

## 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 to 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**







## Stage 2 – During the development programme

### Methodology (cont.)

Considerations for planning, design and format of the programme that support 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
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)?	<input type="checkbox"/>						
		No, not at all					Yes, completely Don't know	
16	Are you providing coaching/feedback support for participants (internal or external coach)?	<input type="checkbox"/>						
17	Have you considered ways to ensure that the participant group work together collaboratively?	<input type="checkbox"/>						
18	Have you considered ways to ensure the mentor/facilitator/trainer is able to create and develop trust in participants?	<input type="checkbox"/>						
19	Are you providing mentoring for participants?	<input type="checkbox"/>						
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)?	<input type="checkbox"/>						
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)?	<input type="checkbox"/>						

## Stage 2 – During the development programme

### Methodology (cont.)

Considerations for planning, design and format of the programme that support 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
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.	<input type="checkbox"/>						
		No, not at all					Yes, completely Don't know	
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.	<input type="checkbox"/>						

**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.



## Stage 2 – During the development programme

### Manager (cont.)

Characteristics of the manager participants 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
8	<div style="display: flex; justify-content: space-between;"> <div style="width: 100px;"> <p>Have you ensured that participants are not in roles where they have conflicting priorities and goals?</p> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 100px;">No, not at all</div> <div style="width: 100px; text-align: center;">Yes, completely</div> <div style="width: 100px;">Don't know</div> </div>						
9	<div style="display: flex; justify-content: space-between;"> <div style="width: 100px;"> <p>Have you ensured the participants have volunteered/chosen to take part in this programme?</p> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> </div>						

**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.





## Stage 2 – During the development programme

### Organisation (cont.)

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
13	Have you ensured managers, where possible, do not have conflicting priorities in their role?	<input type="checkbox"/>						
		No, not at all					Yes, completely Don't know	
14	Do managers have appropriate peer, team and social support in their roles?	<input type="checkbox"/>						
15	Do the managers work within cohesive teams where there are good-quality, mature manager-employee relationships?	<input type="checkbox"/>						
16	Do the managers work within teams where their team members trust them and identify with them?	<input type="checkbox"/>						
17	Do managers work within teams where followers are innovative and independent thinkers, where they learn actively and are willing to take risks?	<input type="checkbox"/>						
18	Do managers' team members feel empowered in their roles?	<input type="checkbox"/>						



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