Developing New Managers

Training Manual

Corporate Training Materials

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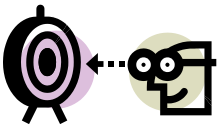
Module One: Getting Started

The secret of winning is constant, consistent management.

Tom Landry

Effective, high-quality management is key to organizational success. No matter what your industry, your organization needs to have skilled managers in place to be the best it can be. But managers don't just appear out of nowhere, equipped with the skills to succeed. Managers need to be developed. And while your organization is likely to do a mix of external hiring and internal promotion, taking the time to develop new managers from within the organization is a worthwhile investment. There are several strategies that can help you develop new managers, which ensures not just the success of individual employees but of the organization as a whole.

Workshop Objectives



Research has consistently demonstrated that when clear goals are associated with learning, it occurs more easily and rapidly. With that in mind, let's review our goals for today.

At the end of this workshop, participants should be able to:

- Discuss strategies for developing new managers
- Understand the importance of defining a clear management track
- Determine core roles and competencies for managers
- Understand the importance of continuous development for managers
- Apply the principles of manager development to your own organization

Action Plan

Module	Goal	Specific?	Measurable?	Achievable?	Relevant?	Timed?	Next Steps
One							
Two							
Three							
Four							
Five							
Six							
Seven							
Eight							
Nine							
Ten							
Eleven							
Twelve							

Evaluation Form

Workshop Title: _____ Date: _____ Workshop Instructor: _____

Please rate the following items on a scale of one to ten, with one being abysmal, five being acceptable, and ten being perfect.										
WORKSHOP ROOM	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Comments:										
WORKSHOP FACILITIES	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Comments:										
INSTRUCTOR KNOWLEDGE	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Comments:										
INTERACTIVITY OF WORKSHOP	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Comments:										

Would you recommend this course to others? Why or why not?

Other thoughts you would like to share?

Pre-Assignment

Complete this worksheet before the class begins. Make note of what you hope to learn or goals you want to address after the class.

1.) What is your level of experience with the development of a new manager?

_____
_____
_____

2.) List some qualities that you feel are important to a good manager.

_____
_____
_____

3.) What are some ways in which a workplace can benefit from gaining an understanding of how to support new managers?

_____
_____
_____

4.) What do you hope to take away from this course?

_____
_____
_____
_____

Pre-Test

1.) Which of the following is true of management skills?

a) Some skills come more easily to some people
b) They can be learned
c) They are always being developed and refined
d) All of these

2.) Which is true of managers?

a) They are born
b) They are made
c) People are either management material or they are not
d) None of these

3.) What should you clearly define for new managers?

a) Roles and competencies
b) Incentives
c) Sanctions
d) None of the above

4.) Where can you look for information on managerial roles and competencies?

a) Job descriptions
b) Talking to current managers
c) Reflecting on your own managerial experience
d) All of the above

5.) Which should be the first step in creating a management track?

a) Identifying competencies
b) Allocating deliverables
c) Setting a timeline
d) Reviewing the budget

6.) What does identifying competencies do?

a) Gives a clear picture of what skills a manager needs
b) Helps employees direct their development efforts
c) Helps in identifying management candidates
d) All of the above

7.) How do most managers learn to manage well?

a) By being managed well themselves
b) In business school
c) From being managed poorly
d) None of these

8.) How does being paired with a mentor develop a new manager?

a) It gives him or her the chance to see a good manager in action
b) It provides the new manager with someone to emulate
c) It provides the new manager with a support person
d) All of the above

9.) What should you provide for new managers?

a) Manuals
b) Policy documents
c) Development opportunities
d) All of the above

10.) What do manuals do?

a) Provide a roadmap for how to do the day-to-day aspects of a job
b) Help managers solve their own problems.
c) Provide a guide to organizational culture
d) All of the above

11.) What type of environment should you cultivate?

a) One where peers compete
b) One where peers support each other
c) One where self-sufficiency is most important
d) None of the above

12.) How do peer networks help develop new managers?

a) They serve as a source of support
b) They serve as a place for shared knowledge
c) They allow peers to learn from each other's experiences
d) All of the above

13.) When should development of new managers begin?

a) When they take the job
b) When a job opens up
c) When there is time
d) As early as possible

14.) How can you develop new managers early?

a) Company-wide trainings and workshops
b) Work one on one with employees who have management goals
c) External trainings for employees who wish to move into management
d) All of the above

15.) How can a clear management track help with employee retention?

a) It helps employees to keep growing
b) It helps employees know how to pursue their goals
c) It helps employees move up in the organization
d) All of the above

16.) The management track should be what?

a) Busy
b) Respected
c) Clear
d) None of the above

17.) What should we do for new managers?

a) Empower them
b) Criticize them
c) Defend them
d) Ignore them

18.) What does empowering new managers do?

a) Builds their confidence
b) Shows confidence in them.
c) Helps them grow
d) All of the above

19.) What type of opportunities should you provide new managers?

a) Growth
b) Punishment
c) Financial
d) Personal

20.) Which of the following is a good growth opportunity for a new manager?

a) Working with experienced managers on a committee
b) Taking a workshop on a new technology
c) Completing a special project
d) All of the above

I think the best training a top manager can be engaged in is managing by example.

Carlos Ghosn

Module Two: Managers are Made, Not Born

While it may seem that management skills come naturally to some people, in reality management is a set of skills which can be learned. Perhaps the most important part of developing new managers is giving them opportunities to develop key management skills, empowering them to take charge of their professional development, and providing chances for them to apply what they have learned. Developing new managers is a continuous process.

Managers Must Be Developed

Asking an employee to make the transition from a non-managerial role to a managerial one without taking the time to develop their skills, is a recipe for failure. When new managers struggle, it is more often than not a result of underdevelopment, not lack of talent or potential. While some skills may come more easily to some people than others, managers must be developed. Even the most talented employee won't be successful if they are expected to jump into a managerial role unprepared. And new manager development has to start long before an employee is poised to step into a new job! Having a process in place to develop new managers and support them as they transition into their new roles ensures not only secures the success of individual managers, but of your organization as a whole.

Management Skills Can Be Learned

Successful management requires a complex, interconnected set of skills – time management, people management, interpersonal skills, and any industry-specific skills needed. It may seem that a good manager just *knows* what to do in any given situation, but like all other skills, management skills can be learned. Taking the time to gain a strong sense of what skills a manager needs to be successful at your organization can help you develop new managers as they come up through the ranks and transition into managerial roles. Knowing what skills are essential for successful management can also help you better plan professional development for employees with managerial aspirations, as well as evaluate the performance of those already in managerial roles.

Placing the emphasis on the fact that skills are learned, not automatic or inborn, is key when developing managers. Some employees with managerial potential may be reluctant to pursue such positions because they lack the skills and fear that they cannot acquire them. When working with new managers or those aspiring to management, continuously emphasize that even those aspects of management which seem to come "naturally" to good managers have been carefully cultivated.

Managers Learn by Being Managed Well

If you ask a successful manager where they learned the most about management, the answer is almost always the same: From a manager, or other boss, who was a good manager, mentor, or supervisor. Managers learn how to manage by being managed well themselves as they grow in their careers. (More than one manager has a story about what they learned from being managed badly, too!) When you develop managers at your organization, you don't just develop individual employees – you invest in those who will help develop the next generation of managers. Ensuring your current managers are skilled, and helping them to continuously improve, is an investment in future managers as well. Some traits of effective managers include

- Responsiveness
- Investment in employee development
- Personal accountability
- Speaking clearly and politely to colleagues, customers, and clients
- Holding one's self and one's employees to high standards

Create a Management Track

One of the most important things you can do to develop new managers is to create a clear path to a management position. Employees who have managerial aspirations or potential, should be given clear guidelines for how to attain such positions. Develop a management track that clearly lays out the skills, experiences, training, and professional development needed to qualify for management positions. When meeting with employees who wish to move into management, go over this path and create benchmarks. Also include details about how to access training or other professional development. When creating a management track, include key information such as:

- The key competencies needed for management
- The average expected years of work experience for managers
- Potential paths towards management through other positions
- The education requirements of managers

Practical Illustration

Serena had been working at her organization for five years. She consistently got high marks on her evaluations and was given increasing levels of responsibility. However, she was beginning to feel stuck. Her colleague Marsha asked why Serena didn't apply for a management position. “Oh, I just don't have what it takes. And I have no idea how to even start applying,” Serena replied. Marsha told Serena to talk to her supervisor. “That's how I got my manager position. I thought I wasn't cut out for management, but when I talked to Ross about it, he showed me how my skills could be developed to be a good manager. He walked me through the steps every manager here takes, and we worked out a plan for me to get more training so I could advance.” Serena was intrigued. She decided to talk to her own supervisor during their weekly check-in so she could learn more about how to advance her career. During their meeting, she expressed her goals and anxieties. Mary, her supervisor, showed Serena the management track checklist. To her surprise, Serena already had some of the qualifications. Mary encouraged her to take training on the newest budget software to help prepare her for the next managerial position that came open. Serena began to feel like she was finally moving forward.

