



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

November 2014

Stage 3 After the development programme

Checklist for those embedding
learning into the workplace



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.

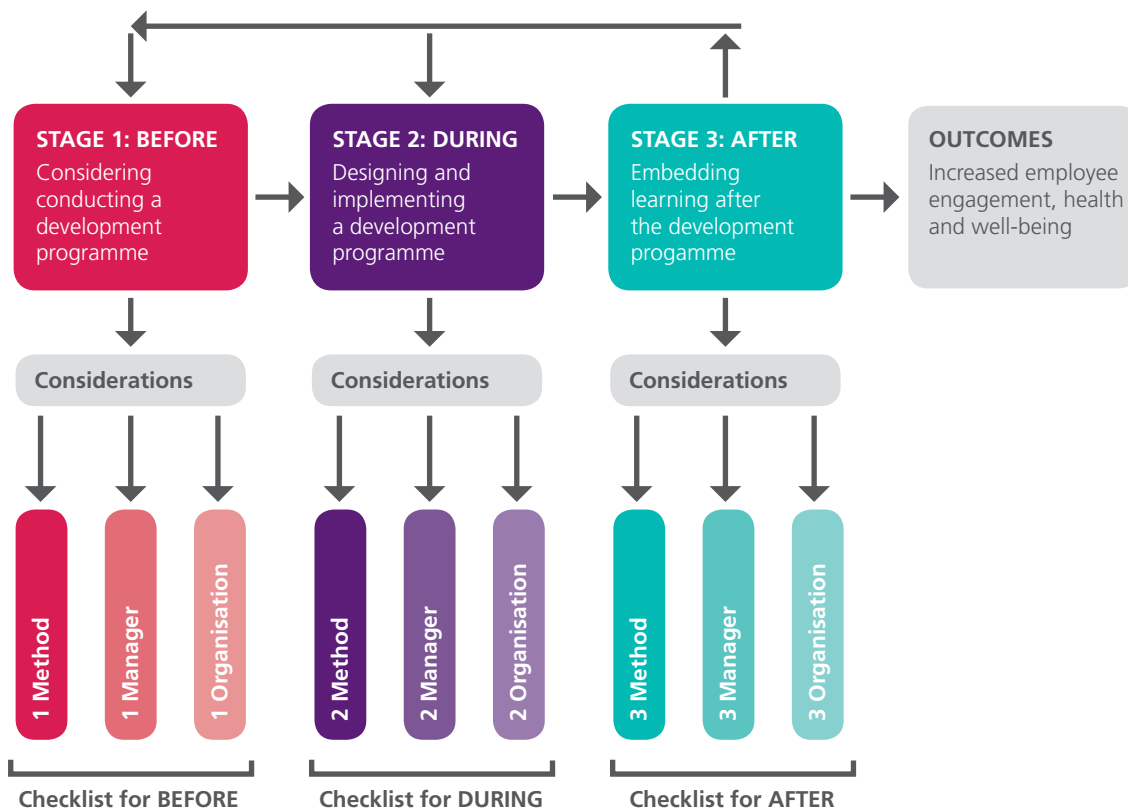
The result is three checklists to guide practitioners who are either planning to run a development programme, currently running a development programme, or facilitating the transfer of learning after a development programme. The checklists are designed to support organisations to implement successful 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 AFTER 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 3

After the development programme

Checklist for those supporting the embedding of learning into the workplace

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	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?	<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	Is the development programme 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"/>	
3	Do you continue to make ongoing resources (for example financial, administrative, logistical, support) available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Do senior leaders and all in management positions continue to be genuinely supportive of the development programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Have you ensured that actions and goals from the development programme are integrated within a performance appraisal/review system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Stage 3

After the development programme

Checklist for those supporting the embedding of learning into the workplace

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 a range of post-training activities for participants (for instance getting managers to thoroughly review material after the programme, develop a report/de-brief on what they learned, feed back learning to their team)?	<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	Have you considered using after-event reviews (AERs)* as your method of reflection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Have follow-ups been conducted with participants (for example to measure change and provide multi-rater feedback)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Do participants continue to have opportunities to practise their new learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Are participants encouraged to seek out opportunities to apply their new learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Are participants accountable for applying their learning in their role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*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.

Stage 3

After the development programme

Checklist for those supporting the embedding of learning into the workplace

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
15	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		No, not at all					Yes, completely Don't know	
16	Have you considered creating opportunities for participants to teach the new material to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	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"/>	<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 3

After the development programme

Checklist for those supporting the embedding of learning into the workplace

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 ensured that, following the intervention, participants had the required knowledge and skills?	<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 participants see the programme as having been beneficial, useful and important to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Do participants continue to value the learning and development opportunity offered by the programme and want to use the new learning in their role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Do participants feel optimistic and confident that they can utilise the learning of the programme in their role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Do participants demonstrate the following characteristics and behaviours that are characteristic of success in learning and development? Managers who: <ul style="list-style-type: none"> • are supportive of their team • are effective performers • display integrity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Do the values of the participants align with the wider organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Are participants working within roles in which they are: <ul style="list-style-type: none"> • committed • satisfied • know what is expected of them • see their work as meaningful? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Are participants working in roles where they are not: <ul style="list-style-type: none"> • under undue pressure • experiencing work–life conflict • have conflicting priorities and goals? 	<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 3

After the development programme

Checklist for those supporting the embedding of learning into the workplace

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 Does your organisation have a supportive culture? An organisation where... <ul style="list-style-type: none">• 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• individuals can talk about issues such as work-related stress without fear of stigma	No, not at all					Yes, completely	Don't know	
2 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)?	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	
6 Since the programme, has the organisation been free of significant organisational change (such as mergers/redundancies/cutbacks) that could affect integration of learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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After the development programme

Checklist for those supporting the embedding of learning into the workplace

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	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)?	<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	Are HR and other relevant stakeholders equipped with the appropriate capabilities to support the participants' development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	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"/>	
10	Do managers' own managers and senior managers lead by example (for example role-model desired behaviour)?	<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 generally avoiding role-modelling undesirable behaviours (such as inconsistency, lack of direction, pressurising, focusing on bottom line only)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	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"/>	
13	Do you continue to ensure that managers, where possible, do not have conflicting priorities in their role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Stage 3

After the development programme

Checklist for those supporting the embedding of learning into the workplace

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
14	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"/>	
		No, not at all					Yes, completely Don't know	
15	Do managers continue to be clear about their role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	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"/>	
17	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"/>	
18	Do managers have appropriate peer, team and social support in their roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Are managers working within effective (high-performing) teams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Do the managers work within cohesive teams where there are good-quality, mature manager–employee relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Stage 3

After the development programme

Checklist for those supporting the embedding of learning into the workplace

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
21	Do the managers work within teams where their team members trust them and identify with them?	<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	
22	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23	Do managers' team members feel empowered in their roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	Are managers' team members equipped with the knowledge, skills and ability to do their roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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