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Stage 2 checklist – During the development programme

February 2017

Developing managers to manage *SUStainable* employee engagement, health and well-being

Refined checklist for those designing and implementing a development programme

Introduction

Numerous research studies have shown that, through the management of their teams, line managers have a huge impact on employee engagement, health and well-being. Previous research conducted by Affinity Health at Work identified certain manager behaviours that are central to engaging employees and the prevention and reduction of stress in employees. In addition, the research demonstrated that, using development programmes, organisations can equip managers with these behaviours. However, running such development programmes is not without challenges, and sustaining the changes after the development programme is even more difficult.

Affinity Health at Work wanted to understand more about how to create the context and implement development programmes to support manager behaviour that enhances employee engagement, health and well-being. They used an evidence-based practice model (Briner et al 2009) to collect evidence from a wide range of sources. Both academic and practitioner literature was reviewed and stakeholders within organisations were interviewed. The evidence gathered clearly demonstrated that there are crucial factors for practitioners to consider in order to achieve success in such development programmes; the research also suggests that the stage of the intervention process determines which of these factors should be considered. This research resulted in the development of checklists for practitioners (Lewis et al 2014).

The initial 2014 checklists were designed to guide practitioners who are planning to run a development programme, currently running a development programme, or facilitating the transfer of learning after a development programme. They are intended to support organisations to implement successful development programmes by helping them to consider the range of factors that could enhance or reduce effectiveness. The checklists were categorised into three areas of consideration: methodology, manager and organisation.

Feedback on the 2014 work was that, although the checklists were both easily understood and useful, they provided a large number of factors that practitioners needed to consider when beginning the process of

running a development programme. During 2015–16, Affinity Health at Work therefore conducted research focused on collecting further data to help refine the checklists and provide additional guidance to support their application. The methodology for this research is summarised in Figure 1.

The refined checklist set out in this document should be used by practitioners DURING a development programme.

Please note: these checklists represent guidance on factors to consider. They are evidence-based suggestions, rather than a validated model.

How to use these refined checklists

The factors for management development success have been categorised into three levels, based on the research findings. Level 1 factors are those that the research showed most respondents had considered, level 2 factors are those that some respondents had considered and level 3 factors are those that most respondents had not considered. For ease of use, these have been highlighted using different shades (see key below).

It is suggested that these levels can be used to prioritise practitioner action. When starting out, it is suggested that practitioners implement the Level 1 factors first and then, with more experience and time, consider Level 2 and Level 3 factors. Therefore when using the refined checklists, organisations should at first ensure the pink factors (Level 1) are in place before moving onto the purple and grey factors (Levels 2 and 3), as these factors are more likely be in place in organisations with mature development programmes.

Key:

Level 1	
Level 2	
Level 3	

Managers who take part in the development programmes are referred to as participants throughout the checklist.

Should you have any questions when completing the checklist, please refer to the supporting Frequently Asked Questions document.

Figure 1: Research process

Collecting quantitative data using the checklist items as a survey questionnaire

The questionnaire was provided initially on the CIPD website and subsequently distributed via SurveyMonkey. It was advertised widely, asking for one response per organisation. Respondents were asked about the degree to which they had in place the items identified in the checklists as being important for the success of management development programmes. The majority of the items in the questionnaires were asked of everyone, but there were also specific questions relating to the three stages.

In total, 189 organisations completed the questionnaire.

Development of refined checklists

The quantitative data gathered was used to refine the checklists. A high number of incomplete entries resulted in organisations being removed from the dataset. 116 organisations were included in the final analysis. These were distributed across three chronological stages (34 at the 'Before the development programme' stage, 46 at the 'During' stage and 36 at the 'After' stage).

Descriptive statistics were calculated for each item to see which items were most and least likely to have been considered. The mean for each checklist question was calculated; subsequently these were categorised into levels. Level 1 factors are those that it is suggested practitioners use when starting out; when practitioners have more experience and time they should consider Level 2 and Level 3 factors.

Creating a maturity model

The categorised quantitative data gathered was used to create a maturity model.

This initially included the three levels as per the refined checklists. Following piloting on a group of 23 stakeholders, it was agreed that an additional level (equivalent to before stage 1) should be added to include those practitioners who had little or no prior knowledge of the success factors for management development. The resulting model therefore had four levels.