Module Two: Review Questions

1.) Which of the following is true of management skills?

a) Some skills come more easily to some people
b) They can be learned
c) They are always being developed and refined
d) All of these

2.) Which is true of managers?

a) They are born
b) They are made
c) People are either management material or they are not
d) None of these

3.) How do most managers say they learned to manage well?

a) By being managed well themselves
b) From training courses
c) By being poorly managed themselves
d) Role playing

4.) Which is true of developing new managers?

a) It should be done after an employee takes a role
b) It is not the responsibility of the organization
c) It should be done continuously
d) It should only be done when managers are struggling

5.) Why do many new managers struggle?

a) Lack of potential
b) Underdevelopment
c) Incompetence
d) Stress

6.) How does developing new managers benefit the organization as a whole?

a) It prepares employees to transition to new roles, promoting retention
b) It prepares employees to transition to new roles, enabling inside rather than outside hiring
c) It prepares employees to succeed in managerial roles
d) All of the above

7.) Which of the following should you include when creating a management track?

a) Educational requirements for managers
b) Experience requirements for managers
c) Typical paths through other positions to management
d) All of the above

8.) How should you communicate with employees about the management track?

a) Wait for them to ask about it
b) Make it available on the server
c) Discuss it with them during annual reviews or other performance reviews
d) None of the above

9.) What is the most important thing to consider when developing a new manager?

a) How you can offer them opportunities to develop
b) How you can empower them to take charge of their own professional development
c) What chances you can provide for them to showcase their strengths
d) All of the above

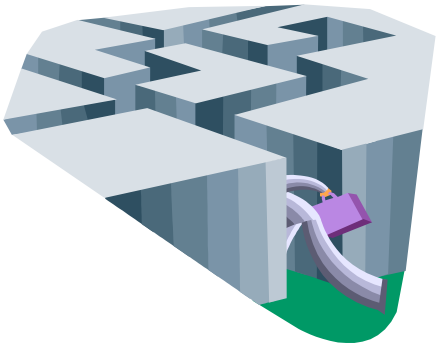
10.) Asking an employee to make the transition from a non-managerial role to a managerial one without _____, is a recipe for failure.

a) Discussing it with them first
b) Understanding their goals
c) Developing their skills
d) None of the above

I got even with all the bad management I had by being a good manager.

Victoria Principal

Module Three: Create a Management Track



Does your organization have a roadmap for employees who want to move into managerial positions? If you have such a roadmap, do employees know how to access it? Creating a clear management track is a vital tool for developing new managers. It provides employees who want to advance into management with a guide for the skills, experiences, and professional development they will need in order to become managers. Moreover, it serves as a way to develop employees with managerial aspirations and potential.

Clearly Define Roles and Competencies

The first step in creating a management track is defining what managers actually *do* when they manage, and what skills and competencies they need in order to manage successfully. Spend time clearly defining the different roles that managers play in your organization. It is often helpful to look at job descriptions already on file, and also to briefly interview some current managers about what their work days are like. Based on those roles, create a list of core competencies managers need in order to be successful. Job descriptions and interviews with current manager can also be useful here, as can spending some time talking to lower-level employees about their experiences being managed. Make sure that competencies are measurable, as well, so that this list can be used in evaluations and professional development plans.

Provide Tools

Imagine someone asks you to build a house. They leave you with a stack of lumber — but no hammer, nails, or saws — and tell you they'll be back in a week to move in. No matter how smart, motivated, or creative you are, you can't build a house with no tools! The same is true of your employees. Even the most motivated and intelligent new manager will struggle if not given the tools needed to succeed.

It is important to provide new managers, and employees with management potential, with the tools they need to become effective managers. Drawing on the list of managerial roles and competencies, identify the tools managers need. Spending time asking current managers what they found valuable (or would find helpful) is also useful. Mentoring, internal training, and opportunities for external training and development, are all tools that are effective in developing new managers. Setting up peer groups for new managers, or those who wish to step onto the management track, can also be valuable. If your list of competencies includes technical skills, provide opportunities for employees to learn and practice with the technology. Equally important, ensure that new managers, and those seeking management positions, are aware of the tools and know how to access them.

Identify Candidates Early

Identifying candidates for the management track as early as possible gives you the greatest chance to develop successful managers. The earlier an employee can begin building the competencies they will need in a managerial role, the more likely that employee is to be successful. Similarly, identifying candidates for management early gives you the opportunity to pair these employees with mentors, guide them on the management track, and help them access the tools and training they may need. Having management candidates in the pipeline is incredibly helpful in succession planning, as well. To identify management candidates early, it is helpful to talk to employees about their long-term career plans, whether in informal meetings or in regular reviews. Having managers and supervisors recommend employees who show potential and ambition is another way to identify managerial candidates.

Clearly Define the Management Track

Once you've created a management track and identified candidates, it is vital that employees know that that management track exists! Having a clearly defined management track empowers employees to direct their professional development towards managerial positions. When identifying management candidates, or when talking to these employees in settings such as annual reviews, discuss the management track and how the employee can access the information. Providing a packet of materials outlining the management track, or making these materials available digitally in an easy-to-access location, is helpful. Ensure that all employees, including supervisors and current managers, know that the management track exists and how to access it.

Practical Illustration

Oren and Kadidjha were asked to examine why their organization was having so much trouble with succession planning. Employees moving into management were often confused by their new responsibilities, lacked key skills, or otherwise struggled in their new roles. Kadidjha suggested they spend some time interviewing employees, including managers. After talking to dozens of people, they realized that many managers had no idea what was expected of them when they took the job, and lower-level employees didn't know how they might become managers. Oren suggested they create a clear path to management so that employees would know the steps they should take if they want to move into management. Together, they created a list of competencies for managers, as well as a roadmap for how employees would pursue management. They also asked existing managers to recommend employees who seemed to have aspirations or potential for being managers. Within a year, Oren and Kadidjha's boss told them that the organization now had a promising new crop of managers in development.

Module Three: Review Questions

1.) What should you clearly define for new managers?

a) Roles and competencies
b) Incentives
c) Sanctions
d) None of the above

2.) Where can you look for information on managerial roles and competencies?

a) Job descriptions
b) Talking to current managers
c) Reflecting on your own managerial experience
d) All of the above

3.) Which of the following is a tool that is useful for developing new managers?

a) External training
b) Internal workshops
c) Peer groups
d) All of the above

4.) Which of the following is true?

a) Talented managers don't need support tools to succeed
b) Motivated managers don't need training
c) Tools should be provided only to struggling managers
d) Even talented, motivated managers will struggle without the right tools

5.) What does a clearly defined management track do?

a) Transfers all responsibility for employee development to the individual employee
b) Empowers employees to help direct their career growth
c) Prevents lawsuits
d) None of the above

6.) When should potential management candidates be identified?

a) When a current manager resigns
b) When a new position is created
c) When a new position needs to be filled
d) As early as possible

7.) Which of the following is a way to identify potential candidates for management?

a) Employee annual reviews
b) Referrals from managers and supervisors
c) Talking to employees about their goals
d) All of the above

8.) Once a management track is created, what should you do?

a) Make employees aware of it
b) Discuss it with employees who express management goals
c) Make it available in hard copy or online
d) All of the above

9.) Creating _____ is a vital tool for developing new managers

a) A vision board
b) A management track
c) A and B
d) Neither A nor B

10.)_____serves as a way to develop employees with managerial aspirations and potential.

a) A clear management path
b) A vision board
c) SMART goals
d) None of the above

A manager is responsible for the application and performance of knowledge.

