**Table 2.2: Questions to Guide Understanding of an Organizational Setting**

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| What makes this category of setting (e.g., hospitals) different from (or similar to) other categories of settings (e.g., schools, workplaces)? |
| What diversity can be expected within this category of setting? (e.g., inner city vs. suburban or rural schools; large, corporate vs. small, family-run workplaces, etc.) |
| What assumptions are usually made about this setting? Are these assumptions warranted in this case? |
| How has the conceptualization (as well as role and nature) of this setting evolved over time? |
| What elements of the [structural, social and/or physical aspects of the organization] influence [focus of program, policy, or practice] in this setting? |
| To what extent do the following aspects of the psychosocial environment have a bearing on [focus of program, policy, or practice] and the possibilities for intervention in this setting?• social composition with respect to age, gender, race, and class• stress, decision latitude, control over pace, and demands of work• status hierarchies• work–life balance• behavioral norms and expectations (social sanctions)• quality of human relations (trust, reciprocity, social capital and social cohesion, bullying)• lines of accountability and reporting structures• organizational culture and readiness for change• internal politics, recent history of accommodation, or prior conflict |

Adapted from Poland et al., 2009, p. 508