policy

■ Assess Policies, Regulations & Organization

- The issue of loyalty, to whom?
- Consistency of plan with existing policy and organization?
- Flexibility of existing policies?
- Administrative and professional discretion of practitioners? (pp.199-201)
- Ethics & practicalities of leaving the organization
- Show consistencies; correct inconsistencies as possible; change policies if necessary
- Most good policies have flexibility. Any precedents?
- What is range of authority to innovate & improvise in the face of new challenges?

■ Policy Assessment

■ Step 2: Assessing Political Forces

- Level of analysis
 - Intraorganizational vs. Interorganizational
- Zero-Sum Game
 - Each transaction results in a win at someone else's expense.
- Systems Approach
 - Each is dependent upon the success of the other in order for the system to function effectively.

■ Policy Assessment

■ Step 2: Assessing Political Forces

- Exchange Theory
 - Cooperation while still pursuing own goals and receiving support.
- Power Equalization Approach
 - Some have more to gain or sacrifice than others.
- Power Educative Approach
 - Educating the powers that be about the sacrifices that some are making.

■ Policy Assessment

■ Step 2: Assessing Political Forces

- Conflict Approach
 - Organized confrontation
- Advocacy and Educating the Electorate
 - Advocacy
 - Education by organization to bring about political change.
- Empowerment Education and Development
 - Community educates itself to assume control over the situation

■ Assuring Quality

- Quality assurance
 - The systematic application of audits, checks, and corrections to ensure that the strategies and methods applied, relative to the program objectives, reflect the highest quality feasible
- Steps in assessing training needs:
 - Identify discrepancies between current skills of staff and those required in the proposed program
 - Reach consensus about which gaps matter most
 - Given time resource constraints, to determine which gaps are most modifiable through training

■ IMPLEMENTATION

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|--|--|
| ■ Structural considerations | ■ goal, task, scale (size) |
| ■ Cultural considerations | ■ organizational climate |
| ■ Technical considerations | ■ required skills, resources |
| ■ Resource accessibility and flow | ■ how readily available or shared are the resources? |
| ■ Power relationships and coalitions | ■ strength and disposition of organizational leaders |
| ■ Public expectations and patience | ■ timing, urgency of problem, numbers affected |
| ■ Sustainability, institutionalization | ■ leveraging, starting small & building on success |

■ Sustainability & Institutionalization

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|--|--|
| ■ Leveraging resources and commitments | ■ using initial resources to attract more |
| ■ Promoting ownership | ■ participatory planning |
| ■ Allocating credit and visibility | ■ public notice of each participant's support |
| ■ Evaluation: the uses of data | ■ good data produce confidence and resolve |
| ■ Should it be institutionalized? | ■ institutionalize if worthy but don't petrify |

■ So What Are You Going to Do?


