CIPD
Championing better work and working lives

Research report – phase 2
February 2017

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

The CIPD is the professional body for HR and people development. The not-for-profit organisation champions better work and working lives and has been setting the benchmark for excellence in people and organisation development for more than 100 years. It has more than 140,000 members across the world, provides thought leadership through independent research on the world of work, and offers professional training and accreditation for those working in HR and learning and development.

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

Research report – phase 2

Contents

Acknowledgements

Introduction

'Manager behaviour not only impacts on employee health and well-being, but also on employee engagement, as demonstrated in both academic and practitioner research.'

Background to the research

Academic and practitioner evidence demonstrates that employee health, well-being and engagement are important for organisational success. For example, in a meta-analysis, Ford et al (2011) found links between employee psychological health and well-being and overall performance; Donald et al (2005) found that almost a quarter of the variance in employee productivity is explained by psychological well-being, perceived commitment of the organisation to the employee and resources and communication. A positive relationship has also been shown between employee engagement and organisational performance; for instance, a Gallup study (2010) found that business units with the highest engagement scores (the top 25%) averaged 18% higher productivity than those with the lowest engagement scores (the bottom 25%).

While employee health, well-being and engagement each play a significant role in performance, Lewis et al (2012) proposed that it is the combination of employee engagement, health and well-being that enables sustainable positive outcomes over a prolonged period. Robertson et al (2012) found evidence for the positive outcome of this interaction such that a combination of engagement and psychological well-being predicted productivity levels better than engagement alone. A Towers Watson study (Fairhurst and O'Connor 2010) highlighted the negative interaction, suggesting that highly engaged employees whose well-being is not protected are at risk of burnout and, ultimately, reduced engagement

and performance. The same study also found that if organisations are investing in employee engagement activities but not also acknowledging health and well-being, there is a risk of only a short-term impact on engagement.

Literature has also shown that how employees are managed is vital to their health and well-being (Kelloway and Barling 2010). To examine which particular manager behaviours are key to employee health and well-being, the authors and colleagues (Yarker et al 2007, Yarker et al 2008, Donaldson-Feilder et al 2009, Donaldson-Feilder and Lewis 2011) conducted a four-phase research programme which examined the particular behaviours managers need to adopt in order to prevent and reduce stress in their employees.

Manager behaviour not only impacts on employee health and well-being, but also on employee engagement, as demonstrated in both academic and practitioner research. For example, in the CIPD's Shaping the Future project, managers were highlighted as one of the most important influences on engagement (CIPD 2011). The academic literature also includes a consistent body of research which demonstrates the link between employee engagement and various leadership approaches, such as leader–member exchange (Breevart et al 2015), transformational leadership (Tims et al 2011), authentic leadership (Bamford et al 2013) and supportive leadership (Thomas and Xu 2011). Lewis et al (2011) identified specific management behaviours important for employee engagement.

Figure 1: The importance of developing managers for sustainable employee engagement, health and well-being, and ultimately performance

Given that research suggests that the combined impact of engagement *and* health and well-being may be greater than each one alone (see above, and also Robertson and Birch 2010), in order to attain sustainable performance outcomes it is critical to create high levels of *both* employee engagement and employee health and well-being. Given that manager behaviour is an important determinant of both engagement and health and well-being, it is important to understand which specific behaviours simultaneously protect/enhance employee well-being *and* engender employee engagement.

To achieve this understanding, Lewis et al's (2012) *Managing for Sustainable Engagement* research combined the two frameworks – management competencies for preventing and reducing stress and management competencies for enhancing employee engagement – to develop a management behaviour framework that sets out how managers can manage for sustainable employee engagement, that is, both

engagement and health and well-being. This research identified five management competencies key for protecting and promoting the engagement and well-being of employees. These include:

- **open, fair and consistent:** managing with integrity and consistency, managing emotions/personal issues and taking a positive approach in interpersonal conflicts
- **handling conflicts and problems:** dealing with employee conflicts (including bullying and abuse) and using appropriate organisational resources
- **knowledge, clarity and guidance:** clear communication, advice and guidance, demonstrates understanding of roles and responsible decision-making
- **building and sustaining relationships:** personal interaction with employees involving empathy and consideration
- **supporting development:** supporting and arranging employee career progression and development.

Once the management behaviours important for engendering employee engagement and well-being are identified, the challenge becomes one of supporting managers to develop and use these behaviours in their team interactions. The question is how to undertake effective management development and ensure that the skills managers develop are applied in the workplace. It is this critical question that our research has tackled.

To summarise, both academic and practitioner literature are clear on two points: first, that employee engagement, health and well-being are key for the productivity, performance and success of organisations; and second, that the way that employees are managed is a vital determinant of their engagement, health and well-being. This means that managers need to be equipped with the skills and behaviours both to engage, and to protect the health and well-being of, their teams. To achieve this, organisations need to provide the most effective management development possible.

'Managers can be equipped with behaviours crucial for employee well-being through upward feedback and learning and development activities.'

What does the current body of management development research tell us?

While there is an enormous literature on models of leadership (which tends to be the term used to refer to management of people), the focus until recently had been on identifying the relevant skills, behaviours and approaches for leadership and very little literature had explored how to develop leaders. In 2011, a special issue of the journal *Leadership Quarterly* concentrated on longitudinal studies of leadership development. The journal showed that although theoretical frameworks exist on how and why leaders develop over time, the majority had not been empirically tested. This is now beginning to change, with authors such as Day et al (2014), in their review of 25 years of leadership development research, suggesting a focus change from leadership model research to exploring the processes underpinning leadership development. Day and colleagues, however, conclude from this review that there remains a lack of strong theory or focus to this literature and that much more research is needed.
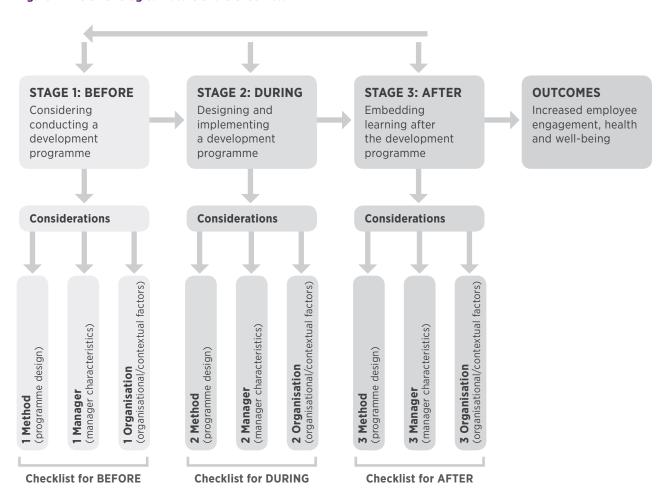
Research by Donaldson-Feilder et al (2009) demonstrated managers can be equipped with behaviours crucial for employee well-being through upward feedback and learning and development activities. However, one of the key findings was that the organisational context in which the management development takes place significantly impacts on outcomes. In addition, the study showed that implementing this type of management development in organisations is challenging and maintaining the change is harder still (Donaldson-Feilder et al 2009, Donaldson-Feilder and Lewis 2011). Others in the field have also acknowledged that the context in which management development

takes place is important to its success (Day et al 2014) and explored some of the relevant contextual factors (Garavan et al 2015). This means that investment in leadership development may be wasted if organisations do not create an appropriate context in which to support and develop leaders and ensure that interventions are as effective as possible. While there was some evidence to guide effective management development, Lewis et al's report in 2014 (the predecessor to this report) was the first to provide a unifying model to support the development of leaders to effectively manage in a way that engenders health, well-being and engagement in their team.

In order to meet the need for a unifying model to support practitioners to understand the evidence around leadership development, and particularly to provide assistance to those who are running management development as a means for improving employee health, well-being and engagement, the authors (Lewis et al 2014) used an evidence-based practice model (Briner et al 2009). This enabled collation of evidence from numerous sources to develop a unifying framework. The sources included academic research, practitioner, stakeholder and contextual perspectives. The research focused on three main areas:

- What factors will affect the success of a development programme aimed at changing manager behaviour?
- What factors will 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?

Figure 2: The chronological nature of the checklists

This research involved six initial literature reviews and interviews and focus groups with stakeholders. The data was then analysed and collated according to each of the research questions. The models that resulted from collating the various sources of evidence were used to develop three checklists to assist HR practitioners in planning, implementing and evaluating management development. These checklists were refined through a process of piloting and validation. A more in-depth summary of the research process is included in Appendix 1.

