

## programme management in careers work - the questions

There are 17 questions here, but you don't need to answer them all. Work on what are relevant to your role. The whole thing can be done in an-hour-or-so. The enquiry needs you relate what you say to :

- > **careers work** a learning activity to help people figure out what they will do about their working lives
- > **programme management** what you do to ensure that this learning activity runs well
- > **a particular focus** one aspect or theme in that learning activity - it may extend over time, or be a short, free-standing or one-off activity.

The information you provide will be assembled into an analysis. You can keep it anonymous (see last page).

Programme management is not one thing. You'll be asked to say (below) which of these positions apply:

- > **ORG** organisation-wide - taking account of everything done on the name of careers work
- > **DEP** department-located - taking account of what a single department or section staff do
- > **IND** individually undertaken - supplementing what mainstream departments do

The process on the following pages asks you to...

- > tell of your programme-manager's role
- > work only on questions that apply to your role (put a line through the not-applicable);
- > work in any order (see page two).

you can find how others have responded to this questionnaire at...  
<http://www.hihohiho.com/activeprojects/cafmngmntxmpls.pdf>

### your programme-management position

<b>organisation:</b>	<b>title of learning activity:</b>	<b>students'-or-clients' age-range:</b>
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your role on this programme - title or description	average weekly hours on this work		what is your position..
	official	voluntary	ORG / DEP / IND (see above)

You can apply this method to other programme-management roles you have - see the last page

There is no need to go through this in any particular order - start where it suits, pass over what doesn't fit your work

**activity:**

key features and examples	page 1
where this happens	page 2
what students-or-clients do	page 3
getting things moving	page 4

**team-building:**

how you identify team members	page 5
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**thoughts and feelings:**

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**drafting and redrafting your answers...**

the questions are intended to be thought-provoking - answering them might help re-shape your ideas about the role you might therefore want to draft and redraft - that's fine

to get more printouts, go to...

<http://www.hihohiho.com/activeprojects/cafmanagement.pdf> - to write by hand

<http://www.hihohiho.com/activeprojects/cafmanagement.doc> - to keyboard

contact information is on the last page

## the role - what happens

- 1:** questions 1-3 are on programme-activity - what is done by the manager, the partners who help, and the students-and-clients  
please describe the programme in row 1 - and, in row 2, give illustrative examples that help to appreciate the programme

	main facts	what people do	why it works well
row 1: key features			
row two: examples			

## activity - settings

**2:** please say where students-or-clients are on this programme - tick the rows that apply - and then tell more, to the right, in the rows that apply

where were the students-or-clients...	yes? ✓	length of slots	how many slots	over what period	advantages of this setting	disadvantages
...existing teaching- and-learning slots						
...special set-aside slots						
...going out into the local area						
...going out farther afield						
...other						

### activity - what students-or-clients do

**3:** please tick one or more of the student-or-client activities - and then complete, to the right, the rows that apply

they are engaged with...	✓	underline how frequently?	good because...	needs care because...
...listening to lectures and talks		at times / often / usually / always		
...looking at films or videos		at times / often / usually / always		
...filling in worksheets		at times / often / usually / always		
...taking part in discussion		at times / often / usually / always		
...meeting and talking with new people		at times / often / usually / always		
...creating a new invention product or art-work		at times / often / usually / always		
...taking part in an 'as-if-I-were' role		at times / often / usually / always		
...taking on a real role, in real time with real consequences		at times / often / usually / always		
...doing any of this in groups or teams		at times / often / usually / always		
...other student-or-client activity		at times / often / usually / always		

### activity - how you get things moving

**4:** please tick the descriptions which apply to the how you see your role in this programme - then complete, to the right, the rows that apply

working as...	✓	how does the manager work in this way?	why is this important?
...an educator supporting appropriate learning	<input type="checkbox"/>		
...a fixer making arrangements work well	<input type="checkbox"/>		
...a leader pushing new things forward	<input type="checkbox"/>		
...a developer creating and inventing from scratch	<input type="checkbox"/>		
...a coordinator keeping everything in- touch and together	<input type="checkbox"/>		
...other ways	<input type="checkbox"/>		

### team-building - how you find partners

**5:** questions 5-9 are on team-building - about you identify, involve and support partners, in the organisation and in the community  
 please tick who is sought as partners to help - then complete all the rows to the right

the manager tries to find partners  
 who...



rank ✓'s  
 importance

ranked in this order because....

...have time available, can spare the time			
...can offer useful expertise or experience			
...can fire-up student's-or-client's interest			
...understand the importance of this work			
...are ready to be trusted with the special challenge of this work			
...other needed characteristics			

## team-building - how you involve people

**6:** team-building from another angle - who are your active helping-partners in this programme - tick, rank and work all to the right

finding them among...	✓	rank ✓'s importance	ranked in this order because....
colleagues			
...current students-or-clients			
...former students-or-clients			
... people from students'-or-clients' home-life			
...business people			
...working people in all walks-of-life			
...other people			

## team-building - how you approach people

**7:** yet another take on team-building - please tick one-or-more for your approaches to partners, rank them - then work right on those rows

winning their interest means...	✓	rank ✓'s importance	ranked in this order because....
...seeing people individually			
...arranging training or support			
...make sure everybody knows what is going on			
...make it clear that people can volunteer			
...in other ways			

### team building - your management style

**8:** team-building influence - please tick and rank the how you involve and support partners - then complete those rows to the right

I have influence because I...	✓	rank ✓'s importance	this approach is effective because....
...have a senior position			
...make resources available			
....maintain good personal relationships			
....show how the action is in people's own interests			
...can call on evidence and expertise			
...other forms of influence			