Peter Drucker

Module Four: Define and Build Competencies

The skills for effective management can be learned and built; however, they can only be learned and built if those who aspire to management know what those skills and competencies are. Taking time to define the core competencies needed for management, and then creating opportunities to build and practice those competencies, is a valuable investment in developing new managers. Incorporating these clearly defined competencies into the management track is also vital.

Clearly Define Competencies Needed

What does it take to be an effective manager? This is an important question, and one that goes unasked far too often. When seeking to create a clearer management track and plan for developing new managers, take a step back and ask what competencies and skills effective managers practice. Interview supervisors, managers, and lower-level employees. Ask managers about their work day, the challenges they face, and the tools they use. Also look to best practices in other organizations or divisions. Using the list of roles and competencies you created when you defined the management track is also a good idea. You will be able to create a clear, concise list of the competencies managers need to be successful within your organization. It is important that these competencies be measurable, so employees can evaluate themselves, and so supervisors can evaluate new managers and provide them with feedback.

Identify Strengths

Every employee has some things they do well. When working with new managers, or those who are on the management track, first identify an individual's strengths. An effective strategy is to ask the employee to list their own areas of strength, and also to ask supervisors or peers to (anonymously) list that employee's strengths. Use your own evaluation of the employee as well. By identifying the employee's strengths, you can find areas in which they already demonstrate key competencies, or areas in which their strengths can be used to build those competencies. The process of identifying strengths may also be part of your overall process of identifying management candidates.

Identify Development Needs

After you have identified an employee's strengths, take time to identify their development needs. Again, ask the employee to list what they consider to be areas in need of development. Draw on supervisor and peer evaluations, your own evaluation of the employee, and other data (such as sales reports or other such data) to locate areas of development opportunity. When discussing these areas with the employee, keep the focus on the potential for development and improvement, rather than on blame or punishment. Rather than framing them as things the employee does “wrong” or “poorly,” frame them as opportunities to build new strengths, or learn new skills. When possible, map these development needs to the employee's areas of strength or to the competencies they wish to develop in order to move into management.

Follow up developmental feedback by identifying steps the employee can take to build these areas into strengths. Simply giving developmental feedback with no plan may leave the employee feeling helpless or hopeless. Make the employee aware of tools or resources that can be used in advancing their specific developmental needs.

Provide Development Opportunities

When you have discussed the employee's strengths and development needs, work with the employee to make a development plan. Provide opportunities to address development needs, whether through mentoring, internal training, external training, or on the job practice. Have the employee set goals and benchmarks for their own development, and set up times to check in or evaluate progress. Keep the focus positive rather than punitive. Make the employee aware of any programs or tools that

the organization has, such as peer mentoring groups or training workshops that might help them in developing the areas identified. This process should also be ongoing – help the employee identify opportunities to focus on development, and provide new opportunities regularly.

Practical Illustration

In his annual review, Mario's supervisor, Chen, asked if he had ever considered moving into a managerial position. Yes, Mario replied, but he didn't think he really had the skills needed to be a good manager. Chen offered to spend time with Mario looking at the skills common to good managers. She used a list created by their organization that listed 10 core competencies of good managers, with examples of each. After she and Mario reviewed it, they spent 15 minutes discussing the areas in which Mario felt his skills were strong and 15 more discussing areas in which he wanted to improve. Mario realized that he actually had very strong time management and interpersonal skills, which would serve him well as a manager. He and Chen agreed that he would need to build his skills in managing people and budgets, but that his strengths would serve him well in these areas, too. Chen gave Mario some information about an internal training offered by HR about effectively managing employees, and he signed up.

Module Four: Review Questions

1.) Which should be the first step in creating a management track?

a) Identifying competencies
b) Allocating deliverables
c) Setting a timeline
d) Reviewing the budget

2.) What does identifying competencies do?

a) Gives a clear picture of what skills a manager needs
b) Helps employees direct their development efforts
c) Helps in identifying management candidates
d) All of the above

3.) What should you identify first when working with an employee?

a) Development needs
b) Strengths
c) Goals
d) Consequences

4.) Where can you get information about strengths?

a) The employee's supervisor
b) Employee evaluations
c) The employee's self-assessment
d) All of the above

5.) What should you do when identifying development needs?

a) Frame them as opportunities not weaknesses
b) Tie them to areas of strength when possible
c) Create a plan for developing these areas
d) All of the above

6.) Development needs should be linked to which of the following?

a) The employee's career goals
b) The employee's strengths
c) Concrete steps for improvement
d) All of the above

7.) The development process should be _____.

a) Strict
b) Tightly overseen
c) One time
d) Ongoing

8.) Which of the following is a way to address development needs?

a) External training
b) Mentoring
c) On the job practice
d) All of the above

9.) Effective managers are born; those skills are always a natural instinct.

a) True
b) False

10.) What should you ask managers when researching the competencies required to become a manager?

a) What a typical day looks like as a manager
b) What type of challenges do they face
c) What tools are helpful in their role
d) All of the above

In most cases, being a good boss means hiring talented people and getting out of their way.

Tina Fey

Module Five: Managers Learn by Being Managed Well

If you ask a good manager where they learned how to manage, the answer is likely to be from a manager who was important to their own career. While courses and trainings on management skills are valuable and should be used, people appear to learn the most about managing by *being managed*. And while a bad manager can provide valuable lessons in what *not* to do, people learn more about management by being managed well. Employees who are managed effectively tend to be happier and more productive. As a result, when they enter management, they want to recreate that environment for their own employees or direct reports.

Pair New Managers with Mentors

Mentoring is invaluable when developing new managers, whether they are new to the position, or on the management track for the future. Identify the top managers in your organization, and encourage them to mentor up and coming managers. When you hire a new manager, or identify an employee with management potential, pair them with a manager who has a track record of effectiveness. Encourage employees who aspire to management to seek out mentor relationships with managers they admire, as well. Mentoring relationships give employees a chance to see good management "in action", and also to seek feedback from someone they respect. Mentors can help provide development opportunities and can also serve as valuable sounding boards for new managers.

Reward Effective Managers

One of the surest ways to promote and reinforce effective, quality management is to reward effective managers. Recognizing and rewarding those managers who

demonstrate the skills and competencies valued by the organization, reinforces that good management is itself valued. When employees, at all levels, see effective managers being recognized and rewarded, they aspire to demonstrate the same traits they see from these individuals. Depending on your company culture, rewards for effective managers may be financial (as in raises), incentives (such as extra vacation time), symbolic (such as plaques or certificates) or a mix of the three. Finding out what motivates individual managers, and tailoring the rewards is also an effective strategy. Whatever reward system you choose, take the time to not only reward effective managers, but recognize their efforts in a public way.

Emulate Effective Managers

Who was the best manager you ever had? What qualities did they demonstrate? Managers who have been managed well often emulate behaviors and practices they've learned from past managers, which in turn gives their own employees the experience of being managed well. Emulating effective managers whether they are currently inside your organization or not, is another way to model desired behavior and develop new managers. When working with new managers, encourage them to emulate the best traits and practices of managers they've had in the past, whether at your organization or another. Encourage new managers, or those aspiring to management, to reflect on the best bosses, supervisors, or other managers they have ever worked with. Have them list the qualities, behaviors, or practices that made them so memorable and so effective. Encourage employees to emulate these qualities, behaviors, and practices. Also encourage them to look to managers they see as effective in your organization, and identify traits of those individuals they can emulate as well.

Create and Document Best Practices

There are many ways to be an effective manager, and each organization's culture will influence the type of management it values. Creating and documenting a set of best management practices helps to reinforce the organizational culture and serves as a resource for new managers – and indeed for all managers as they grow and develop in their careers. A best practices document need not be long or exhaustive, and it should be a living document which can change as new practices emerge as effective. Work with employees at multiple levels, identify what management practices and behaviors are consistently identified as effective, engaging, and motivating. Also, review organizational policies (such as around hiring and termination) and develop a set of best practices based on these. Adopting a central set of best practices helps to ensure consistency, and also serves as another guidepost for managers as they develop and grow. Make the best practices document readily available.