The checklists produced from this research are designed to support organisations and practitioners in a real-world setting. The aim is to create tools that meet organisational and practitioner needs and have utility, supporting employers to design and implement a management development programme that promotes employee engagement and well-being and then to help embed the learning from the development programme into the workplace. The aim of the checklists is 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 are categorised into three areas of consideration: methodology (programme design), manager (manager characteristics) and organisation (organisational/ contextual factors) – see Figure 2.

The need for further research
The Lewis et al (2014) research was an ambitious and complex project resulting in a comprehensive report and series of tools. 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. To provide the best possible support to employers, we were keen to build on that initial work, rationalising and simplifying the checklists for ease of practitioner use. During 2015–16, we therefore conducted research focused on collecting further data to help further refine the checklists and provide additional guidance to support their practical application.

1 Research aims and methodology

Research aims

The current research project builds on the previous work conducted by Affinity Health at Work and its research consortium, with the aim of producing valuable resources for employers looking to develop or improve a management development programme that embraces the importance of workplace well-being and employee engagement. We provide:

- a simplified model and checklists of success factors
- a 'maturity model' to help those embarking on the design and implementation of management development to identify priority areas for action
- guidance, advice and 'top tips' from three case study organisations who have implemented management development programmes.

Methodology

Using the checklist items produced from our 2014 research (the predecessor to this report), we produced a survey questionnaire and invited organisations to tell us about their current management development programmes. We used this data to refine our checklists, making them easier for HR professionals to use by highlighting which items are most commonly considered in management development programmes and which are most likely to be considered in more mature programmes. The intention is that this work helps HR practitioners to identify priority areas to focus on within their specific organisation context.

From these findings we were able to construct a maturity model. This maturity model can be used by HR professionals as a diagnostic tool to assess the maturity stage their management development programme is currently at and then look ahead to see what they need to focus on to further develop that programme.

Further interviews were conducted to produce three case studies and a top tips document. More detail on the research process is provided in Figure 3.

Figure 3: 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.

2 Results

Revising the checklists

After cleaning the data from the 189 survey responses, there were 116 usable responses. We took each of the three checklists in turn (before the development programme; during the development programme; after the development programme). For each checklist item, we had asked respondents to tell us the extent to which they had considered that particular item in their management development programme using the scale 0 'No not at all' to 5 'Yes completely'. There was also a 'Don't know' option.

A frequency analysis was conducted and the mean for each question calculated. We were then able to rationalise the items into three groups or levels using the mean scores:

- highest-scoring means (where most respondents had considered this checklist item) were classified as Level 1
- middle-scoring (where some respondents had considered this checklist item) as Level 2
- lowest-scoring (where most respondents had not considered this checklist item) as Level 3.

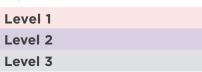The intention behind this categorisation is that this will enable practitioners to go straight to the most relevant part of the diagnostic tool for their particular situation. For example, those developing a management development programme to support employee engagement and well-being from scratch may want to focus on the items included at Level 1, whereas those with an established programme who are looking to further enrich it may want to consider the items at Level 3.

The most frequently considered factors were not necessarily those most important for organisations to action (further quantitative research is needed to ascertain importance), but those that were quickest or simplest to implement. This enables us to provide a more manageable process or structure for organisations to follow – from those factors in Level 1 when organisations are beginning their development journey, to those more challenging or complex factors in Level 3 for organisations more advanced.

The results of this process were then used to revise the three checklists. The three revised checklists are included in Appendix 2 to this report. The refined checklists were then summarised into three one-page 'at-a-glance view' tables (one for each level of management programme maturity) to enable practitioners to review the factors in a quick and easy format.

For ease of use, in the refined checklists and 'at-a-glance view' tables, the three levels have been highlighted using shades of pink, purple and grey (see key below).

Key:

Level 1
Level 2
Level 3

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, when they have more experience, they can consider Level 2 and Level 3 factors. It is therefore envisaged that organisations should first consider the pink questions before moving onto purple then grey (as it is likely that the purple and grey factors will be in place in organisations with mature development programmes). The 'at-a-glance view' summaries are shown in Figures 4, 5 and 6.

Figure 4: Checklist stage 1: Before the development programme – at-a-glance view

METHODOLOGY – Considerations for planning, design and format of the programme that support success	MANAGER – Considerations for planning, design and format of the programme that support success	ORGANISATION – Considerations for planning, design and format of the programme that support success
LEVEL 1 USE a series of interventions over time. INTEGRATE the programme into organisational strategy.		
LEVEL 2 CONSIDER the resources available. ENSURE opportunities for participants to apply their learning. MAKE participants accountable for their success on the programme. USE a range of different delivery formats. ENSURE shared departmental responsibility for the programme. MAKE the programme useful, beneficial and important to all.	**LEVEL 2** PROVIDE support and feedback to managers to increase their management skills.	**LEVEL 2** HAVE a supportive culture with open dialogue, mutual respect and recognition. SHOW support and recognition of, and commitment to, health and safety. DEMONSTRATE support for innovation and initiative. BUILD a culture where employees feel empowered. ENSURE organisational policies and processes are accessible and helpful. LET managers know what their role is. LEAD by example. ENSURE opportunities for development. ENSURE managers are supportive of others' learning.
The following factors have also been found to be important: MAKE programme goals SMART. CHOOSE a good, organisationally relevant name for the programme. SET multiple aligned goals for participants. GET senior management support.	**LEVEL 3** ENCOURAGE managers to value learning and development. INVOLVE those participants most likely to learn. BUILD self-awareness in managers and recognition of themselves as leaders.	**LEVEL 3** GET senior managers to engage with others. ENSURE managers focus on both task and people. SET clear standards and expectations for managers.
		The following factor has also been found to be important: PROVIDE meaningful work for all.

Figure 5: Checklist stage 2: During the development programme – at-a-glance view

METHODOLOGY – Considerations for planning, design and format of the programme that support success	MANAGER – Characteristics of manager participants that support programme success	ORGANISATION – Characteristics of the organisational environment that support programme success
LEVEL 1 USE a series of interventions over time. CONSIDER ongoing availability of resources. INTEGRATE the programme into organisational strategy. GET leadership support for the programme. ENSURE opportunities to apply new learning. MAKE programme goals SMART. MAKE the programme useful, beneficial and important to all. ENSURE the programme content is relevant to, and reflective of, manager participants' job roles. PROVIDE opportunities to practise, and get feedback on, their learning.	**LEVEL 1** ENSURE managers are satisfied in their work and see it as meaningful.	**LEVEL 1** SHOW support and recognition of, and commitment to, health and safety. LET managers know what their role is. PROVIDE meaningful work for all.
LEVEL 2 SET multiple aligned goals for participants. HOLD participants accountable. USE a range of different delivery formats. CHOOSE the right programme name. ENSURE programme goals/actions are integrated into performance appraisal/review system. PROVIDE mentors, coaching and feedback support for participants. CONSIDER ways to build collaborative working in the participant group. CONSIDER ways to ensure the group facilitator builds and develops trust. BUILD participants' confidence.	**LEVEL 2** ENCOURAGE managers to value the learning and development opportunity. INVOLVE those participants most likely to learn. ENSURE managers feel they can succeed. BUILD self-awareness in managers and recognition of themselves as leaders. HELP managers see the programme as beneficial and important. ALIGN manager and organisational values. MAKE sure managers are not in roles with conflicting goals and priorities. VOLUNTARY participation.	**LEVEL 2** HAVE a supportive culture with open dialogue, mutual respect and recognition. DEMONSTRATE support for innovation and initiative. BUILD a culture where employees feel empowered. ENSURE organisational policies and processes are accessible and helpful. GET senior managers to engage with others. LEAD by example. ENSURE managers focus on both task and people. SET clear standards and expectations for managers. ENSURE opportunities for development. MAKE sure priorities don't conflict for managers. ENSURE peer, team and social support for managers. ENCOURAGE good-quality team relationships. ENCOURAGE teams to trust in, and identify with, their manager. BUILD cohesive working teams.
LEVEL 3 DEVELOP a range of pre-training activities. USE after-event reviews.		

Figure 6: Checklist stage 3: After the development programme – at-a-glance view

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

LEVEL 1

CONTINUE to use a series of interventions.
CONSIDER ongoing availability of resources.
INTEGRATE the programme into organisational strategy.
SET multiple aligned goals for participants.
KEEP senior management support.
ENCOURAGE participants to seek opportunities to apply new learnings.
CONSIDER a range of post-training activities.
ENSURE programme goals/actions are integrated into performance appraisal/review systems.
ENSURE continued shared departmental responsibility for the programme.
MAINTAIN opportunities for participants to practise, and get feedback on, their learning.
EMBED learning using action learning sets/guided learning sets.
MAKE participants accountable for applying their learning.
CREATE opportunities for participants to teach others what they have learned.

