



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

November 2014

## **Stage 1** **Before the development programme**

Checklist for those considering  
conducting a development programme



# Introduction

Line managers have been shown to be vital to employee engagement and well-being through the way they manage their teams. Research previously conducted by Affinity Health at Work has identified the specific manager behaviours that are important for preventing and reducing stress and for engaging employees; it has also shown that managers can be equipped with these behaviours through development programmes. Carrying out development programmes of this type in organisations is, however, difficult and maintaining change is even more difficult.

Using a model of evidence-based management, Affinity Health at Work has reviewed academic and practitioner literature and analysed views from a wide range of stakeholders within organisations, in order to gather evidence about how to create the context and implement development programmes for manager behaviour that enhance employee engagement, health and well-being. The research methodology is summarised in the following flowchart.

## Establishing research questions

- What factors affect the success of a development programme aimed at changing manager behaviour?
- What factors support transfer and sustainability of learning from management development programmes into the workplace?
- What contextual factors are likely to impact on the relationship between manager behaviour and employee engagement, health and well-being outcomes?

## Conducting literature reviews

Six literature reviews: one academic and one practitioner for each research question

## Conducting interviews and focus groups with stakeholders

One-to-one interviews with a total of 29 key stakeholders from four organisations  
Two focus groups with AHAW Research Consortium

## Exclusion criteria applied, analysis and creating models

All evidence was then collated and the following exclusion criteria from models applied: a) evidence from published academic and practitioner literature had to be empirically tested; b) stakeholder evidence (Research Consortium and organisation) was included only if evidence came from two or more sources from different organisations. Factors grouped into categories (for example, individual factors, intervention factors and contextual factors) and models created: three models created, one for each of the three research questions (including evidence from academic literature, practitioner literature and stakeholders)

## Developing checklists

All three resultant models and data then reviewed by research team as a whole with regards to organisational and practitioner need and utility. Data was reorganised according to intervention lifecycle (pre-, during and post-) and type of consideration (individual/manager, intervention/method and context/organisation). All models and data then combined and developed into three checklists

## Content and face validation of checklists

Initial validation of checklists conducted qualitatively by AHAW Research Consortium members, and six academic and practitioner experts; and then in practice (to test usability and usefulness) by four organisations

## Development of final checklists and outputs

Checklists revised according to three reviews (Research Consortium members, academic and practitioner experts and stakeholder use in organisations) and final version developed  
Research report created

It is clear from this research that there are important factors for practitioners to consider in order to achieve success in such development programmes; it is also clear that which of these factors should be considered depends on the stage of the intervention process.

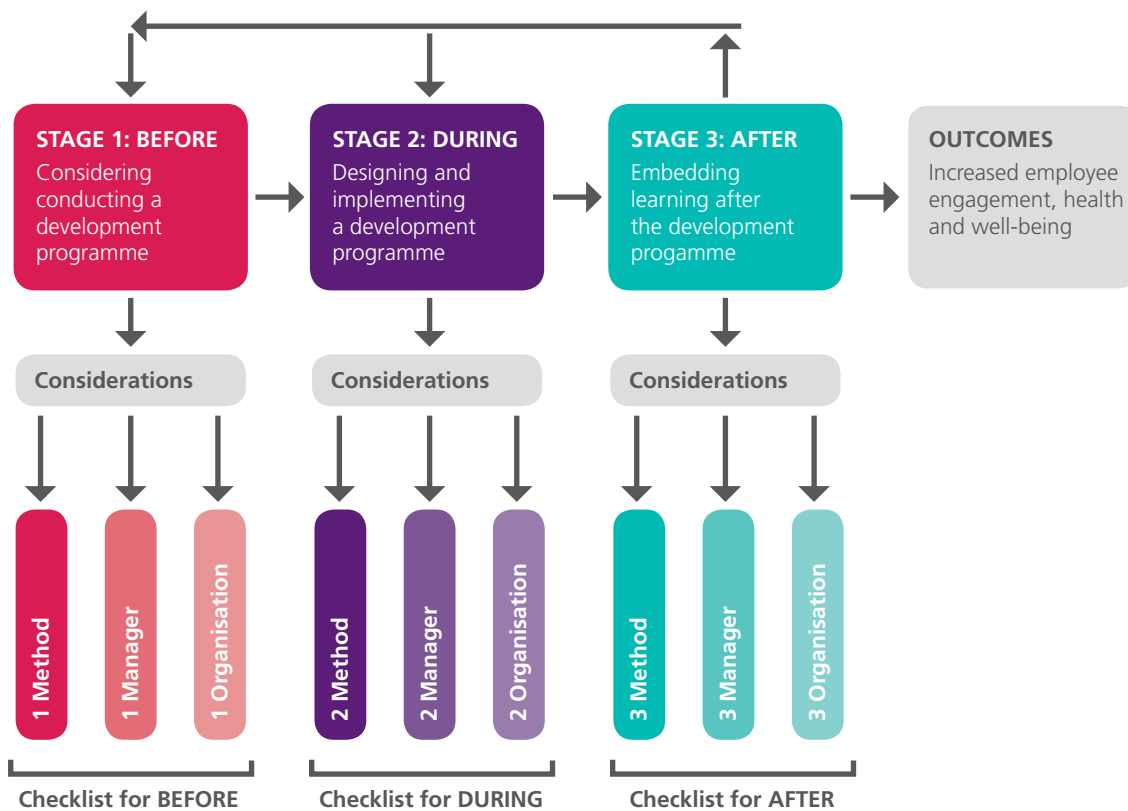
The result is three checklists to guide practitioners who are either planning to run a development programme, currently running a development programme, or facilitating the transfer of learning after a development programme. The checklists are designed to support organisations to implement successful development programmes by helping them to consider the range of factors that could enhance or reduce effectiveness. Each checklist comprises factors under three areas of consideration: methodology, manager and organisation.