Practical Illustration

Carmen had just started working with her mentor, Mia, as part of her development as a new manager. Carmen admired Mia a great deal, especially the effortless way she seemed to manage the people under her and negotiate office conflicts. Carmen asked Mia how she always seemed to stay so positive, and how she stayed calm in the midst of stressful situations. “I had this great boss when I first got out of college,” Mia told her. “Lewis was always looking for the positive. He told me once that when you focus on the negative, it pits people against each other. But when you can focus on the positive or the common goal, people pull together. So, I try to keep the focus on the goal, not the stress or the conflict.” The more time she spent with Mia, the more Carmen learned about what Lewis had taught Mia. Carmen decided to adopt Mia's attitude of focusing on the positive when she had her own direct reports.

Module Five: Review Questions

1.) How do most managers learn to manage well?

a) By being managed well themselves
b) In business school
c) From being managed poorly
d) None of these

2.) How does being paired with a mentor develop a new manager?

a) It gives him or her the chance to see a good manager in action
b) It provides the new manager with someone to emulate
c) It provides the new manager with a support person
d) All of the above

3.) What should you reward?

a) High sales
b) Effective managers
c) Winning at all costs
d) Nothing

4.) Which is true of rewarding effective managers?

a) It demonstrates that the organization values good management
b) It motivates managers to continue performing well
c) It promotes retention
d) All of the above

5.) What should be encouraged?

a) Emulation of good managers
b) Emulation of poor managers
c) Outside hiring
d) None of these

6.) What does emulating good managers do?

a) Helps spot those incompetence
b) Helps find the best solution
c) Gives employees an experience of being managed well
d) Helps spot potential problems

7.) What should be created and documented?

a) Best practices
b) Clear sanctions
c) Potential problems
d) Financial goals

8.) What does documenting best practices do?

a) Helps promote organizational culture
b) Serves as a resource for new managers
c) Codifies expectations of effective management
d) All of the above

9.) What type of rewards are acceptable?

a) Financial
b) Incentives
c) Symbolic
d) All of the above

10.) A document outlining *Best Practices* of managing should be extensive.

a) True
b) False

Effective management means always asking the right question.

Robert Heller

Module Six: Provide Tools

A key component to developing new managers is providing them with the tools they need in order to be successful. Just as you wouldn't expect an employee to do a job without supplies or necessary technology, you cannot expect managers to manage effectively without a tool kit. Take the time to create, or locate the tools managers need to manage effectively, as well as to develop their skills and competencies. These might include technology, documents and policies, opportunities, and relationships. When new managers are well equipped to not only execute their duties but continuously develop, the entire organization benefits.

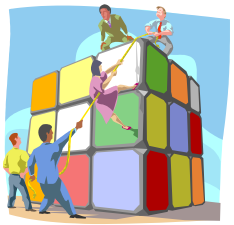
Provide Manuals and Policy Documents

Manuals and policy documents are invaluable to a new manager. These documents are an important roadmap to the day-to-day aspects of the job. Policy documents, especially for those policies which the manager has to enforce or follow, should be provided as early as possible. This allows the new manager time to review the policies and ask questions about how to enforce or follow them. Copies of these documents should be readily available, either in digital or hardcopy form. They must be regularly updated as policies change, as well. Manuals are also vital. They provide a sense of structure to the job duties, the organizational culture, and expectations of the manager. A quality manual allows a manager to problem-solve and answer their own questions in many cases, which not only saves time, but can be a source of empowerment. Manuals should also be living documents; regularly updated.

Empower New Managers

Empowering new managers is key to their development and success. If a new manager feels as though they have to have every decision or action signed off on or approved by someone higher up, this stunts that manager's growth and development. Make clear to new managers that you and other experienced managers are resources, but that they can and should make decisions and take actions on their own. A clear set of job responsibilities (in the manual) helps here, as new managers have a sense of what decisions and actions are theirs to take, and which require input from others. Encourage new managers, and those in development to be managers, to voice opinions or offer ideas. You can also empower new managers by allowing them to make mistakes or fix problems, rather than stepping in yourself.

Provide Support



Even as you seek to empower new managers, provide support. Those new to management may be hesitant to take action, or may be nervous about exerting authority. Let new managers, and those in development to be new managers, know that there is support for them. One of the simplest steps you can take is not second-guessing or undermining a new manager with their direct reports, even if you may have questions about the action or decision. Address these privately with the new manager. Also encourage new managers to continue to work with their mentors so that they have support as they transition to the new role. Making new managers aware of other support systems, such as peer networks, discussion groups, reading materials, and resource people is another key way to support them as they grow and develop.

Provide Training and Development Opportunities

Every new manager will need some training and development as they step into a new role, and every employee needs ongoing training and development to reach their full potential. As you create a path to management and identify key skills and competencies, provide training and development opportunities that will allow new managers, and those on a path to management, to grow. You might develop internal trainings, such as workshops, that are geared towards managers and those who aspire to management. Bringing in outside trainers, or making employees aware of outside workshops and trainings, is another way to offer a diversity of experiences. If possible, the organization should pay for, or otherwise subsidize external

trainings. Less formal opportunities, such as inviting an employee on the management path to sit in on meetings, or help design documentation for a department, are also important. Work with Human Resources and other divisions to create, offer, or make employees aware of different opportunities for skill building.

Practical Illustration

Working with his supervisor, Caesar started on the management track at his company. While his supervisor, Laura, was very supportive, he sometimes felt like he wasn't sure what the next step in his career was. He was very nervous about stepping fully into a management role, especially when it came to personnel decisions and policy. Although he was very skilled at the technical aspects of his job, Caesar was less comfortable managing people and making hiring decisions. Laura often told him not to worry about it; she would take care of the issue. In talking to a colleague, Wayne, who had been a manager for several years, Caesar learned that the company had a comprehensive manual to personnel policies. There was also a workshop, offered every 6 weeks, on interpersonal skills for managers. Caesar got a copy of the manual and signed up for the workshop. He soon felt much more comfortable with this aspect of his job.

Module Six: Review Questions

1.) What should you provide for new managers?

a) Manuals
b) Policy documents
c) Development opportunities
d) All of the above

2.) What do manuals do?

a) Provide a roadmap for how to do the day-to-day aspects of a job
b) Help managers solve their own problems.
c) Provide a guide to organizational culture
d) All of the above

3.) New managers should be _____.

a) Closely supervised
b) Micromanaged
c) Empowered
d) None of the above

4.) What can help empower a new manager?

a) A clear job description
b) Being allowed to make decisions on their own
c) Knowing that established managers trust them
d) All of the above

5.) What should you do when you disagree with a new manager?

a) Confront them in front of employees
b) Address the concerns privately
c) Fire them
d) None of the above

6.) How do many new managers feel when entering a new role?

a) Confident
b) Relaxed
c) Competent
d) Nervous

7.) Which is NOT true of training and development?

a) It should only be provided to struggling employees
b) It should be provided to all employees
c) It is an important tool for developing new managers
d) It should be continuous

8.) Which of the following is a potential training and development opportunity for a new manager?

a) A workshop offered by HR on employee evaluation
b) Working with an established manager to develop a budget
c) A training on new payroll software offered by the vendor
d) All of the above

9.) Who benefits from well-trained managers?

a) The new manager
b) The organization they work for
c) A and B
d) Neither A nor B

10.) When should policy documents be provided to managers?

a) When they ask for help
b) ASAP
c) As they transfer into their new position
d) None of the above

Management is above all a practice where art, science, and craft meet.

Henry Mintzberg

Module Seven: Provide Support

New managers need support as they build their skills and transition to their new roles. However, they may sometimes be reluctant to ask for help, for fear of appearing less competent. When creating a plan to develop new managers, be sure to build in some support systems. When there are support systems in place, and those systems are readily accessible, employees are much more likely to access them. Having the support of peers and mentors is key to a new manager's success. In turn, today's new managers will become tomorrow's support system for the next generation of managers.

Encourage Peer Networking

Peer networks are a powerful form of support for new managers. When interacting with peers who are either at the same stage of their careers, or who have recently had similar experiences, new managers may feel more able to ask questions or express fears or concerns that they otherwise might not share with their superiors. Cohorts of peers, who enter management at about the same time, can serve as support during the transition and learning process. Encourage peer networking at your organization. Some organizations create formal peer support groups, where employees at a similar career stage meet regularly to support each other. Informal networking is also valuable. Encourage new managers to reach out to their peers in other departments, or in similar departments in other locations of your organization. Also encourage established managers to reach out to new managers. Foster an environment where peers support and collaborate with each other.