LEVEL 2

USE after-event reviews.
CONDUCT follow-ups with participants.
USE visual aid reminders to practise learning.
USE a mentor/peer/colleague to hold participants accountable for applying learning.

MANAGER – Characteristics of manager participants that support programme success

LEVEL 1

ENCOURAGE managers to value the learning and development opportunity they have been given.
FOCUS on managers who show the behaviour characteristic of success.
BUILD optimism and confidence for managers to use their learning.
HELP managers see the programme as beneficial and important.
ALIGN manager and organisational values.
ENSURE managers are satisfied in, and committed to, their work and see it as meaningful.
ENSURE that participants have been equipped with the required knowledge and skills.

LEVEL 3

CHECK that managers are not under undue pressure and work–life conflict.
MAKE sure managers are in roles with minimal conflicting goals and priorities.

ORGANISATION – Characteristics of the organisational environment that support programme success

LEVEL 1

HAVE a supportive culture with open dialogue, mutual respect and recognition.
SHOW support and recognition of, and commitment to, health and safety.
DEMONSTRATE support for initiative.
BUILD a culture where employees are empowered.
ENSURE organisational policies and processes are accessible and helpful.
LET managers know what their role is.
SET clear standards and expectations for managers.
PROVIDE meaningful work for all.
ENSURE opportunities for development.
ENSURE peer, team and social support.
ENSURE HR and other stakeholders are capable of providing ongoing support.
ENSURE team members are empowered and equipped with relevant knowledge, skills and abilities.

LEVEL 2

GET senior managers to engage with others.
LEAD by example.
ENSURE managers focus on both task and people.
MAKE sure priorities don't conflict for managers.
ENCOURAGE good-quality team relationships.
BUILD cohesive working teams.
ENCOURAGE teams to trust in their manager.
CONSIDER if political/legislative influences could be used to raise programme priority.

Maturity model: a diagnostic tool

In addition to updating the checklists from our previous research, this updated report also presents a valuable new resource: a maturity model.

The maturity model allows an organisation to assess its methods and processes against a clear set of external benchmarks, that is, to determine the level attained by the organisation in comparison with other organisations. Assessing against this model is also a useful process to understand where best to prioritise activity and improvement in a current programme, going forward.

The 2015–16 research therefore set out to create a maturity model that would help practitioners determine their maturity level around running management development in order to improve employee engagement, health and well-being. It can be used in a similar way to a diagnostic tool.

Practitioners may find it helpful to start with the maturity model, using this to assess their maturity level and their stage in the development of their programme.

Then look ahead to the next level you want to achieve and refer to the appropriate checklist for that level which sets out what you need to consider to get there.

As well as helping prioritise practitioner action, the three levels identified in the revised checklists provided a starting point for creating a maturity model. However, following piloting with a group of stakeholders, it was found that a fourth level (indicating little or no experience, skills and knowledge in developing management development programmes) would be a useful addition to the maturity model, acknowledging the starting point for some organisations. Therefore the resulting maturity model has four levels, from 'little or no capability' to 'competence'. *We call this additional starting-out level, Level 0.*

Figure 7: Maturity model for management development programmes aimed at addressing employee health, well-being and engagement

		MATURITY LEVEL			
		0	**1**	**2**	**3**
CHRONOLOGICAL STAGE	**Before**	**Manager:** Managers are not being supported or prepared for the programme. **Intervention:** Relevant training courses are being explored but not thought of as a unified programme. **Organisation:** No consideration of the importance of organisational context.	**Manager:** Managers are not supported or prepared for the programme. **Intervention:** The format is thought of in terms of a programme of activities rather than one-off training. **Organisation:** No consideration of the importance of organisational context.	**Manager:** Managers receive some support to develop their management skills. **Intervention:** Planning the programme in detail and considering effective formats, ongoing support and resources. **Organisation:** The organisation culture, policies and other aspects support effective management development. There is some understanding of the importance of supportive, meaningful and satisfying job design for managers and of managers understanding the importance of these things for their team.	**Manager:** The organisation is preparing managers for the programme by supporting them to develop self-awareness and management skills. **Intervention:** The programme is strategically embedded within the wider organisation, with programme aims tied to organisation aims. **Organisation:** There is clarity about how culture, role-modelling and other aspects of the organisational context will support effective management development.
	During	**Manager:** Participating managers are not committed to, or satisfied in, their role. **Intervention:** Lack of clear objectives of the programme. No real consideration for ongoing support. **Organisation:** No real consideration of the importance of job design for manager performance or opportunities to apply the learning from management development.	**Manager:** Most managers are clear about, satisfied with, and committed in their role. **Intervention:** Programme objectives are clear and intervention design has considered ongoing support and resources for programme. **Organisation:** There is beginning to be an appreciation of the need for 'good job design' for all, to support well-being and health and safety.	**Manager:** Manager development is starting to widen in focus, including behaviour, values and self-awareness. **Intervention:** Detailed goal-setting has been conducted with integration into organisational systems. Support activities focus on developing manager skills and confidence. **Organisation:** The organisational culture, policies and other aspects of the organisation that will support effective management development are in place to an extent. Managers have an appreciation of the need to consider how the wider team environment can impact employee engagement and well-being.	**Manager:** Managers are supported in developing aligned behaviours, values and self-awareness. **Intervention:** Programme design includes both pre- and post- activities. **Organisation:** There is a focus on culture, role-modelling and other aspects of the organisational context that will support effective management development. Managers have a clear understanding of the importance of, and need for, healthy teamworking and employee well-being and engagement, calling out the vital role of the manager.
	After	**Manager:** Lack of evaluation in terms of whether the manager has the required skills and knowledge. **Intervention:** Managers are asked to provide evaluation of the course via satisfaction questionnaires only (no real follow-up). Little focus on ongoing support and learning. **Organisation:** No consideration of the wider organisation (such as the role of senior management and teams) in terms of sustaining management development.	**Manager:** Evaluation concludes managers generally have the required knowledge and skills and feel motivated to, and confident in, using them. **Intervention:** Managers are encouraged to focus on their goals and practise new learning. **Organisation:** There is beginning to be an appreciation of the importance of wider organisation factors, such as the role of senior management and teams, in sustaining management development.	**Manager:** Evaluation finds managers have the required skills and feel motivated and confident in using them. **Intervention:** A range of supportive interventions and resources continue to be offered to managers. **Organisation:** There is a clear understanding of the impact of both the direct input (senior management, team) and the indirect effect (organisational change/climate) of the organisation on sustaining management development.	**Manager:** Managers have not only gained, and intend to apply, new knowledge and skills, but are working within roles supportive of this change. **Intervention:** There is a clear, continuing follow-up strategy for managers including mentoring, coaching, visual aids and guided reflection. **Organisation:** The organisational context is entirely supportive of management development and of employee health and well-being, including avoiding letting change impact on the integration of learning.

3 Organisational case studies

The interview data was used to create two case studies – one for a charity and one for a private sector organisation. Both organisations were 'advanced' in their management development journey, that is, they had considered most of the factors found to be important for the success of the management development programme and had therefore reached higher levels in the maturity framework.

A further, third case study was also developed. This describes an organisation that took part in the first stage of the research in 2014, as a result of which they received a gap analysis report. In 2015–16 the organisation took part in an action-learning process, designed to help it take action to focus on the identified gaps in their management development approach. The write-up of this case study therefore contains in-depth information about how and why they adapted and evolved their management development programme.

Case study 1: A charity

About the organisation and development programme

The organisation is a charity that employs approximately 4,000 people and is a values-based, person-centred organisation. It spends approximately £90,000 on management development per year. The programme to which this case study relates is a *core management development programme*, which has been running for the last five years. Being a charity, the organisation is limited by resources and has to carry out management development programmes in a realistic and practical way. Prior to this programme, all development programmes at this organisation were outsourced. In contrast, the core management development programme was designed in-house, ensuring that it aligns to the principles of the organisation and meets the needs of the managers, challenges their thinking and enables them to develop new skills. The organisation strongly believes in engaging the managers in the development of the programme: they want them to contribute rather than feel they are having something 'done to them'.

Before the intervention

It was felt that managers had often been promoted to manager level without being given an appropriate management toolkit. The job description was also very task-oriented, though this was later reviewed to place a greater focus and emphasis on the role of leaders. With these issues in mind, an in-house training needs analysis questionnaire was developed around core management skills, which managers were asked to complete; the questionnaire covered a variety of topics, such as finance, strategy, performance management, people and operational practice, and asked questions such as 'Where do you feel you have experience?', 'Where do you feel you have knowledge?' and 'Where could you do with guidance?' From this, development needs were identified. The results of this needs analysis were used to produce a paper to be taken to the board, which demonstrated the skills gaps and the potential return on investment for running a programme; as a result of board buy-in, two specialists were recruited into the learning and development team.

