**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