

## **Stage 3 checklist – After the development programme**

February 2017

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

# Refined checklist for those embedding learning into the workplace

## 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 AFTER 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**



## Refined checklist for those embedding learning into the workplace

### Stage 3 – After the development programme

<b>Methodology</b>	
Considerations for design, training 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
1 Does the development programme continue to be seen as a series of activities unfolding over time rather than just an intervention that has been completed?	<div style="display: flex; justify-content: space-between;"> <span>No, not at all</span> <span>Yes, completely</span> <span>Don't know</span> </div> <input type="checkbox"/>
2 Do you continue to make ongoing resources (for example financial, administrative, logistical, support) available?	<input type="checkbox"/>
3 Is the development programme integrated with the wider organisation's culture and practices?	<input type="checkbox"/>
4 Have participants been set multiple goals that are compatible with each other, challenging but not unmanageable, specific and requiring effort over time?	<input type="checkbox"/>
5 Do senior leaders and all in management positions continue to be genuinely supportive of the development programme?	<input type="checkbox"/>
6 Do participants continue to have opportunities to practise their new learning?	<input type="checkbox"/>
7 Have you considered a range of post-training activities for participants (for instance getting managers to thoroughly review material after the programme, develop a report/debrief on what they learned, feed back learning to their team)?	<input type="checkbox"/>

## Stage 3 – After the development programme

### Methodology (cont.)

Considerations for design, training 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
8	Have you ensured that actions and goals from the development programme are integrated within a performance appraisal/ review system?	<input type="checkbox"/>						
		No, not at all					Yes, completely Don't know	
9	Have you ensured there is continued shared responsibility for programme success across all the relevant teams and functions, such as HR, health and safety, occupational health, and learning and development?	<input type="checkbox"/>						
10	Does the development programme continue to provide participants with multiple opportunities to gain feedback on their new learning (from the trainer/ coach/facilitator, supervisor and peers/ colleagues)?	<input type="checkbox"/>						
11	Have you considered embedding learning by use of action learning sets or guided learning sets for manager participants (peer group meetings to facilitate ongoing learning)?	<input type="checkbox"/>						
12	Are participants encouraged to seek opportunities to apply their new learning?	<input type="checkbox"/>						
13	Are participants accountable for applying their learning in their role?	<input type="checkbox"/>						
14	Have you considered creating opportunities for participants to teach the new material to others?	<input type="checkbox"/>						

## Stage 3 – After the development programme

### Methodology (cont.)

Considerations for design, training 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 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"/>						
		No, not at all					Yes, completely Don't know	
16	Have follow-ups been conducted with participants (for example to measure change and provide multi-rater feedback)?	<input type="checkbox"/>						
17	Are there any visual aids in the participants' workplace or other approaches that could be used as a reminder to practise what they have learned (for instance posters and emails)?	<input type="checkbox"/>						
18	Is there a mentor/peer/colleague who is able to hold the participant accountable for applying the new learning in the organisation?	<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 3 – After the development programme

### 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	<p>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?</p>						<p>No, not at all</p> <p>Yes, completely</p> <p>Don't know</p>
2	<p>Is your organisational culture and climate supportive of health and safety (for example a demonstration of commitment to safety, employee awareness of health and safety)?</p>						
3	<p>Is your organisational climate supportive of innovation (for example support for employees to take initiative, encouragement of open communication)?</p>						
4	<p>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)?</p>						
5	<p>Does your organisation have policies, processes and a work environment that are seen as accessible, helpful and supportive?</p>						
6	<p>Have you ensured managers are clear about their role?</p>						



## Stage 3 – After 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
14	Do managers’ own managers and senior managers lead by example (for example role-model desired behaviour)?	<input type="checkbox"/>						
		No, not at all					Yes, completely Don't know	
15	Do managers have appropriate job demands that enable a focus on people management vs. operational demands?	<input type="checkbox"/>						
16	Do you continue to ensure that managers, where possible, do not have conflicting priorities in their role?	<input type="checkbox"/>						
17	Do the managers work within cohesive teams where there are good-quality, mature manager–employee relationships?	<input type="checkbox"/>						
18	Do the managers work within teams where their team members trust them and identify with them?	<input type="checkbox"/>						
19	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"/>						
20	Do managers’ team members feel empowered in their roles?	<input type="checkbox"/>						

## Stage 3 - After 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
21	<p>Could political or legislative influences be used to bring focus to and increase the priority given to the programme (such as an HSE inspection, or litigation case)?</p> <p style="text-align: center;"> <input type="checkbox"/> </p> <p style="text-align: center;">           No, not at all <span style="margin-left: 150px;">Yes, completely</span> <span style="margin-left: 20px;">Don't know</span> </p>						
22	<p>Are senior leaders and all in management positions generally avoiding role-modelling undesirable behaviours (such as inconsistency, lack of direction, pressurising, focusing on bottom line only)?</p> <p style="text-align: center;"> <input type="checkbox"/> </p>						
23	<p>Are managers working within effective (high-performing) teams?</p> <p style="text-align: center;"> <input type="checkbox"/> </p>						
24	<p>Since the programme, has the organisation been free of significant organisational change (such as mergers/redundancies/cutbacks) that could affect integration of learning?</p> <p style="text-align: center;"> <input type="checkbox"/> </p>						



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