The intervention programme

Ten workshops were created to develop managers' knowledge and skills. Additionally, the organisation wanted to provide opportunities for the managers to develop their peer group network, by sharing their experiences. The topics covered include recruitment and selection, effective communication skills, finance for non-financial managers, and performance management. Workshops were carried out with managers to give them feedback on the training needs analysis questionnaire they had completed and to inform them of the next steps. When designing the programme, expert knowledge was sought from specialists. For example, when designing the workshop on finance, a specialist in finance from within the organisation worked with the facilitator to identify learning objectives. Additionally, the specialist was involved in delivering the development programme to the managers, thus enabling relationships to develop within the organisation.

The programme included many different activities, such as discussing the difference between management and leadership, encouraging managers to share and discuss their knowledge and experience, and underpinning this with theory where possible.

The programme ran for ten months, one day a month, and covered one subject per month. The programme continues to be run annually.

Following the intervention

Before and after each workshop, each manager completes a questionnaire. The facilitator examines the completed pre- and post- questionnaires and the facilitator's remit includes following up anything that they think is necessary. It may be that answers from the questionnaire identify how an aspect of that workshop can be carried out differently. The facilitator is both a peer to the group and an informal coach. It is proving very useful to have an in-house facilitator because, if any of the managers have queries or issues, it is easy for them to contact the facilitator or bounce ideas off the facilitator. Strong relationships are built during the course of the programme.

Managers receive feedback on their learning, through the supervision and appraisal process in place in the organisation. There are a minimum of four supervisions per year and one formal appraisal, but some managers may choose to have a supervision every month.

The success of the programme is measured by the pre- and post-development programme questionnaires, which assess participants' level of competence before and after. In addition, HR metrics are also examined, such as staff turnover and the number of disciplinaries; conversations with line managers are also conducted.

After the ten sessions, the development programme is reviewed, refreshed and updated. The organisation is continually growing and, to remain sustainable, its managers need to have the right skills and to grow in a way that reflects the market, therefore the management development programme needs to change and evolve.

What factors have facilitated the management development programme process?
- **Senior management support** – senior management was very supportive with regards to running these programmes.
- **Resources to recruit a specialist facilitator** – due to buy-in from the board, resources were made available to recruit two specialists into the learning and development team; one was a specialist facilitator.
- **People- and strategy-focused organisation with long-term perspective** – the organisation was, and still is, very aware of where it is now, where it needs to be in five years, and developing the strategy for how to achieve that.
- **Flexibility and expertise of the facilitator** – the facilitator had the expertise and flexibility to decide which exercises were best to use on the day of the workshop to facilitate the learning and ensure the objectives were achieved.
- **Running the course for one day a month** – this minimised the impact on the managers' day job of being away from the office. Furthermore, the time between each session enabled managers to be challenged in their thinking during the workshop and then have time to put the learning into practice.
- **Peer group network** – the development programme was designed to provide opportunities for the managers to get together and share their experiences; this enabled a peer-group network to develop.

What have been barriers to running the management development programme?
- **Finding time for people to go on the course** – this barrier has been overcome by running the course for one day a month over ten months.
- **Limited by resources** – the nature of being a charity means that resources are rather limited.
- **Unconsciously incompetent** – people aren't aware of what they don't know; they may say they feel confident to coach others, but actually haven't been developed or adequately trained to coach.

Case study 2: A private company

About the organisation and development programme

The organisation is a large private sector company that employs approximately 10,000 people in the UK. The programme that this case study relates to is a *health and well-being programme* that is implemented by the occupational health and well-being team. In its current form the programme has been running for about two years. The bespoke programme comprises three elements, as follows:

1 Healthy Minds – managers attend a four-hour workshop.

2 Pressure Points – managers and their teams take part in a stress risk assessment.

3 Mindful Management – where appropriate, managers use a second online 180-degree questionnaire to help them develop their managerial style to prevent stress, promote engagement and enhance well-being. Mindful Management is triggered by a team being identified as a high-risk area on Pressure Points but can also be used independently.

More detail about each element is provided below.

Across the business as a whole the programme is not mandatory, but some areas of the business have made attending the Healthy Minds workshop mandatory for their managers. The culture of the organisation has gradually shifted and there is now greater recognition of the value of the programme, suggesting that buy-in from senior management is progressively being achieved. Currently the organisation is looking at how the programme is evaluated.

Before the intervention

A few years ago there was a renewed focus on well-being within the organisation because there was awareness that common mental health problems were the biggest health issue for the business and they wanted to do something to address that. Prior to the introduction of the current programme, there had been a programme around stress at work for about ten years, which had evolved gradually over the years until eventually the Healthy Minds workshop, as mentioned above, was developed. Following the implementation of Healthy Minds, the stress risk assessment process was re-evaluated as the company wanted to take a more preventative approach. This led to the development of Pressure Points and Mindful Management. The intervention (Healthy Minds) and the two follow-up elements, Pressure Points and Mindful Management, were piloted in a variety of ways, and the order described above was found to be the most effective, so the programme was implemented in this format. At the pilot stage, the programme was evaluated very thoroughly using training evaluation questionnaires and face-to-face feedback sessions.

The intervention programme

The programme is for any manager who has someone reporting to them. Managers are invited to attend the Healthy Minds workshop by their business area rather than by the occupational health and well-being team. This ensures that the managers view the programme as something that is valued by the part of the business they work in.

Healthy Minds is a four-hour workshop that focuses on raising awareness of common mental health problems, the impact they have on the organisation, how managers might be able to spot them and what they should do about them. In addition, general tips on maintaining good well-being and why that is important are also discussed. During this workshop managers are also taken through the organisation's e-guide to mental well-being. The workshop is presented by members of the occupational health and well-being team, who aim to make the workshop personal, practical and applicable.

The programme is positioned to fit the organisational strategy, as the vision for the last few years for the organisation has been to have excellent customer service; there is recognition that, if their employees aren't engaged and well, they will not be able to achieve their desired excellent customer service. However, the programme is always tweaked to ensure its relevance to the particular cohort; and during the delivery the facilitators are very flexible, so the session can go in different directions to meet the needs of the cohort involved.

Following the intervention

Following attendance at the Healthy Minds workshop, managers are invited and strongly encouraged to use the stress risk assessment, Pressure Points. Managers should discuss the anonymised, collated results with their team and explore what actions can be taken as a group. They are encouraged to do this annually to keep reviewing the situation. They are also asked to integrate any action planning that comes out of the team discussion on the stress risk assessment results into subsequent team meetings.

If Pressure Points indicates a high risk of stress, managers are automatically registered to use Mindful Management, which aims to equip them with tools to prevent stress, promote engagement and enhance well-being, including conducting an online 180-degree questionnaire about their management approach. In addition, this second intervention is available to all managers, even if a high risk of stress is not indicated. The results of the 180-degree questionnaire are fed back to the individual manager at a facilitated session. Following this, there is an expectation that the manager will come up with a three-step action plan: one thing they will continue doing, one thing they will do less, and one thing they will improve. Managers are also asked to integrate this action plan into their personal development plan. Unfortunately, the occupational health and well-being team is not in a position to 'police' managers to ensure they carry out these actions; however, the development programme as a whole is positioned in line with performance management, so it is hoped that this provides the follow-up needed.

There is no expectation that managers should be mental health professionals and they are therefore not expected to do everything themselves; they are reminded that the occupational health and well-being team are there for support and should be used when needed. However, they have responsibility for using the risk assessment and should be trying to manage people in a way that prevents stress, promotes well-being and enhances engagement.

The business's initial target was to ensure that all the managers attended Healthy Minds; now the target has shifted to measuring how many managers have used Pressure Points. This builds greater awareness of what managers are doing after they have attended the workshop, thus ensuring managers are using their learning and not just attending the workshop and taking no further action.

What factors have facilitated the management development programme process?
- **Linking common mental health problems to business costs** – being able to show the business how much it loses to absence from common mental health issues.
- **Changes in management and the business drive towards employee engagement** – new management bringing in more supportive management practices and being able to demonstrate to the business the links between well-being and engagement.
- **The business having claims against them** – this is unfortunate for the business, but has driven it to want to know how it can protect itself better.
- **More awareness of mental health** – generally people are talking more about mental health.
- **Charging a fee for cancelling without notice** – £100 is charged to a manager's department if they drop out without any notice, which has reduced the number of people who don't attend.