Establish Resource People

Establish a network of “go to” people, and make new managers aware of this network. Including a list or table in the manual given to new managers is an effective strategy. Leverage the expertise in your organization! New managers might find it helpful, for example, to have a resource person in Human Resources to answer personnel questions, a resource person for questions about budgets, or a resource person who handles ordering supplies. When a new manager has a network of expert resources at their fingertips, this empowers action and decision making. It also fosters efficiency, as the manager can go directly to someone who can answer a question or solve a problem. By establishing a network of resource people, you also ensure that the information and answers given are consistent.

Encourage Mentor Relationships

Mentoring relationships are vital to employee development, particularly as employees transition to management. Encourage new managers to continue past mentor relationships or seek out new mentors. Possible mentors might be part of your resource network – this will help new managers seek out mentors who are experts in specific areas. Encourage established managers and other employees to act as mentors to new managers as well. If an employee is new to being mentored, take some time to talk about what the expectations of mentor and mentee are, and perhaps to help the new manager find some prospective mentors in the organization. Also encourage new managers to think about ways they can serve as mentors to their own direct reports, or to upcoming new managers in the future.

Establish Regular Check Ins

Transitioning to any new role is an adjustment, whether you're coming up within an organization or coming in from outside. New managers may be reluctant to ask for help, especially from a supervisor, for fear of seeming incompetent. However, they are likely to have questions or anxieties, especially early on. Establish regular check-in times with new managers so that there is time set aside to check progress, answer questions, or provide feedback. Make sure that the new manager knows that these check-ins are not about micromanaging or punishment, but rather an investment in their development. You might check in once a week for the first few months that a new manager is in their role, then transition to once every two weeks, or once a month after some time has passed. Work with the employee to find what works best for both of you. You may do check-ins face to face, over the phone, or over email, depending on what you and the new manager prefer and need.

Practical Illustration

When Rhona took her new job, she was very nervous. She'd never been in a managerial role before, and she was anxious to do a good job. She was worried about knowing what to do and was afraid that she would appear less competent, especially because she was younger than other managers at her organization. On her first day, Rhona's boss, Marisol, introduced her to two other managers who'd been in their positions for about a year. She also told Rhona that she liked to check in with her people once a week, just to see how they were doing, and asked her if Friday mornings were a good time for her. Rhona was very worried when Friday came around, as she was afraid Marisol would have a long list of things she was doing incorrectly. When they sat down, Marisol assured her that this regular meeting was about helping Rhona settle in and get comfortable in her role, not about punishment or looking over her shoulder. During their first meeting, Marisol helped Rhona identify some resource people who could help answer some questions that had come up during that first week.

Module Seven: Review Questions

1.) What type of environment should you cultivate?

a) One where peers compete
b) One where peers support each other
c) One where self-sufficiency is most important
d) None of the above

2.) How do peer networks help develop new managers?

a) They serve as a source of support
b) They serve as a place for shared knowledge
c) They allow peers to learn from each other's experiences
d) All of the above

3.) Having a group of resource people does which of the following?

a) Empowers new managers to problem solve
b) Ensures consistency
c) A and B
d) Neither A nor B

4.) You resource people should be which of the following?

a) Only lower-level employees
b) Only managers
c) Accountable to you personally
d) Experts in their area

5.) All but which of the following is true of pairing new managers with mentors?

a) Mentors serve as support for new managers
b) Mentors provide models of effective management
c) Mentors hinder the development of new managers
d) Mentors can help empower new managers

6.) You should encourage new managers to do which of the following?

a) Seek out a mentor in the organization
b) Mentor their own direct reports
c) Seek out multiple mentors if it is appropriate
d) All of the above

7.) How often should you check in?

a) As often as you and the new manager agree is appropriate
b) Only when there is a problem
c) Daily
d) Yearly

8.) What should you do during regular check in time?

a) Ask the new manager how the job is going
b) Report their coworker's concerns or questions
c) A and B
d) Neither A nor B

9.) Why might a new manager be reluctant to seek help?

a) They are nervous
b) They are over confident
c) They don't want to appear incompetent
d) They might be depressed

10.)Today's new managers will become _____.

a) Over confident in their role and likely leave the company
b) Focused on training
c) Support for future up and coming managers
d) Overwhelmed without resources

Hard work turns talent into genius.

Anna Pavlova

Module Eight: Identify Strong Candidates Early

While every organization is likely to do a mix of internal promotions and outside hiring, oftentimes the best candidates for management are already within your organization. If you wait to develop potential new managers until you have to fill a vacant position, however, you may miss out on some talented employees. Identifying strong candidates for management roles should be an ongoing process, and employees with management aspirations and potential should be identified as early as possible. This allows the organization and the employee to invest time and resources in developing that potential.

Development Begins Early

Employee development at all levels should be ongoing, of course. When it comes to new managers, development must begin early. Waiting until there is a vacant position to develop an employee with potential means trying to rush the process, which is stressful for all involved. Instead, begin developing employees who show interest and potential for management at the earliest opportunity. In some ways, this can be a company-wide initiative, with trainings and workshops. Individual development of employees who express a desire to move into management should also begin as soon as possible. In this way, the organization ends up with many talented potential managers in the pipeline when positions need to be filled.

Identify Candidates Early

Not every employee will have management aspirations, and not every employee who aspires to management will succeed. However, it is key to be alert to employees who express a desire to eventually enter management, who show strong potential for management, or who otherwise appear to be "management material." Identifying these employees early in their time at your organization gives you the greatest opportunity to help them grow and develop. There are several ways to identify strong candidates for management. Employee evaluations or reviews are one excellent source, as you have the opportunity not only to examine the employee's skill set, but to discuss their goals. If an employee expresses management goals, you should explore this further. Highly productive, or

otherwise high performing employees, may also be candidates for management. Asking managers and supervisors to identify potential candidates from among their direct reports is a third way to locate potential future managers. In all cases, discuss with the employee what their goals are, what the management track involves, and whether they wish to move forward.

Identify Candidates Through Reviews

The annual (or other regular) employee performance review is perhaps the richest source when seeking to identify strong candidates for management. Because the employee review offers a picture of the employee's strengths, development areas, and overall progress, you can quickly evaluate whether they possess some, or all, of the skills needed for management. The review also offers a chance to discuss with an employee what their future employment goals are, including whether they are interested in moving into management. The professional development plan portion of the employee review, in which you work with the employee to set forth professional goals for the next year, is an excellent opportunity to discuss the management track and begin the development of the employee who expresses interest in management. If your annual review process also includes evaluations from peers and colleagues, this information may also help you identify those employees who have the potential to be successful managers within your organization.

Develop Those with Management Goals

When an employee expresses that they have management goals, this is an opportunity to begin the development process. Not every employee with management goals will ultimately become a manager; however, investing in many potential candidates early on gives your organization the best chance of having a deep pool of talented candidates when management positions need to be filled. When an employee expresses a desire to transition into management, spend some time exploring this with them. Discuss the management track, the important milestones, and where the employee's own career fits in relation to these. Identify strengths and development areas, and work with the employee to create a plan. Check in with the employee regularly about this plan, even if it is just annually at review time. Identifying a group of potential candidates may be useful, as it allows you to create a peer cohort who can go through some trainings and development experiences together, and who can serve as support for one another. Do not discount an employee who expresses management goals, although you should approach the question of development needs honestly.

Practical Illustration

Randolph just didn't understand it. It seemed like every time he needed to fill a management position in his organization, he found that he had an internal candidate who was almost perfect for the job but was lacking one or two key competencies or experiences. He ended up doing a lot of outside hiring, which often left his employees resentful at the lack of opportunity for advancement. He asked his colleague, Cassandra, how she handled this issue in her division. Cassandra replied that she was almost always able to hire from within. Randolph said she must just have more motivated employees than he did. “No,” Cassandra replied, “I just start early. As soon as an employee expresses an interest in eventually becoming a manager, I help them make a plan for building the needed skills. And when I hear of an employee that might be management material, I talk to them and see what potential is there. This way, I've always got people who are developing and ready to take on new roles.”