**team-building - being part of programme-manager's team**

**9:** this returns to your role in this activity, but it also asks whether you see yourself as part of a programme-manager's team if so please tick what's that manager does - and 'who' it is, including yourself as 'me' - then work to the right on the ticked rows

working as...	✓	who?	how does the manager work in this way?	why is this important?
...an educator supporting appropriate learning				
...a fixer organising budgets and procedures				
...a leader pushing 'out there' new ideas for action				
...a developer creating and inventing from scratch				
...a coordinator keeping everybody in-touch and together				
...other ways				

**team building - your team manager's style**

**10:** more on your team manager's work - please tick and rank the how that person support partners - then complete those rows to the right

I have influence because I...	✓	rank ✓'s importance	this approach is effective because....
...have a senior position			
...make resources available			
....maintain good personal relationships			
....show how the action is in people's own interests			
...can call on evidence and expertise			
...other forms of influence			

## stakeholders - people to keep in the loop

**11:** questions 10-11 ask about links to other people with a significant interest in this activity - other than students-or-clients, and partners  
please tick and rank which of these other people are consulted and informed about this work - and complete those rows to the right

informing and consulting...	✓	rank ✓'s importance	how often	ranked in this order because....
...senior managers in the organisation			annually / termly / monthly / weekly / daily	
governors, representatives or shareholders			annually / termly / monthly / weekly / daily	
...current working partners			annually / termly / monthly / weekly / daily	
...the 'out-there' business world			annually / termly / monthly / weekly / daily	
...students-or-clients'			annually / termly / monthly / weekly / daily	
...students-or-clients' people at home			annually / termly / monthly / weekly / daily	
...community groups			annually / termly / monthly / weekly / daily	
...other stakeholders			annually / termly / monthly / weekly / daily	

## stakeholders - key messages

**12:** please say what you think are the most important messages to get across to stakeholders

message to...	key messages to get across	we try ✓	how the message is received
...senior managers in the organisation			rejected / indifference / accepted / enthusiasm
governors, representatives or shareholders			rejected / indifference / accepted / enthusiasm
...current working partners			rejected / indifference / accepted / enthusiasm
...the 'out-there' business world			rejected / indifference / accepted / enthusiasm
...students-or-clients'			rejected / indifference / accepted / enthusiasm
...students-or-clients' people at home			rejected / indifference / accepted / enthusiasm
...community groups			rejected / indifference / accepted / enthusiasm
...potential team members - not yet involved			rejected / indifference / accepted / enthusiasm
...other stakeholders			rejected / indifference / accepted / enthusiasm

### outcomes - recognising success

**13:** questions 12-13 look for what counts as success - in whose terms? - on what criteria? - with what explanations?  
 please say, where you can, what success in this activity might mean to these different groups - and, on the right, how many see it

in the eyes of...	what each of these would need to see in order to see success	what proportion of each group recognise this success
...senior managers in the organisation		none / some / most / all
governors, representatives or shareholders		none / some / most / all
...current working partners		none / some / most / all
...the 'out-there' business world		none / some / most / all
...students-or-clients'		none / some / most / all
...students-or-clients' people at home		none / some / most / all
...community groups		none / some / most / all
...potential team members - not yet involved		none / some / most / all
...other groups		none / some / most / all

## outcomes - accounting for success

**14:** how do you explain success - tick and rank order which of the factors count with you - and work to the right on those rows

factors for success...	✓	rank ✓ <sup>s</sup> importance	in what ways this factor helps this programme to succeed	how far you judge this factor accounts for success
...programme timing				some / significant / serious / critical
...programme- management style				some / significant / serious / critical
...organisation location or catchment area				some / significant / serious / critical
...organisation ethos or culture				some / significant / serious / critical
...organisation staff attitudes				some / significant / serious / critical
...senior-management attitudes				some / significant / serious / critical
...the local economy				some / significant / serious / critical
...student-or-client attitudes				some / significant / serious / critical
...background attitudes of students-or-clients				some / significant / serious / critical
other factors...				some / significant / serious / critical

thoughts and feelings - more to be done

**15:** questions 14-16 ask for your thoughts-and-feelings concerning how you manage this work - for the future, the now, and the past  
please say, at the top, how roles like should be developed - and, at the bottom, how this work can help you in your own career

where careers should be taking  
your role

where your role can take  
your career


**thoughts and feelings - questions you should have been asked**


**16:** please say what you know should have been asked about the management of this programme, but hasn't been asked yet!

missing question

your answer


**thoughts and feelings - change of mind?**

**17:** please say if thinking-through your answers to these questions has called up new ways of seeing the role of a programme manager



## last page

Thank you for your help with this. Facing the complexity and confusion of current conditions for this work calls for the best that our programme managers can do. Knowing both how programme management does work - and doesn't - helps that understanding. As does knowing the variety of ways in which it can work. That is why your help with this is so important.

The analyses are uploaded to the Career-learning Café as responses come in - they are at...

<http://www.hihohiho.com/activeprojects/cafmngmntxmpls.pdf>

You have control of your identity in the analysis. How do you want to be known?

**your id**

You can get alerts on future work:

- > find future announcements about this survey...

<http://twitter.com/billaw>

- > get updated on this and other uploads to the career-learning café, by emailing 'yes' to...

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You can apply this enquiry method to other aspects of your programme-management work. Get the format at...

for handwritten responses

<http://www.hihohiho.com/activeprojects/cafmanagement.pdf>

for keyboarded responses

<http://www.hihohiho.com/activeprojects/cafmanagement.doc>

The return addresses are...

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Thanks again  
Bill  
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