What have been barriers to running the management development programme?
- **People's perceptions of management** – people don't necessarily see managing mental health as part of the management role; sometimes it isn't until people are in the workshop that they see the importance.
- **Senior management** – sometimes senior management may not actually get in the way of running the development programme, but they are not championing it either; senior management championing the programme is a great facilitator.
- **Size of the organisation** – the organisation is huge and various parts of the business can work rather separately, so people aren't always aware of what is going on and the different programmes being implemented; it would help to have more coherence and be more integrated.

Case study 3: A transportation company

About the organisation and development programme

The organisation is a surface transport division of a large transportation company. During 2013–14, the organisation participated in the initial phase of Affinity Health at Work's 'Developing managers to manage sustainable employee engagement, health and well-being' research project. As an outcome of this, it received a gap analysis report, setting out its position in terms of the success factors for effective management development. The next stage of participation in the research project, during 2015–16, involved an action-learning process designed to support the organisation to take action to address the gaps identified.

Before the intervention

The gap analysis report created from the organisation's participation in the initial phase of the research project suggested that it had addressed some of the factors identified by the research as being important for effective management development, only partly addressed other factors and not addressed some factors, as shown below.

What is working well

Checklist responses suggested that the organisation had addressed the following factors:

Methodology

Programme is integrated with the wider organisational culture and practices.

Shared responsibility across all the relevant teams and functions, such as HR, health and safety, occupational health, L&D.

Managers

There are activities that build self-awareness and help managers recognise themselves as leaders (for example, upward/360 feedback, mentoring, coaching, use of psychometrics/occupational testing).

Managers are encouraged to value learning and development (for example through recognition schemes that place value on furthering knowledge).

Managers are supported to be confident in their management skills (for example ensuring positive, timely, specific feedback, mentoring, coaching).

Organisation

Organisational culture and climate are supportive of health and safety (for example demonstration of commitment to safety, employee awareness of health and safety).

The organisation has policies, processes and a work environment that are seen as accessible, helpful and supportive.

Participants' own managers and senior managers lead by example (for example role-model desired behaviours).

There are clear standards and expectations that managers need to adhere to (for example appropriate competency frameworks and performance objectives).

Ones to watch

Checklist responses suggested that the organisation had only partly addressed the following factors:

Methodology

Programme includes setting multiple goals for manager participants that are challenging but not unmanageable, specific and requiring effort over time.

Programme is seen as a process unfolding over time (three-plus months including practice and follow-up) rather than just a one-off activity.

Programme includes a range of development formats (effective formats include mentoring, coaching, lectures, group collaboration, management networks, multi-rater feedback, experiential learning and action-learning sets).

Senior leaders are supportive of the programme.

Managers

Consideration has been given to selecting managers for the development programme according to the following behaviours/characteristics that have been shown to influence learning. Leaders who:

• are supportive of their team

• display integrity

• are independent thinkers

• are effective performers.

Organisation

The organisation has a supportive culture (for example where there is an open dialogue with good two-way communication, employee voice, a climate of mutual respect and a climate in which people have the right to challenge others' behaviour, and where there is recognition of when individuals have done well).

The organisational climate is supportive of innovation (for example support for employees to take initiative, encouragement of open communication).

There is an organisational structure and culture of empowerment (for example affording employees the following: opportunity, information, support, resources, formal and informal power).

Senior leaders in the organisation are seen as engaging of others (for example inclusive, accessible, motivational and collaborative).

Participants' own managers are supportive of their learning (for example supplying incentives and feedback).

Managers have appropriate job demands that enable a focus on people management vs. operational demands.

Managers are clear of their role.

Managers perceive their work as meaningful.

What's missing
Checklist responses suggested that the organisation had not addressed the following factors:

Methodology

Consideration has been given to how to ensure that the programme is useful, beneficial and important to all stakeholders, including manager participants.

Programme aims and objectives are specific, clear and simple.

The name of the programme is appropriate in the organisation (for example fit with organisational language, brand, culture, population).

There will be opportunities for the managers to apply their learning.

Consideration has been given to how ongoing resources, for example financial, will be made available.

The gap analysis results were presented both to the parent company's occupational health team and to the organisation's senior management team. As a result, the senior management team agreed that the organisation would participate in the next phase of the research (as described in this case study), and the occupational health team agreed to fund this participation.

The intervention programme
The aim of the intervention was to help the organisation use the results from the gap analysis report to put in place as many of the success factors for management development as were relevant and possible in their particular context. In order to do this, a facilitated action-learning programme was set up to enable a group of people from within the organisation to prioritise the areas to address, identify the changes needed, develop an action plan and support its implementation.

The action-learning group was made up of:
• a member of the organisation's senior management team
• five operational managers from across the organisation
• the organisation's HR business partner.

The action-learning group met with the Affinity Health at Work facilitator three times. Between these meetings, the group met regularly to discuss and progress the actions agreed. The three meetings were as follows:

Meeting 1 – initiated the project. Group members participated in whole-group and pair discussion. The priorities that emerged from these discussions were as follows:

1 overall vision and commitment to well-being and engagement – from the top and cascaded throughout the organisation
2 prevention, early intervention, consistency and speeding up of disciplinary/grievance/suspension processes
3 reducing overload for managers to enable proactive behaviour
4 improving people management behaviour.

Actions designed to address these priority issues were identified and used to create an action plan for the group to take forward.

Meeting 2 – allowed the group to report back on the actions taken, celebrate successes so far and update the action plan. The group reported some key successes:

- They had met several times since the initial meeting and were progressing the actions in a collaborative way – they had surprised themselves by how much they had achieved.
- One of the group members had initiated meetings with employees, providing an opportunity for employees to 'meet your manager' over coffee – these had been observed to generate better engagement and morale in the workforce.
- Cross-departmental training was being established.
- Senior management were more engaged with employees – going on visits and focusing more on people, not just results.
- Employee engagement and well-being had been added as a standing item to management meeting agendas.
- Communications between teams were seen to be improving.

Success measures were considered and the following were agreed to be valuable measures:

- number of meetings managers hold with employees
- employee survey response rates and scores
- HR data on grievances, disciplinaries, accidents, sickness absence
- feedback from employees on the 'meet your manager' meetings.

Meeting 3 – allowed the group to review progress, plan how to embed employee engagement and well-being activities into the business and clarify next steps. Successes since the last meeting included:

- further roll-out of 'meet your manager' meetings – these were initially met with scepticism, but now the manager is seeing marked improvements in attitudes
- notice boards set up in some sites
- meetings for first-line managers across the business planned, to help build relationships, share information, establish cross-organisation ways of working and identify which managers need support to develop their skills
- training needs analysis conducted with managers at all levels looking at the way matrix management is working
- communications champions have been informed of employee engagement and well-being activities and plans.

Results of the intervention so far and next steps

By the end of the three meetings, the project had achieved considerable success in terms of raising awareness and gaining buy-in within the organisation. A number of employee engagement and well-being activities had been piloted, including 'meet your manager' meetings and communication noticeboards. The feedback on these has been very positive and observations suggest that they have improved morale and attitudes in the parts of the business where they have happened. The action-learning group has picked up the project with enthusiasm and shown that these activities can make a difference; it has undertaken the actions planned and created a clear stream of activity to continue its work moving forward.

The next steps planned for the organisation are as follows:

1 **Build employee engagement and well-being into managers' objectives** – the intention is to include employee engagement and well-being in all managers' objectives, including the senior management team.
2 **Roll out 'meet your manager' meetings across the business** – the plan is for all managers to run these meetings in their part of the business, supported by a pack of materials and guidance from the action learning group.
3 **Support managers to develop management skills** – the plan is to provide development support for managers, including: continuing regular first-line manager meetings, looking specifically at these managers' development needs, building consideration of sustainable engagement into development plans arising out of the training needs analysis already conducted, and rolling out a training module on 'building engagement'.

Top tips

To help you develop your own management development programme, we have drawn together some practical top tips from across our three case studies. The top tips are presented in terms of those referring to the design of the programme, the communication around the programme, and the delivery of the programme.

Design tips

1 Carry out a training needs analysis before designing the programme to see where and what the specific need is.

2 Evaluate previous programmes before designing a new one.

3 Carefully consider the capacity of the programme delivery team before designing supportive activities.

4 Consider the practical time constraints of your participants.

5 To design the best programme, involve specialists and experts where possible.

6 Design a programme with the specific organisational culture in mind.

Communication tips

1 Engage and collaborate as much as possible with managers in the design stage of the programme, to enable greater buy-in.

2 Gaining buy-in from those with informal power and influence (such as the engagers and champions within the organisation) will be as important as gaining buy-in from those with formal power.