Module Eight: Review Questions

1.) When should development of new managers begin?

a) When they take the job
b) When a job opens up
c) When there is time
d) As early as possible

2.) How can you develop new managers early?

a) Company-wide trainings and workshops
b) Work one on one with employees who have management goals
c) External trainings for employees who wish to move into management
d) All of the above

3.) When should we identify potential candidates for management?

a) During the process of hiring a new manager
b) When a managerial job comes open
c) Early and continuously
d) Never

4.) Which of the following can help us identify management candidates?

a) Employee reviews
b) Recommendations from supervisors
c) Discussions with employees
d) All of the above

5.) How can the annual review help us identify management candidates?

a) It is an opportunity to discuss the employee's goals
b) It highlights the employee's strengths
c) It provides information about the employee's development needs
d) All of the above

6.) What should you ask the employee about in the annual review?

a) Their professional goals
b) Their strengths
c) Their development plans
d) None of the above

7.) What should you do with employees that express management goals?

a) Ignore them
b) Develop them
c) Micromanage them
d) Promote them

8.) What should you discuss with an employee who has management goals?

a) Whether or not you think they can succeed
b) Compensation
c) The management track
d) None of the above

9.) Identifying potential managers early provides:

a) The company time to invest in development
b) A clear management track
c) Training
d) Motivation

10.) Every employee is a potential manager.

a) True
b) False

Success in management requires learning as fast as the world is changing.

Warren Bennis

Module Nine: Clearly Define the Management Track

Oftentimes, employees have an interest in transitioning to management but don't understand the process. This may keep talented people from pursuing managerial positions. Having a clearly laid out management track in place is invaluable in developing new managers. When employees can see the path to management, including expectations and competencies, they can plan their professional development accordingly. A clearly defined management track is also useful for those in the role of developing new managers, as it provides a roadmap for mentors, managers, and supervisors.

Make the Path to Management Clear

When creating a management track for your organization, clarity should be the primary concern. Employees who do not understand how they might move from their current roles into managerial roles are likely to become frustrated, feel that there's no opportunity for advancement, and, ultimately, leave for other opportunities. To keep talent within your organization, and to ensure that talented employees are able to advance, you need to give them a clear sense of the process. Create a management track that provides clear expectations, requirements, and benchmarks. While no two employees will follow exactly the same career trajectory, a clear general path from lower-level positions into management can apply to most situations. A clear management track should give employees a sense of the education and training they will need in order to move into management. If there are intermediate positions they can, or should, assume between their current role and a future management role, make these clear as well. A flow chart or graphic may be helpful for employees as they map their own career onto the management track. Most importantly, the track should be easy to follow and easy to understand, with clear connections between each step.

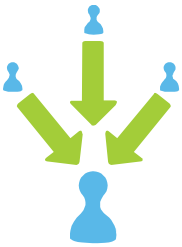
A Clear Track Is a Guidepost

One of the most important roles a clear management track serves is that of guidepost. When an employee has a clearly laid out management track, they can use it to shape their own development efforts and professional goals. Whether there are skills the employee needs to build, intermediate positions they should occupy, or education they must attain, a clear management track can provide the backbone for an effective development plan. When working with employees who aspire to management, use the management track to help them set goals. In annual reviews or other feedback sessions, tie the benchmarks on the management track to the employee's strengths, development needs, and professional goals. Using the management track as a guidepost is also useful for both the employee and supervisor to measure progress towards professional goals. While a set timeline for advancing into management might not be possible, having benchmarks and guideposts along the way keeps both the employee and management on the same page in terms of progress.

A Clear Track Ensures Quality Training and Support

A clearly laid out management track is also useful when planning training, support, and development. When it is clear what employees must do or accomplish to move into management, the organization can then build in opportunities for both individual employees and groups of employees. Further, knowing that new managers came up along the same management track gives a level of assurance that they have all gone through the same (or similar) training and development experiences. Making certain types of training or education mandatory for those moving into management, either before they take the position or shortly after, helps ensure that there is a consistency of training across management roles. When the management track is clear, it helps the organization set priorities in terms of allocating human and financial resources towards training, development, and other forms of support.

Succession Planning and Change Management



A final way in which a clear management track can benefit not only individual employees but the organization as a whole, is in succession planning and change management. When there are employees who are on the management track, especially when they are also working with mentors, it is much simpler to determine who might be ready to move into management when someone leaves the organization. Mentors are able to start grooming new managers to take over early on, so that succession goes as smoothly as

possible. If personnel changes are sudden, having a cohort of new managers in development helps to ensure that at least one person is prepared to step in and assume a vacant position. Similarly, if the organization grows or otherwise finds itself creating new management positions, it can draw on the employees who are furthest along on the management track to fill them. This helps minimize outside hiring (with all its associated costs) while also ensuring that qualified candidates who possess the key competencies are placed into vacant or new positions. Promoting internal candidates has the added advantage that these employees are already familiar with organizational culture and resources, may have powerful peer networks in place, and have an understanding of the day to day of the organization as a whole.

Practical Illustration

Over the last four years, Reginald's organization has grown a lot. As their business has expanded, they have had to hire nearly a dozen new managers. Nearly all of these came from outside the organization, and the transitions were often difficult. While these new managers were clearly smart and talented, they often did not easily adjust to the organization's culture. There was a higher degree of turnover than Reginald would have liked among these new managers. “I don't understand why more of our people don't want to move into management,” Reginald told Katherine, one of his colleagues. “I think they do, but they are not sure how,” she replied. “Maybe we should find a way to make that clearer.” Together with a group of high-level managers, Reginald and Katherine worked to create a clear path to management. They decided on requirements, expectations, and benchmarks. Katherine created a flow sheet for each division to show some potential paths through lower positions into management. They presented this to the organization in a webinar and posted it on the intranet. The next time a managerial position came open, Reginald was pleased to see that four internal candidates applied, and each was far enough along on the track to be considered.

Module Nine: Review Questions

1.) How can a clear management track help with employee retention?

a) It helps employees to keep growing
b) It helps employees know how to pursue their goals
c) It helps employees move up in the organization
d) All of the above

2.) The management track should be what?

a) Busy
b) Respected
c) Clear
d) None of the above

3.) A clear management track serves as what?

a) A guidepost for development
b) A map to employee's goals
c) A tool for planning employee development
d) All of the above

4.) The management track can be used to create which of the following?

a) Employee development plans
b) Training initiatives
c) Benchmarks for an employee
d) All of the above

5.) A clear management track ensures which of the following?

a) Quality training and support
b) Accountability
c) Minimal supervision
d) None of the above

6.) A clear management track helps in planning which of the following?

a) Development activities
b) Human resource allocation
c) Financial resource allocation
d) All of the above

7.) Having a clear management track can make which of the following easier?

a) Succession planning
b) Change management
c) A and B
d) Neither A nor B

8.) What can mentors do when there is a clear management track?

a) Retire early
b) Delegate work
c) Share the spotlight
d) Develop their successors from the earliest stage

9.) Oftentimes, employees have an interest in transitioning to management but _____.

a) Like managing people
b) Don't understand the process
c) Collaborating with others
d) None of the above

10.) When creating a management track for your organization, _____ should be the primary concern.

a) Clarity
b) Finances
c) Time
d) Reward

Confidence and empowerment are cousins in my opinion.

Amy Jo Martin

Module Ten: Empower New Managers

One of the most important things you can do to develop new managers is to empower them. New managers may be hesitant or nervous to take on their new responsibilities and authority. It is not enough to simply put someone in a managerial position – they must be empowered to do the job. Find ways to empower new managers from the outset; balancing empowerment with support. This helps new managers develop their skills and their confidence.

Making Decisions

New managers must be empowered to make decisions. When first in a managerial position, new managers may be reluctant to make decisions out of fear of being wrong. If they have come up within your organization, they may still be used to old power dynamics and reporting relationships. Empower new managers to make decisions by encouraging them to do so! Be willing to serve as a sounding board as the new manager gets comfortable in the role, but resist making decisions for them. Assure the new manager that you support them in making decisions, and that you will support the decisions made. With new managers who are especially hesitant, you may start by empowering them to make simple, low-stakes decisions independently, and encourage them to seek advice in making more major decisions. However, ultimately new managers must move fully into their role. Avoid second-guessing or overriding a new manager's decision unless the consequences of that situation are truly dire. Also refrain from undermining a new manager's decisions with employees. If you have misgivings about a decision, you might bring it up with a new manager, but do so privately.

