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

- 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.

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

Step 1: Resources Required

a. predisposing factors

- Mass media
  - marketing analysis
  - focus groups
  - production costs
  - air time
- Local Media
  - organizational sponsorships
  - institutional channels

- Examples
  - cost for surveys
  - cost for sessions
  - scripts, design, art
  - radio, TV, space

Examples

- gov’t, voluntary, political, civic
- 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, interorganizational competition, climate...
Policy Assessment

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

- Structural considerations
- Cultural considerations
- Technical considerations
- Resource accessibility and flow
- Power relationships and coalitions
- Public expectations and patience
- Sustainability, institutionalization

- goal, task, scale (size)
- organizational climate
- required skills, resources
- how readily available or shared are the resources?
- strength and disposition of organizational leaders
- timing, urgency of problem, numbers affected
- leveraging, starting small & building on success

Sustainability & Institutionalization

- Leveraging resources and commitments
- Promoting ownership
- Allocating credit and visibility
- Evaluation: the uses of data
- Should it be institutionalized?

- using initial resources to attract more
- participatory planning
- public notice of each participant’s support
- good data produce confidence and resolve
- institutionalize if worthy but don’t petrify
So What Are You Going to Do?