3 Make a good business case for the programme by using relevant organisational data.

4 Make the whole organisation (not just the participants) aware of the aims and objectives of the programme.

5 Where the invitation to attend the programme comes from will impact (positively or negatively) manager buy-in. For example, an invitation from a manager's business area may be more effective than an invitation from HR or occupational health.

6 Communicate how the programme fits with the strategy of the organisation.

Delivery tips

1 When delivering the programme, ensure that the facilitator is able to adapt their materials and delivery to the needs of different cohorts.

2 Ensure the facilitator will be seen as credible by your participants.

3 Be prepared not to have all the answers as the facilitator: in other words, be prepared to step back and allow the peer group knowledge and learning to shine.

How to use these resources in your organisation

This flow chart suggests the order in which you might like to use the resources we've produced from the research to develop your own management development approach that supports employee engagement and well-being.

We advise starting with the maturity model, as this will enable you to identify which of the resources are most applicable to your organisation needs and context. You may not need to use all of the resources as they are designed for organisations

at different stages, from those starting out on developing a management development approach to support engagement and well-being, to those who already have one in place but want to enhance its effectiveness.

Starting point and overview

Maturity model: diagnose the current stage of maturity of your organisation's approach to developing managers to support employee engagement and well-being.

At-a-glance overview of checklists: having identified which level of maturity your organisation's management development programme is currently at, we recommend you focus on the relevant level within each of the three checklists. The three checklists identify the key things to consider before, during and after a development programme.

Conduct your own organisational assessment

Full checklist – before the development programme

Full checklist – during the development programme

Full checklist – after the development programme

Checklist FAQs: additional guidance on how to effectively use the checklists in practice to develop a management development approach that supports employee engagement and well-being.

Further practical guidance and tips

Case studies: three practical case study examples to help organisations understand what other organisations have done to create successful management development programmes.

Top tips: for designing, communicating and delivering your programmes.

Research report

In-depth information about the research underpinning the development of these resources.

Summary and conclusions

Summary of the research background and outputs

Both academic and practitioner literature are clear on two points: first, that employee engagement, health and well-being are key for the productivity, performance and success of organisations; and second, that the way that employees are managed is a vital determinant of their engagement, health and well-being. This means that managers need to be equipped with the skills and behaviours both to engage, and to protect the health and well-being of, their teams. To achieve this, organisations need to provide the most effective management development possible.

Despite the wealth of literature exploring what good leadership and management looks like, until very recently, little attention had been paid to how to get managers to display this 'good' leadership. There appears to be an implicit belief that establishing the 'right' leadership theory will lead to better leaders through a learning and development intervention based on that theory, but there is little recognition that developing these skills is a process that unfolds over time rather than in a one-off workshop or training course. A quotation from Day et al (2014) highlights this perfectly: *'It generally takes 10 years or 10,000 hours of dedicated practice to become an expert in a given field. For this reason, it is highly unlikely that anyone would be able to develop fully as a leader merely through participation in a series of programs, workshops or seminars.'*

Until work published by Lewis et al in 2014, there was no unifying model to help practitioners and organisations to apply the available evidence relating to management development and contextual issues. This work took an evidence-based practice approach, drawing evidence from practitioner, stakeholder and contextual perspectives, as well as academic research. The outputs of this work, in addition to an insight report, were three checklists designed to help practitioners explore the extent to which they have in place the factors suggested to be important for management development success. These checklists were divided into methodology, manager and organisational considerations, and considered at three chronological stages: before the development programme, during the development programme, and after the development programme. At-a-glance summaries of the factors in the three categories at each of the three chronological stages were also produced to allow review of the factors contributing to successful management development in a quick and easy format.

The comprehensive models, checklists and summaries proved highly useful, understandable and interesting to practitioners. It was also clear that they provided a large number of factors practitioners needed to consider when beginning the process of running a development programme. This 2015–16 work

'Despite the wealth of literature exploring what good leadership and management looks like, until very recently, little attention had been paid to how to get managers to display this "good" leadership.'

has therefore been conducted to collect data in order to inform how the checklists can be refined for ease of use. Data from 116 organisations was analysed and frequency analysis enabled the rationalisation of factors into three levels – Level 1 was made up of those factors that most organisations considered, Level 2 those factors that some organisations considered, and Level 3 those factors that few organisations considered. This will enable practitioners to attend to the most relevant parts of the checklists for their particular situation. Once again, at-a-glance summaries were produced, revised into the three levels of prioritisation. A maturity model was also produced to enable practitioners to assess their own organisation against a clear set of benchmarks. Assessing against this model is also a useful process to understand where best to prioritise activity and improvement in a current programme, going forward.

Finally, interviews were conducted within two 'advanced' organisations – those organisations who were a considerable way through the process of delivering management development programmes (one private sector organisation and one charity). This enabled the development of two case studies and a 'top tips' guidance document. Further, a third case study was added which detailed the progress of an organisation which, in the first phase of the research in 2014, had received a gap analysis report, and had then focused on development of their approach via an action-learning methodology.

In addition to this research report, the practical outputs produced through this latest research are as follows:

- revised versions of the checklists, with three levels identified, enabling organisations/practitioners to prioritise which factors to put in place first as they develop and run a management development programme
- at-a-glance view summaries of the content of the revised checklists
- maturity model that provides quick-view guidance to help an organisation assess its level of maturity around management development
- case studies to help organisations understand what other organisations have done to create successful management development programmes
- top tips table to provide a few key pointers on how to achieve success in management development based on what other organisations have done.

Conclusions and implications of this research

These updated materials aim to provide additional support to employers and HR practitioners and to policy-makers over and above the support provided by the initial *Developing Managers to Manage Sustainable Employee Engagement, Health and Well-being* outputs. By creating the revised checklists, at-a-glance view summaries and maturity model, the aim is that practitioners and the organisations they work for/in can better prioritise what needs to be done to enhance managers' skills to support employee engagement and health and well-being within their team. These resources are intended to help HR practitioners take a step-by-step approach to putting in place the factors that are likely to support effective management development.

The case studies and top tips give practitioners and organisations some concrete guidance and examples from other organisations that are achieving successful results from their management development programmes. For policy-makers, it is hoped that these materials will provide support and practical tools to communicate to relevant bodies, from those involved in skills policy to those setting business and productivity policy.

We also hope that the beneficiaries of this work will be managers, who will be provided with more effective management development; employees, who will be provided with more effective management, and in so doing enjoy enhanced engagement, health and well-being; and the wider society, which will benefit from a healthier, more engaged and higher-performing workforce.

References

BAMFORD, M., WONG, C.A. and LASCHINGER, H. (2013) The influence of authentic leadership and areas of worklife on work engagement of registered nurses. *Journal of Nursing Management.* Vol 21. pp529–40.

BREEVART, K., BAKKER, A.B., DEMEROUTI, E. and VAN DEN HEUVEL, M. (2015) Leader-member exchange, work engagement and job performance. *Journal of Managerial Psychology.* Vol 30, No 7. pp754–70.

BRINER, R.B., DENYER, D. and ROUSSEAU, D.M. (2009) Evidence-based management: concept clean up time? *Academy of Management Perspectives.* Vol 23. pp19–32

CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Learning and development.* Annual survey report. London: CIPD.

CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance, what really makes the difference? Shaping the Future, Final Report.* London: CIPD.

DAY, D.V., FLEENOR, J.W., ATWATER, L.E., STURM, R.E. and MCKEE, R.A. (2014) Advances in leader and leadership development: a review of 25 years of research and theory. *Leadership Quarterly.* Vol 25. pp63–82.

DONALD, I., TAYLOR, P., JOHNSON, S., COOPER, C., CARTWRIGHT, S. and ROBERTSON, S. (2005) Work environments, stress and productivity: an examination using ASSET. *International Journal of Stress Management.* Vol 12. pp409–23.

DONALDSON-FEILDER, E. and LEWIS, R. (2011) *Preventing stress: promoting positive manager behaviour – phase 4: how do organisations implement the findings in practice? [online].* Research insight. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/preventing-stress-report [Accessed 3 February 2017]

DONALDSON-FEILDER, E., LEWIS, R. and YARKER, J. (2009) *Preventing stress: promoting positive manager behaviour [online].* Research insight. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/preventing-stress-report [Accessed 3 February 2017]

FAIRHURST, D. and O'CONNOR, J. (2010) *Employee well-being: taking engagement and performance to the next level [online].* London: Towers Watson. Available at: www.towerswatson.com/assets/ [Accessed 24 September 2015].

FORD, M.T., CERASOLI, C.P., HIGGINS, J.A. and DECESARE, A.L. (2011) Relationships between psychological, physical, and behavioural health and work performance: a review and meta-analysis. *Work and Stress.* Vol 25. pp185–204.