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Asking for Help

Be sure that you allow new managers to ask for help. Many new managers may feel as though asking for help makes them look incompetent or weak. New managers must know that it is fine to ask for advice or help. The list of resource people you establish is a first line of assistance, and you should also make sure that new managers you mentor, or who report to you, can ask you for help. When people are empowered to ask for help, this helps to reduce both stress and errors on the job. Reinforce often that everyone asks for help sometimes, and that is nothing to be embarrassed about or feel ashamed of. When a new manager approaches you for help, be receptive and helpful while still empowering them to take action or make decisions. Similarly, if you see a new manager struggling, approach them and ask if you can help. Make sure that new managers know that they will not be punished for asking for help.

Support, Don't Micromanage

Your goal is to support new managers without micromanaging. Empowering new managers to make decisions and ask for help facilitates this goal, as they may feel more comfortable operating independently. You should check in often with new managers and be a sounding board; however, resist the temptation to double check every aspect of a new manager's work, or the need be kept abreast of everything they are doing. This can be difficult if a new manager wants to seek approval for every action or decision. In these cases, make clear that you trust the manager's judgment and do not need to sign off on everything they do. Find the balance between micromanaging and being too hands-off, which may be a little different for each new manager.

Continuous Growth and Development

Provide opportunities for continuous growth and development Developing a new manager doesn't end when they assume that managerial role. This can include internal workshops, external trainings, and formal development opportunities. You may also provide continuous growth opportunities by encouraging a new manager to take on new roles, make increasingly important decisions independently, or assume broader responsibilities. Through the feedback process, in both regular check ins and employee reviews, continue to identify areas of development for the manager. Help them identify ways to build strengths even further, and address areas of needed development.

Practical Illustration

Xander prided himself on his ability to work independently. He was decisive and resourceful, and had strong problem-solving skills. So, when he moved into a new managerial position, he was determined to rely only on himself. He had been with the organization for six years and felt like he knew all there was to know. During his first month as a manager; however, he found himself facing a number of problems he didn't know how to solve, from supply chain slowdowns to personnel conflicts. He was frustrated and worried that he was not cut out for the job. His supervisor, Carlos, noticed that Xander seemed more and more stressed by the day. “You know, you're not in this alone,” Carlos told him during their biweekly check in. “It's OK to ask for help. When I first started as a manager here, I called HR or IT almost every day with a question!” Xander was surprised – Carlos seemed so self-sufficient. He told Carlos a bit about the problems he was facing. Carlos gave him the email addresses of two people who would be able to help. Xander left the meeting feeling much less stressed and much more comfortable with the idea of asking for help.

Module Ten: Review Questions

1.) What should we do for new managers?

a) Empower them
b) Criticize them
c) Defend them
d) Ignore them

2.) What does empowering new managers do?

a) Builds their confidence
b) Shows confidence in them.
c) Helps them grow
d) All of the above

3.) We should empower new managers to do which of the following?

a) Take action
b) Ask for help
c) Make decisions
d) All of the above

4.) Which is **not** a way to empower a new manager to ask for help?

a) Provide them with a list of resources
b) Tell them about times you have needed help
c) Encourage them to seek out assistance
d) Punish them

5.) All but which of the following is micromanaging rather than supporting?

a) Requiring a new manager to have all actions approved by another
b) Backing up the new manager's decisions
c) Double checking all the new manager's work
d) Second guessing the new manager's decisions.

6.) Which of the following is a way to support a new manager?

a) Support their decisions
b) Offer your help
c) Provide them with tools
d) All of the above

7.) Growth and development should be which of the following?

a) Continuous
b) Personalized
c) A and B
d) Neither A nor B

8.) When does new manager development end?

a) When the position is filled
b) When the employee says so
c) When the employee is promoted
d) Never

9.) Any concerns you have with the new manager's abilities should be expressed:

a) Publicly
b) Via email
c) Privately
d) Creatively

10.)You can promote professional growth by:

a) Encouraging independence
b) Asking for help
c) Seek out more training
d) Brainstorming ideas

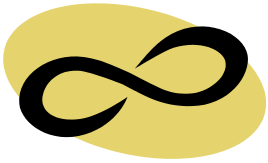
Growth is the best separator between those who succeed and those who do not.

John C. Maxwell

Module Eleven: Provide Growth Opportunities

We are never done growing. Even when an employee has grown into a management position, the development process must continue. Employees who feel they cannot grow in their current position or organization are likely to be unhappy, and may ultimately not stay. New managers need to be given opportunities to grow and develop within their managerial role, whether this is in order to eventually move into even higher positions or simply to become more skilled at managing. Continuously challenging new managers to grow, strengthen their current skills, and develop new ones, will benefit not only the individual managers, but the organization as a whole.

Provide Continuous Growth Opportunities



No matter what your industry or role, there is always room to grow. Whether an employee wants to eventually move into upper management or another position, or simply to make the most of their current managerial position, it is key to find ways for new managers to continuously grow. Work with new managers to explore what areas they'd like to grow in. When a new manager expresses interest in building skills in an area such as budgeting or marketing, work with them to find opportunities. This might mean taking courses outside of work, completing internal training, or working with others on a special project or committee. Empower your new managers to take charge of their own development. Also be sure that new managers are aware of growth opportunities that exist within the organization, such as workshops, committees and projects, or special initiatives. If you hear of an opportunity that seems a good fit for one of your new managers, bring it to their attention. Encourage new managers to also be alert for growth opportunities and to discuss possibilities with you.

Create a Development Plan

Take the time to create a development plan with each new manager. This plan should clearly identify strengths, areas of development, and professional goals. This plan should be a living document – it will change over time, and should be revisited at least annually. Working with the employee, explore what their short- and long-term goals are. Find ways to support these goals and to encourage the employee to grow and develop toward them. As the clear management track serves as a way to map and measure progress, the personal development plan helps the new manager shape the next phase of their career. The personal development plan is also useful for those who supervise new managers, as it alerts them to areas in which the manager might contribute their strengths, as well as opportunities to help the new manager develop in other areas. Having a clear development plan not only helps the new manager clarify their goals and the steps towards them, but better enables supervisors to best support new managers.

Provide Regular Feedback

Regular feedback is important in the development of any employee, and especially so in the case of developing new managers. Take the time to provide regular feedback, both positive and developmental, to new managers. Also ensure that you take the time to ask them for feedback, as they may not approach you with concerns or questions. When a new manager first assumes a management role, it is a good idea to schedule regular check ins or feedback sessions, perhaps as often as once a week. After the employee has settled into the management role, you may cut these back to biweekly or monthly. Also take opportunities to give feedback on projects or anything else you observe. Do not just give feedback when you see something go wrong or observe a development need. Be sure to give positive, affirming feedback when things are going well. When new managers only receive developmental feedback, they may feel as though they can do nothing right. Take the time to acknowledge growth, improvement, and work done well.

Encourage Mentoring

Mentoring is a wonderful way to keep employees learning and growing. Encourage new managers to continue to work with past mentors, and encourage mentors to continue finding ways to help their mentees grow. If a new manager wishes to develop a particular skill or explore a new aspect of management, encourage them to find a mentor who is skilled in this area. Being paired one on

one with a mentor provides a chance not only to learn new skills and strengthen existing ones, but to build professional relationships and networks. Finally, encourage new managers to become mentors to their own employees, and to those who wish to enter management in the future. By becoming mentors, themselves, new managers have a chance to build skills in building talent, and investing in their people.

Practical Illustration

Carrie had just moved into a new managerial position. She was enjoying the increased responsibility and the chance to contribute in a different way. After she had been in the job for about a month, her mentor Julianne called and asked to take her to lunch. Carrie and Julianne had worked together ever since Carrie realized she wanted to move into management. At lunch, Carrie said, “I kind of figured that our time was done. I mean, your job was to help me get into management, and I did.” Julianne replied, “I hope we’ll keep working together! I think it’s important to always be looking to the next step, and it helps to have someone to guide the way. You’ve achieved your first goal of becoming a manager. Now, what’s the next goal? How can I help you?” Carrie was surprised – she hadn’t thought much about what came next. As she and Julianne talked, however, she realized that she still had a lot to learn from Julianne’s 30 years of experience. She became excited to resume their regular meetings.