Conducting interviews

The data was examined to identify 'advanced' organisations who were happy to be interviewed.

Three interviews were conducted.

Two organisation-specific case studies were written for two 'advanced' organisations who have run and continue to run management development programmes.

A further case study was developed from an organisation who had participated in the first phase of the research and who was developing their approach through an action learning programme.

Creating top tips

The interview data was analysed to create a top tips document on barriers and facilitators to running management development programmes.

Refined checklist for those designing and implementing a development programme

Stage 2 - During the development programme

	Methodology Considerations for planning, design and format of the programme that support success								
1	Please mark the applicable box (🗸) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.								
			0	1	2	3	4	5	Evidence and comments
	1	Is the development programme seen as a series of activities unfolding over time (3 months or more including practice and follow-up) rather than just an intervention?	No, not at all					Yes, completely Don't know	
	2	Have you considered how ongoing resources (for example financial, administrative, logistical, support) will be made available?							
	3	Have you ensured that the development programme is integrated within the wider organisation's culture and practices?							
	4	Are senior leaders and all in management positions genuinely supportive of the development programme?							
	5	Have you ensured that there will be opportunities for the participants to apply their learning?							
	6	Are the development programme aims and objectives specific, clear and straightforward (for example SMART goals – specific, measurable, agreed, realistic and time bound)?							
	7	Have you considered how you ensure that the development programme is useful, beneficial and important to all stakeholders, including participants?							

Methodology (cont.)

Considerations for planning, design and format of the programme that support success

Please mark the applicable box (\checkmark) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.

l		0 1 2 3 4 5	Evidence and comments
	8 Have you ensured the content of the development programme is relevant and reflects the job of the participants (for instance including elements that are identical to participants' jobs in the programme, learning from experience, role plays and case studies)?	No, not at all	
	9 Have you ensured the development programme provides participants with many opportunities to practise their new learning (for instance ensuring they are active in the learning process, repeating new information)?		
	10 Does the development programme include setting multiple goals for participants that are compatible with each other, challenging but not unmanageable, specific and requiring effort over time?		
	11 Have you considered ways of making participants accountable both for the success of the learning intervention and for applying their learning in their management role (for example linking to performance reviews and follow-ups)?		
	12 Does the development programme include a range of formats (effective formats include mentoring, coaching, lectures, group collaboration, management networks, multi-rater feedback, learning from experience and action learning sets)?		
	13 Have you ensured the name of the development programme is appropriate in your organisation (for example fit with organisational language, brand, culture and population)?		
	14 Have you ensured that actions and goals from the development programme are integrated within a performance appraisal/ review system?		

Methodology (cont.)

Considerations for planning, design and format of the programme that support success

Ple	Please mark the applicable box (🗸) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.						
		0 1 2 3 4 5	Evidence and comments				
15	Have you ensured the development programme provides participants with many opportunities to get feedback on their new learning (from the material presented itself, from the trainer/coach/ facilitator and from peers/colleagues)?	No, not at all					
16	Are you providing coaching/feedback support for participants (internal or external coach)?						
17	Have you considered ways to ensure that the participant group work together collaboratively?						
18	Have you considered ways to ensure the mentor/facilitator/trainer is able to create and develop trust in participants?						
19	Are you providing mentoring for participants?						
20	Have you considered how to increase participants' confidence in, and motivation about, the programme (particularly building their own confidence that they can succeed in, and utilise the learning from, the programme)?						
21	Have you encouraged participants to value the learning and development opportunity offered by the programme (in contrast to focusing on the reward/status element of the opportunity)?						

Methodology (cont.)

Considerations for planning, design and format of the programme that support success

Please mark the applicable box (\checkmark) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.				
	0 1 2 3 4 5	Evidence and comments		
22 Are you developing a range of pre-training activities, such as optimistic previews, discussion sessions, and materials that describe what the sessions will include (time commitment, goals, objective- setting)? Optimistic previews are where positive statements about the upcoming training are communicated to participants ahead of time.	No, not at all			
23 Have you considered using after-event reviews (AERs) as your method of reflection? After-event reviews (AERs) are a learning procedure that gives learners the opportunity to systematically analyse their behaviour and evaluate how their behaviour contributed to their learning. They have been shown to be highly effective in facilitating learning.				

Note: Remember to refer to the Equality Act 2010 when planning the programme – for instance, ensuring it is accessible to part-time workers and considers the needs of older workers.