GALLUP. (2010) *Engagement predicts earnings per share.* Omaha, NE: Gallup.

GARAVAN, G., WATSON, S., CARBERY, R. and O'BRIEN, F. (2015) The antecedents of leadership development practices in SMEs: the influence of HRM strategy and practice. *International Small Business Journal.* pp1–21.

KELLOWAY, E.K. and BARLING, J. (2010) Leadership development as an intervention in occupational health psychology. *Work and Stress.* Vol 24. pp260–79.

LEWIS, R., DONALDSON-FEILDER, E., JONES, B. and JOHAL, M. (2014) *Developing managers to manage sustainable employee engagement, health and well-being [online].* Research insight. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/developing-managers-report [Accessed 3 February 2017]

LEWIS, R., DONALDSON-FEILDER, E. and THARANI, T. (2012) *Managing for sustainable employee engagement: developing a behavioural framework [online].* London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/engagement/management-guide

LEWIS, R. DONALDSON-FEILDER, E., THARANI, T. AND PANGALLO, A. (2011) *Management competencies for enhancing employee engagement.* Research insight. London: Chartered Institute of Personnel and Development.

ROBERTSON, I. and BIRCH, A.J. (2010) *The role of psychological well-being in employee engagement.* Paper presented at British Psychological Society Occupational Psychology Conference, Brighton, January.

ROBERTSON, I.T., BIRCH, A.J. and COOPER, C.L. (2012) Job and work attitudes, engagement and employee performance: where does psychological well-being fit in? *Leadership and Organizational Development Journal.* Vol 33, No 3. pp224–32.

THOMAS, H.C. and XU, J. (2011) How can leaders achieve high employee engagement? *Leadership and Organisation Development Journal.* Vol 32, No 4. pp399–416.

TIMS, M., BAKKER, A.B. and XANTHOPOULOU, D. (2011) Do transformational leaders enhance their followers' daily work engagement? *Leadership Quarterly.* Vol 22. pp121–31

YARKER, J., DONALDSON-FEILDER, E. and LEWIS, R. (2008) *Management competencies for preventing and reducing stress at work: identifying and developing the management behaviours necessary to implement the HSE management standards: phase 2.* London: HSE Books.

YARKER, J., DONALDSON-FEILDER, E., LEWIS, R. and FLAXMAN, P.E. (2007) *Management competencies for preventing and reducing stress at work: identifying and developing the management behaviours necessary to implement the HSE Management Standards.* London: HSE Books.

Appendix 1: Flow chart of research process of previous research project (Lewis et al 2014)

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 Affinity Health at Work 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 (before, during and after) and type of consideration (individual/manager, intervention/method and context/organisation). All models and data then combined and developed into three checklists.

⬇

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.

⬇

Content and face validation of checklists

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

Appendix 2: Checklists

Here are the full checklists. They underpin the 'at-a-glance' checklists. For ease of use the same colour shading is used to indicate three 'levels' of activity.

Key:

Level 1
Level 2
Level 3

These levels can be used to prioritise practitioner action. It is suggested that practitioners implement the Level 1 factors first and then, when they have more experience, they can consider Level 2 and Level 3 factors. It is therefore envisaged that organisations should first consider the pink questions before moving on to the purple and grey shaded questions (as it is likely these factors will be in place in organisations with mature development programmes).

Stage 1 – Before the 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	Is the development programme seen as a series of interventions unfolding over time (3-plus months including practice and follow-up) rather than just a one-off activity?	☐☐☐☐☐☐ ☐ No, not at all — Yes, completely Don't know	
2	Will you ensure that the development programme is integrated with the wider organisation's culture and practices?	☐☐☐☐☐☐ ☐	
3	Have you considered how ongoing resources (for example financial, administrative, logistical, support) will be made available?	☐☐☐☐☐☐ ☐	
4	Have you ensured there will be opportunities for the participants to apply their learning?	☐☐☐☐☐☐ ☐	
5	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)?	☐☐☐☐☐☐ ☐	

Stage 1 – Before the development programme

<table>
<tr><td colspan="4">Methodology (cont.)
Considerations for planning, design and format of the programme that support success</td></tr>
</table>

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	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)?	□□□□□□ □ No, not at all Yes, completely Don't know	
7	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?	□□□□□□ □	
8	Have you considered how you ensure that the development programme is useful, beneficial and important to all stakeholders, including manager participants?	□□□□□□ □	

The following factors have also been found to be important but may need you to consult with other areas of your organisation. Please consider the following:

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?

Are senior leaders and all in management positions genuinely supportive of the development programme?

Are the development programme aims clear and straightforward (for example, SMART goals – specific, measurable, agreed, realistic and time bound)?

Have you ensured the name of the development programme is appropriate in your organisation (for example, fit with organisational language, brand, culture, population)?

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

		0 1 2 3 4 5	Evidence and comments
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	Do you support managers to be confident in their management skills (for example ensuring positive, timely, specific feedback, mentoring, coaching)?	☐ ☐ ☐ ☐ ☐ ☐ ☐ No, not at all ⟶ Yes, completely / Don't know	
2	Do you encourage managers to value learning and development (for example through recognition schemes that place value on furthering knowledge)?	☐ ☐ ☐ ☐ ☐ ☐ ☐	
3	Have you considered selecting participants for the development programme according to the following behaviours/characteristics that have been shown to influence learning: leaders who are supportive of their team, display integrity, are effective performers and accept negative feedback?	☐ ☐ ☐ ☐ ☐ ☐ ☐	
4	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)?	☐ ☐ ☐ ☐ ☐ ☐ ☐	

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 be assessed/used as consideration criteria only by qualified professionals in an objective and standardised way.

Stage 1 – Before 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	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 the 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?	□ □ □ □ □ □ □ No, not at all Yes, completely Don't know	
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)?	□ □ □ □ □ □ □	
3	Is your organisational climate supportive of innovation (for example, support for employees to take initiative, encouragement of open communication)?	□ □ □ □ □ □ □	
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)?	□ □ □ □ □ □ □	
5	Does your organisation have policies, processes and a work environment that are seen as accessible, helpful and supportive?	□ □ □ □ □ □ □	
6	Are managers clear about their role?	□ □ □ □ □ □ □	
7	Do managers' own managers and senior managers lead by example (for example role-model desired behaviours)?	□ □ □ □ □ □ □	

Stage 1 – Before the development programme

<table>
<tr><td colspan="2" style="background:#5a1a5a;color:white">Organisation (cont.)
Characteristics of the organisational environment that support programme success</td><td></td><td></td></tr>
</table>

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
8	Do managers have varied opportunities for development in their role?	☐ ☐ ☐ ☐ ☐ ☐ No, not at all / Yes, completely / Don't know	
9	Are managers' own managers supportive of their learning (for example supplying incentives and feedback)?	☐ ☐ ☐ ☐ ☐ ☐	
10	Are senior leaders and all in management positions in your organisation seen as engaging of others (for example inclusive, accessible, motivational and collaborative)?	☐ ☐ ☐ ☐ ☐ ☐	
11	Do managers have appropriate job demands that enable a focus on people management vs. operational demands?	☐ ☐ ☐ ☐ ☐ ☐	
12	Do you have clear standards and expectations that managers need to adhere to (for example appropriate competency frameworks and performance objectives)?	☐ ☐ ☐ ☐ ☐ ☐	

The following factors have also been found to be important but may need you to consult with other areas of your organisation. Please consider the following:

Do managers' team members perceive their work as meaningful?

Stage 2 – During the 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	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?	☐☐☐☐☐☐☐	

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
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 · Yes, completely · Don't know	
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?	☐☐☐☐☐☐☐☐	

Stage 2 – During the development programme

<table>
<tr><td colspan="2">Methodology (cont.)
Considerations for planning, design and format of the programme that support success</td></tr>
</table>

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 — Yes, completely — Don't know	
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)?	☐☐☐☐☐☐ ☐	

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.	☐☐☐☐☐☐ ☐ 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.	☐☐☐☐☐☐ ☐	

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
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	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 · Yes, completely · Don't know	
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?	☐☐☐☐☐☐☐	

Stage 2 – During the development programme

<table>
<tr><td colspan="4">Manager (cont.)
Characteristics of the manager participants that support programme success</td></tr>
</table>

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 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.