Module Eleven: Review Questions

1.) What type of opportunities should you provide new managers?

a) Growth
b) Punishment
c) Financial
d) Personal

2.) Which of the following is a good growth opportunity for a new manager?

a) Working with experienced managers on a committee
b) Taking a workshop on a new technology
c) Completing a special project
d) All of the above

3.) What should you create with the employee?

a) A contract
b) An agreement
c) A development plan
d) Nothing

4.) What should you focus on when creating a development plan?

a) The employee's professional goals
b) The employee's strengths
c) The employee's development needs
d) All of the above

5.) Which of the following is true of feedback?

a) It should be given regularly
b) It should acknowledge progress
c) It should address development needs
d) All of the above

6.) What type of feedback should you give?

a) Affirmative
b) Developmental
c) Acknowledgement
d) All of the above

7.) What should you encourage in terms of mentoring?

a) New managers should become mentors
b) New managers should stop working with their mentors
c) New managers should seek out mentors in new areas of interest
d) A and C

8.) Which is true of mentoring?

a) It can present growth opportunities
b) It can build a new manager's confidence
c) It can help develop new managers
d) All of the above

9.) Reaching a goal is a final destination.

a) True
b) False

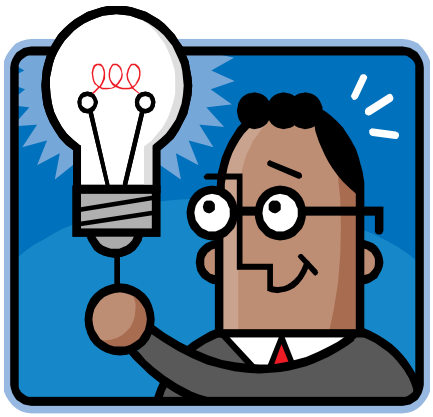
10.) You should always dictate the path on which an employee travels professionally.

a) True, you are the best judge of their capabilities
b) False, your superiors will decide
c) False, they can decide for themselves
d) None of the above

In every business, in every industry, management does matter.

Michael Eisner

Module Twelve: Wrapping Up



Although this workshop is coming to a close, we hope that your journey in Developing New Mangers is just beginning. Please take a moment to review and update your Action Plan. This will be a key tool to guide your progress in the days, weeks, months, and years to come. We wish you the best of luck on the rest of your travels!

Words from the Wise

- **Guy Kawasaki**: When I finally got a management position, I learned how hard it is to manage people
- **Henry Kissinger**: The task of a leader is to get his people from where they are to where they have not yet been.
- **Goethe**: Treat people as if they were what they ought to be and you help them become what they are capable of being
- **Collin Powell**: There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

Lessons Learned

- Understand why it is important to develop new managers
- Know how to identify strong candidates
- Work to support new managers

- Provide continuous growth opportunities
- Work to empower new managers

Appendix

Worksheet 1

Managerial Skills

In this space, reflect on the skills that effective managers have. You may want to reflect on your own skill set if you are a manager or supervisor. How can these skills be learned?

Worksheet 2

Roles and Competencies

In this space, reflect on the roles and competencies that are key to managers. Which roles are most important? Which competencies are most important? Which competencies are necessary for which roles?

Worksheet 3

Get on Track

In this space, reflect on your own career path, including the path to management. What are some ways that that path could have been made clearer? In what ways was it made clear, or did others help you find the path?

Worksheet 4

My Strengths

Make a list of five areas in which you feel you are strong or skilled.

- _____
- _____
- _____
- _____
- _____

Worksheet 5

My Development Areas

List five areas where you feel your skills need development and the steps you can take to develop them.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 6

Traits to Emulate

List some traits of good managers that you seek to emulate.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 7

Empower Me!

Create a list of things that make you feel empowered at work.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 8

Support

Write a list of ways your organization supports new managers:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Write a list of ways your organization could better support new managers:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 9

Peer Networks

Write a list of 10 peers who have supported you in your career development.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 10

Identifying Candidates

Make a list of 10 sources or ways to identify talented candidates for management.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 11

Develop Me!

Make a list of ways you have developed employees with management goals.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Make a list of ways in which you could be more proactive in developing employees.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 12

Guideposts

Create a list of guideposts that would be useful on the management track.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Worksheet 13

Ask for Help

Make a list of reasons why it can be hard to ask for help.

Worksheet 14

Support Me!

Describe a time when you felt supported by a manager. What made you feel supported? Describe a time you felt micromanaged. What made you feel micromanaged? What is the difference?

Worksheet 15

Growth

Reflect on valuable growth opportunities you have had and ways you can offer those to others.

Post-Assessment

1.) What is the most important thing to consider when developing a new manager?

a) How you can offer them opportunities to develop
b) How you can empower them to take charge of their own professional development
c) What chances you can provide for them to showcase their strengths
d) All of the above

2.) Asking an employee to make the transition from a non-managerial role to a managerial one without _____, is a recipe for failure.

a) Discussing it with them first
b) Understanding their goals
c) Developing their skills
d) None of the above

3.) What does a clearly defined management track do?

a) Transfers all responsibility for employee development to the individual employee
b) Empowers employees to help direct their career growth
c) Prevents lawsuits
d) None of the above

4.) When should potential management candidates be identified?

a) When a current manager resigns
b) When a new position is created
c) When a new position needs to be filled
d) As early as possible

5.) What should you do when identifying development needs?

a) Frame them as opportunities not weaknesses
b) Tie them to areas of strength when possible
c) Create a plan for developing these areas
d) All of the above

6.) Development needs should be linked to which of the following?

a) The employee's career goals
b) The employee's strengths
c) Concrete steps for improvement
d) All of the above

7.) What should be encouraged?

a) Emulation of good managers
b) Emulation of poor managers
c) Outside hiring
d) None of these

8.) What does emulating good managers do?

a) Helps spot those incompetence
b) Helps find the best solution
c) Gives employees an experience of being managed well
d) Helps spot potential problems

9.) What should you do when you disagree with a new manager?

a) Confront them in front of employees
b) Address the concerns privately
c) Fire them
d) None of the above

10.) How do many new managers feel when entering a new role?

a) Confident
b) Relaxed
c) Competent
d) Nervous

11.) All but which of the following is true of pairing new managers with mentors?

a) Mentors serve as support for new managers
b) Mentors provide models of effective management
c) Mentors hinder the development of new managers
d) Mentors can help empower new managers

12.) You should encourage new managers to do which of the following?

a) Seek out a mentor in the organization
b) Mentor their own direct reports
c) Seek out multiple mentors if it is appropriate
d) All of the above

13.) How can the annual review help us identify management candidates?

a) It is an opportunity to discuss the employee's goals
b) It highlights the employee's strengths
c) It provides information about the employee's development needs
d) All of the above

14.) What should you ask the employee about in the annual review?

a) Their professional goals
b) Their strengths
c) Their development plans
d) None of the above

15.) A clear management track ensures which of the following?

a) Quality training and support
b) Accountability
c) Minimal supervision
d) None of the above

16.) A clear management track helps in planning which of the following?

a) Development activities
b) Human resource allocation
c) Financial resource allocation
d) All of the above

17.) All but which of the following is micromanaging rather than supporting?

a) Requiring a new manager to have all actions approved by another
b) Backing up the new manager's decisions
c) Double checking all the new manager's work
d) Second guessing the new manager's decisions.

18.) Which of the following is a way to support a new manager?

a) Support their decisions
b) Offer your help
c) Provide them with tools
d) All of the above

19.) What type of feedback should you give?

a) Affirmative
b) Developmental
c) Acknowledgement
d) All of the above

20.) What should you encourage in terms of mentoring?

a) New managers should become mentors
b) New managers should stop working with their mentors
c) New managers should seek out mentors in new areas of interest
d) A and C

Recommended Reading

Hill, Linda (2003) *Becoming a Manager: How New Managers Master the Challenges of Leadership*

Grimme, Don and Sheryl Grimme (2008) The *New Manager's Tool Kit: 21 Things You Need to Know to Hit the Ground Running*

Kaye, Beverly and Julie Winkle Guilani (2012) *Help Them Grow or Watch Them Go: Career Conversations Employees Want*

Bell, Chip R. (2013) *Managers as Mentors: Building Partnerships for Learning*