Manager

Characteristics of the manager participants that support programme success

Ple	Please mark the applicable box (✓) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.				
		0 1 2 3 4 5	Evidence and comments		
1	Are participants working within roles in which they are committed, satisfied, know what is expected of them and see their work as meaningful?	No, not at all			
2	Do participants value the learning and development opportunity offered by the programme and want to use the new learning in their role?				
3	Have you considered focusing on managers for the development programme according to the following behaviours/characteristics that have been shown to influence success in learning and development: managers who are supportive of their team, display integrity, are effective performers and accept negative feedback?				
4	Do participants feel confident that they can succeed in, and utilise the learning from, the programme?				
5	Are participants self-aware? Do they recognise themselves as leaders?				
6	Do participants see the programme as beneficial, useful and important to them?				
7	Do the values of the participants align with the wider organisation?				

Manager (cont.)

Characteristics of the manager participants that support programme success

Please mark the applicable box (\checkmark) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.

		0 1	12	3	45	Evidence and comments
8	Have you ensured that participants are not in roles where they have conflicting priorities and goals?	No, not at all			Yes, completely	Don't know
9	Have you ensured the participants have volunteered/chosen to take part in this programme?					

Note: Research also shows that cognitive ability and personality characteristics (conscientiousness, emotional stability, openness to experience, external locus of control) positively impact on the success of learning and applying learning in the workplace. These should only be assessed/used as consideration criteria by qualified professionals in an objective and standardised way.

Organisation

Characteristics of the organisational environment that support programme success

 Please mark the applicable box (✓) on a scale from 0 - 'No, not at all' to 5 - 'Yes, completely' or 'Don't know' and provide examples.

 0 1 2 3 4 5
 Evidence and comments

 1
 Is your organisational culture and climate supportive of and knowledgeable about health and safety (for example a demonstration of commitment to safety, employee awareness of health and safety)?
 Image: Completely' or 'Don't know' and provide examples.

 2
 Have you ensured managers are clear about their role?
 Image: Completely' or 'Don't know' and provide examples.

3	Do managers' team members perceive their work as meaningful?	
4	Does your organisation have a supportive culture? Is it an organisation where there is an open dialogue with good two-way communication, employee voice (participation of employees in organisation's decision-making), a climate of mutual respect, a climate of challenge in which people have the right to challenge others' behaviour, there is recognition of when individuals have done well and individuals can talk about issues such as work-related stress without fear of stigma?	
5	Is your organisational climate supportive of innovation (for example support for employees to take initiative and encouragement of open communication where employees are safe and able to communicate honestly across the organisation)?	

Organisation (cont.)

Ch	Characteristics of the organisational environment that support programme success					
Ple	Please mark the applicable box (🗸) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.					
		0 1 2 3 4 5	Evidence and comments			
6	Do you have an organisational structure and culture of empowerment (for example affording employees the following: opportunity, information, support, resources, formal and informal power, latitude and autonomy in their jobs, and support to solve problems when they occur)?	No, not at all				
7	Does your organisation have policies, processes and a work environment that are seen as accessible, helpful and supportive?					
8	Are senior leaders and all in management positions in your organisation seen as engaging of others (for example inclusive, accessible, motivational and collaborative)?					
9	Do managers' own managers and senior managers lead by example (for example role- model desired behaviour)?					
10	Do managers have appropriate job demands that enable a focus on people management vs. operational demands?					
11	Do you have clear standards and expectations that managers need to adhere to (for example appropriate competency frameworks and performance objectives)?					
12	Do managers have varied opportunities for development in their role?					

Organisation (cont.)

Characteristics of the organisational environment that support programme success

Please mark the applicable box (\checkmark) on a scale from 0 – 'No, not at all' to 5 – 'Yes, completely' or 'Don't know' and provide examples.					
		0 1 2 3 4 5	Evidence and comments		
13	Have you ensured managers, where possible, do not have conflicting priorities in their role?	No, not at all			
14	Do managers have appropriate peer, team and social support in their roles?				
15	Do the managers work within cohesive teams where there are good-quality, mature manager–employee relationships?				
16	Do the managers work within teams where their team members trust them and identify with them?				
17	Do managers work within teams where followers are innovative and independent thinkers, where they learn actively and are willing to take risks?				
18	Do managers' team members feel empowered in their roles?				





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