Stage 2 – During the development programme

<table>
<tr><td colspan="3">Organisation
Characteristics of the organisational environment that support programme success</td></tr>
</table>

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)?	☐☐☐☐☐☐☐ *No, not at all* … *Yes, completely* / *Don't know*	
2	Have you ensured managers are clear about their role?	☐☐☐☐☐☐☐	
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)?	☐☐☐☐☐☐☐	

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
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 / Yes, completely / Don't know	
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?	☐☐☐☐☐☐ ☐	

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?	☐ ☐ ☐ ☐ ☐ ☐ ☐ No, not at all — Yes, completely / Don't know	
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?	☐ ☐ ☐ ☐ ☐ ☐ ☐	

Stage 3 – After the development programme

<table>
<tr><td colspan="3" style="background:purple;color:white">Methodology
Considerations for design, training and format of the programme that support success</td></tr>
</table>

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?	☐☐☐☐☐☐ ☐ No, not at all — Yes, completely — Don't know	
2	Do you continue to make ongoing resources (for example financial, administrative, logistical, support) available?	☐☐☐☐☐☐ ☐	
3	Is the development programme integrated with the wider organisation's culture and practices?	☐☐☐☐☐☐ ☐	
4	Have participants been set multiple goals that are compatible with each other, challenging but not unmanageable, specific and requiring effort over time?	☐☐☐☐☐☐ ☐	
5	Do senior leaders and all in management positions continue to be genuinely supportive of the development programme?	☐☐☐☐☐☐ ☐	
6	Do participants continue to have opportunities to practise their new learning?	☐☐☐☐☐☐ ☐	
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)?	☐☐☐☐☐☐ ☐	

Stage 3 – After the development programme

<table>
<tr><td colspan="4">Methodology (cont.)
Considerations for design, training and format of the programme that support success</td></tr>
</table>

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?	☐☐☐☐☐☐ ☐ 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?	☐☐☐☐☐☐ ☐	
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)?	☐☐☐☐☐☐ ☐	
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)?	☐☐☐☐☐☐ ☐	
12	Are participants encouraged to seek opportunities to apply their new learning?	☐☐☐☐☐☐ ☐	
13	Are participants accountable for applying their learning in their role?	☐☐☐☐☐☐ ☐	
14	Have you considered creating opportunities for participants to teach the new material to others?	☐☐☐☐☐☐ ☐	

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.	☐☐☐☐☐☐☐ 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)?	☐☐☐☐☐☐☐	
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)?	☐☐☐☐☐☐☐	
18	Is there a mentor/peer/colleague who is able to hold the participant accountable for applying the new learning in the organisation?	☐☐☐☐☐☐☐	

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

	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	Do participants continue to value the learning and development opportunity offered by the programme and want to use the new learning in their role?	☐☐☐☐☐☐ ☐ No, not at all — Yes, completely — Don't know	
2	Do participants demonstrate the following characteristics and behaviours that are characteristic of success in learning and development: managers who are supportive of their team, are effective performers, display integrity and accept negative feedback?	☐☐☐☐☐☐ ☐	
3	Do participants feel optimistic and confident that they can utilise the learning of the programme in their role?	☐☐☐☐☐☐ ☐	
4	Do participants see the programme as having been beneficial, useful and important to them?	☐☐☐☐☐☐ ☐	
5	Do the values of the participants align with the wider organisation?	☐☐☐☐☐☐ ☐	
6	Are participants working within roles in which they are committed, satisfied, know what is expected of them and see their work as meaningful?	☐☐☐☐☐☐ ☐	
7	Have you ensured that, following the intervention, participants had the required knowledge and skills?	☐☐☐☐☐☐ ☐	
8	Are participants working in roles where they are not under undue pressure, experiencing work–life conflict or have conflicting priorities and goals?	☐☐☐☐☐☐ ☐	

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 be assessed/used as consideration criteria only by qualified professionals in an objective and standardised way.

Stage 3 – After the development programme

<table>
<tr><td colspan="3">Organisation
Characteristics of the organisational environment that support programme success</td></tr>
</table>

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? 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?	☐☐☐☐☐☐ ☐ 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)?	☐☐☐☐☐☐ ☐	
3	Is your organisational climate supportive of innovation (for example support for employees to take initiative, encouragement of open communication)?	☐☐☐☐☐☐ ☐	
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)?	☐☐☐☐☐☐ ☐	
5	Does your organisation have policies, processes and a work environment that are seen as accessible, helpful and supportive?	☐☐☐☐☐☐ ☐	
6	Have you ensured managers are clear about their role?	☐☐☐☐☐☐ ☐	

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
7	Do you have clear standards and expectations that managers need to adhere to (for example appropriate competency frameworks and performance objectives)?	☐☐☐☐☐☐ ☐ No, not at all Yes, completely Don't know	
8	Do managers' team members perceive their work as meaningful?	☐☐☐☐☐☐ ☐	
9	Do managers have varied opportunities for development in their role?	☐☐☐☐☐☐ ☐	
10	Do managers have appropriate peer, team and social support in their roles?	☐☐☐☐☐☐ ☐	
11	Are HR and other relevant stakeholders equipped with the appropriate capabilities to support the participants' development?	☐☐☐☐☐☐ ☐	
12	Are managers' team members equipped with the knowledge, skills and ability to do their roles?	☐☐☐☐☐☐ ☐	
13	Are senior leaders and all in management positions in your organisation seen as engaging of others (for example inclusive, accessible, motivational and collaborative)?	☐☐☐☐☐☐ ☐	

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)?	☐☐☐☐☐☐ ☐ 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?	☐☐☐☐☐☐ ☐	
16	Do you continue to ensure that managers, where possible, do not have conflicting priorities in their role?	☐☐☐☐☐☐ ☐	
17	Do the managers work within cohesive teams where there are good-quality, mature manager–employee relationships?	☐☐☐☐☐☐ ☐	
18	Do the managers work within teams where their team members trust them and identify with them?	☐☐☐☐☐☐ ☐	
19	Do managers work within teams where followers are innovative and independent thinkers, where they learn actively and are willing to take risks?	☐☐☐☐☐☐ ☐	
20	Do managers' team members feel empowered in their roles?	☐☐☐☐☐☐ ☐	

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	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)?	☐ ☐ ☐ ☐ ☐ ☐ ☐ No, not at all Yes, completely Don't know	
22	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)?	☐ ☐ ☐ ☐ ☐ ☐ ☐	
23	Are managers working within effective (high-performing) teams?	☐ ☐ ☐ ☐ ☐ ☐ ☐	
24	Since the programme, has the organisation been free of significant organisational change (such as mergers/redundancies/cutbacks) that could affect integration of learning?	☐ ☐ ☐ ☐ ☐ ☐ ☐	

Further resources and sources of information

Developing Managers to Manage Sustainable Employee Engagement, Health and Well-being

This report details the findings from the first phase of the current research. It reviews the available literature about what affects the success of programmes to develop managers to manage in ways that improve employee engagement, health and well-being. It looks at both academic and practitioner literature and data gathered from experts, practitioners and organisations in order to provide a unifying framework bringing all the evidence together. It resulted in the creation of a set of checklists that highlight the range of factors that can enhance or reduce effectiveness of such programmes, with the aim of helping organisations in implementing programmes successfully. The research report can be downloaded at: **https:// www.cipd.co.uk/knowledge/ culture/well-being/developing- managers-report**

Managing for Sustainable Employee Engagement

This research developed a behavioural framework setting out what managers need to do to engender engagement in their team, while at the same time preventing stress/protecting well-being, in order to create *sustainable* employee engagement. This brings together Affinity Health at Work's previous work on management competencies for enhancing engagement and for preventing and reducing stress at work. A guidance leaflet based on the research can be downloaded at: **https://www.cipd. co.uk/knowledge/fundamentals/ relations/engagement/ management-guide**

Line Manager Behaviour and Stress at Work

This research programme explored what managers need to do to prevent and reduce stress in their employees. A framework of relevant manager behaviours was developed, and an intervention to support managers in developing their skills was evaluated. Guidance leaflets based on the research can be downloaded at: **https://www. cipd.co.uk/knowledge/culture/ well-being/line-management- behaviour-guide**

In addition, full research reports can be downloaded as follows:

- Phase 4 (case studies) and Phase 3 (development, testing and evaluation of intervention): **cipd.co.uk/knowledge/culture/ well-being/preventing-stress- report**
- Phase 2 (validation and refinement of framework): **www.hse.gov.uk/research/ rrhtm/rr633.htm**
- Phase 1 (initial background and first version of framework): **www.hse.gov.uk/research/ rrhtm/rr553.htm**

Online tools for managers: Managing employee well-being is an online learning package developed with Business in the Community: **www. managingemployeewellbeing. com/bitc**

A self-report version of the **stress management competencies indicator questionnaire** to measure the management behaviours for preventing and reducing stress is available at: **www.hse.gov.uk/stress/mcit.htm**

CIPD