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

Please note: these checklists represent guidance on factors to consider. They are evidence-based suggestions, rather than a validated model, and the relative prioritisation of factors included has not been determined.

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.



# Stage 1

## Before the development programme

### Checklist for those considering conducting a development programme

#### Methodology

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
1	Have you considered how you ensure that the development programme is useful, beneficial and important to all stakeholders including manager participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		No, not at all					Yes, completely Don't know	
2	Are the development programme aims clear and straightforward, for example SMART goals (Specific, Measurable, Agreed, Realistic and Time-bound)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Have you considered how ongoing resources (for example financial, administrative, logistical, support) will be made available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Have you ensured the name of the development programme is appropriate in your organisation (for example, fit with organisational language, brand, culture, population)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Will you ensure that the development programme is integrated with the wider organisation's culture and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Will you ensure there is a shared responsibility for its success across all the relevant teams and functions such as HR, health and safety, occupational health, learning and development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# Stage 1

## Before the development programme

### Checklist for those considering conducting a development programme

#### Methodology (continued)

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
8	Have you considered ways of making participants accountable both for the success of the development programme and for applying their learning in their management role (for example linking to performance reviews, follow-ups)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		No, not at all					Yes, completely Don't know	
9	Is the development programme seen as a series of interventions unfolding over time (3 months-plus including practice and follow-up) rather than just a one-off activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Does the development programme include a range of formats (effective formats include mentoring, coaching, lectures, group collaboration, management networks, multi-rater feedback, learning through experience and action learning sets)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Are senior leaders and all in management positions genuinely supportive of the development programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Have you ensured there will be opportunities for the participants to apply their learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 1

## Before the development programme

### Checklist for those considering conducting a development programme

#### Manager

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
1	Have you considered selecting participants for the development programme according to the following behaviours/characteristics that have been shown to influence learning? Leaders who: <ul style="list-style-type: none"> <li>• are supportive of their team</li> <li>• display integrity</li> <li>• are effective performers.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		No, not at all				Yes, completely	Don't know	
2	Do you currently have activities that build self-awareness and help managers recognise themselves as leaders (for example upward/360 feedback, mentoring, coaching, use of psychometrics/occupational testing)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Do you encourage managers to value learning and development (for example through recognition schemes that place value on furthering knowledge)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Do you support managers to be confident in their management skills (for example ensuring positive timely specific feedback, mentoring, coaching)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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 1

## Before the development programme

### Checklist for those considering conducting a 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?</p> <p>An organisation where...</p> <ul style="list-style-type: none"> <li>• there is an open dialogue with good two-way communication</li> <li>• employee voice (participation of employees in the organisation's decision-making)</li> <li>• a climate of mutual respect</li> <li>• a climate of challenge in which people have the right to challenge others' behaviour</li> <li>• there is recognition of when individuals have done well</li> <li>• individuals can talk about issues such as work-related stress without fear of stigma.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>No, not at all</p> <p>Yes, completely</p> <p>Don't know</p>	
2	Is your organisational culture and climate supportive of and knowledgeable about health and safety (for example demonstration of commitment to safety, employee awareness of health and safety)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	Is your organisational climate supportive of innovation (for example support for employees to take initiative, encouragement of open communication)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	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)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	Does your organisation have policies, processes and a work environment that are seen as accessible, helpful and supportive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	Are senior leaders and all in management positions in your organisation seen as engaging of others (for example inclusive, accessible, motivational and collaborative)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

# Stage 1

## Before the development programme

### Checklist for those considering conducting a development programme

#### Organisation (continued)

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
7	Are managers' own managers supportive of their learning (for example supplying incentives and feedback)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		No, not at all					Yes, completely Don't know	
8	Do managers' own managers and senior managers lead by example (for example role-model desired behaviours)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Do managers have appropriate job demands that enable a focus on people management versus operational demands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Do you have clear standards and expectations that managers need to adhere to (for example appropriate competency frameworks and performance objectives)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Are managers clear about their role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Do managers' team members perceive their work as meaningful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Do managers have varied opportunities for development in their role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





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