

The maturity model

February 2017

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

Maturity Model for Management Development Programmes aimed at addressing employee health, well-being and engagement

Maturity model: a diagnostic tool

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.*

MATURITY LEVEL

		0	1	2	3
CHRONOLOGICAL STAGE	Before	<p>Manager: Managers are not being supported or prepared for the programme.</p> <p>Intervention: Relevant training courses are being explored but not thought of as a unified programme.</p> <p>Organisation: No consideration of the importance of organisational context.</p>	<p>Manager: Managers are not supported or prepared for the programme.</p> <p>Intervention: The format is thought of in terms of a programme of activities rather than one-off training.</p> <p>Organisation: No consideration of the importance of organisational context.</p>	<p>Manager: Managers receive some support to develop their management skills.</p> <p>Intervention: Planning the programme in detail and considering effective formats, ongoing support and resources.</p> <p>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.</p>	<p>Manager: The organisation is preparing managers for the programme by supporting them to develop self-awareness and management skills.</p> <p>Intervention: The programme is strategically embedded within the wider organisation, with programme aims tied to organisation aims.</p> <p>Organisation: There is clarity about how culture, role-modelling and other aspects of the organisational context will support effective management development.</p>
	During	<p>Manager: Participating managers are not committed to, or satisfied in, their role.</p> <p>Intervention: Lack of clear objectives of the programme. No real consideration for ongoing support.</p> <p>Organisation: No real consideration of the importance of job design for manager performance or opportunities to apply the learning from management development.</p>	<p>Manager: Most managers are clear about, satisfied with, and committed in their role.</p> <p>Intervention: Programme objectives are clear and intervention design has considered ongoing support and resources for programme.</p> <p>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.</p>	<p>Manager: Manager development is starting to widen in focus, including behaviour, values and self-awareness.</p> <p>Intervention: Detailed goal-setting has been conducted with integration into organisational systems. Support activities focus on developing manager skills and confidence.</p> <p>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.</p>	<p>Manager: Managers are supported in developing aligned behaviours, values and self-awareness.</p> <p>Intervention: Programme design includes both pre- and post- activities.</p> <p>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.</p>
	After	<p>Manager: Lack of evaluation in terms of whether the manager has the required skills and knowledge.</p> <p>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.</p> <p>Organisation: No consideration of the wider organisation (such as the role of senior management and teams) in terms of sustaining management development.</p>	<p>Manager: Evaluation concludes managers generally have the required knowledge and skills and feel motivated to, and confident in, using them.</p> <p>Intervention: Managers are encouraged to focus on their goals and practise new learning.</p> <p>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.</p>	<p>Manager: Evaluation finds managers have the required skills and feel motivated and confident in using them.</p> <p>Intervention: A range of supportive interventions and resources continue to be offered to managers.</p> <p>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.</p>	<p>Manager: Managers have not only gained, and intend to apply, new knowledge and skills, but are working within roles supportive of this change.</p> <p>Intervention: There is a clear, continuing follow-up strategy for managers including mentoring, coaching, visual aids and guided reflection.</p> <p>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.</p>



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