



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

November 2014



**Overview of the factors for  
management development success**

## Stage 1

### Before the development programme

#### Considering conducting an intervention

##### Methodology

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

- MAKE the programme useful, beneficial and important to all.
- MAKE programme goals SMART.
- CONSIDER the resources available.
- CHOOSE a good, organisationally relevant name for the programme.
- INTEGRATE the programme into organisational strategy.
- ENSURE shared departmental responsibility for the programme.
- MAKE participants accountable for their success on the programme.
- SET multiple aligned goals for participants.
- USE a series of interventions over time.
- USE a range of different delivery formats.
- GET senior management support.
- ENSURE opportunities for participants to apply their learning.

##### Manager

Characteristics of manager participants that support programme success

- INVOLVE those participants most likely to learn.
- BUILD self-awareness in managers and recognition of themselves as leaders.
- ENCOURAGE managers to value learning and development.
- PROVIDE support and feedback to managers to increase their management skills.

##### Organisation

Characteristics of the organisational environment that support programme success

- 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.
- GET senior managers to engage with others.
- ENSURE managers are supportive of others' learning.
- LEAD by example.
- ENSURE managers focus on both task and people.
- SET clear standards and expectations for managers.
- LET managers know what their role is.
- PROVIDE meaningful work for all.
- ENSURE opportunities for development.

## Stage 2

### During the development programme

#### Designing and implementing a development programme

##### Methodology

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

- DEVELOP a range of pre-training activities.
- PROVIDE mentors, coaching and feedback support for participants.
- CONSIDER ways to build collaborative working in the participant group.
- USE a series of interventions over time.
- USE a range of different delivery formats.
- CONSIDER ways to ensure the group facilitator builds and develops trust.
- SET multiple aligned goals for participants.
- 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.
- INTEGRATE the programme into organisational strategy.
- CHOOSE the right programme name.
- PROVIDE opportunities to practise, and get feedback on, their learning.
- USE after-event reviews.
- ENSURE opportunities to apply new learning.
- CONSIDER ongoing availability of resources.
- ENSURE programme goals/actions are integrated into performance appraisal/review system.
- BUILD participants' confidence.
- HOLD participants accountable.
- GET leadership support for the programme.

##### Manager

Characteristics of manager participants that support programme success

- VOLUNTARY participation.
- BUILD self-awareness in managers and recognition of themselves as leaders.
- INVOLVE those participants most likely to learn.
- ENCOURAGE managers to value the learning and development opportunity.
- ENSURE managers feel they can succeed.
- HELP managers see the programme as beneficial and important.
- ALIGN manager and organisational values.
- ENSURE managers are satisfied in their work and see it as meaningful.
- MAKE sure managers are not in roles with conflicting goals and priorities.

##### Organisation

Characteristics of the organisational environment that support programme success

- 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.
- GET senior managers to engage with others.
- ENSURE managers are supportive of others' learning.
- LEAD by example.
- ENSURE managers focus on both task and people.
- MAKE sure priorities don't conflict for managers.
- SET clear standards and expectations for managers.
- LET managers know what their role is.
- PROVIDE meaningful work for all.
- ENSURE opportunities for development.
- 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.

## Stage 3

### After the development programme

#### Embedding learning into the workplace

##### Methodology

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

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

##### Manager

Characteristics of manager participants that support programme success

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

- 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.
- CONSIDER if any significant organisational change could have affected integration of learning.
- CONSIDER if political/legislative influences could be used to raise programme priority.
- ENSURE HR and other stakeholders are capable of providing ongoing support.
- 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.
- SET clear standards and expectations for managers.
- LET managers know what their role is.
- PROVIDE meaningful work for all.
- ENSURE opportunities for development.
- ENSURE peer, team and social support.
- ENCOURAGE good-quality team relationships.
- ENCOURAGE teams to trust in their manager.
- BUILD cohesive working teams.
- ENSURE team members are empowered and equipped with relevant knowledge, skills and abilities.



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