FIRST-TIME MANAGER

INSTRUCTOR GUIDE

1-DAY COURSE

HRDQ®

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: The Management Role

Type of Activity	Segment	Time
	What is a good manager?	10
	Management self-assessment	15
	Changes in the nature of work	15
	Being a leader	10
	Get to know failure	10

Chapter Two: Making the Transition

Type of Activity	Segment	Time
	Changes to expect/How to thrive in transition	20
	Role of translator	10
	Common pitfalls	15
	Case study	20
	Mistakes that cannot be overcome	15

Reading

Written Exercise

Facilitate

Group Activity

Course timing

Chapter Three: Trust, Intuition, and Failure

Type of Activity	Segment	Time
	What trust looks like	10
	Developing trust	10
	Intuition	20
	Freedom to fail	10

Chapter Four: Delegating Responsibility

	Delegation quiz	10
	The mechanics of delegation	30
	Job analysis	10
	No dumping allowed	10
	Case study	20

Reading

Written Exercise

Facilitate

Group Activity

Course timing

Type of Activity	Segment	Time
Chapter Five: Strategic Planning: Plan the Work, Work the Plan		
	What is strategic planning?	10
	Where is your organization?	10
	Benefits of strategic planning	10
	Check the strategy	10
	Make it happen	10
	Reasons plans fail	10
Chapter Six: Motivating the Troops		
	Types of motivation	15
	Ideas to motivate	15
	Five new rewards	10
	Wrap-up	15

Reading

Written
Exercise

Facilitate

Group
Activity

Contents

Chapter Six: Motivating the Troops

Appendix

Course objectives

Successful completion of this course will increase your knowledge and ability to:

Clarify your role as a manager

Avoid common pitfalls of new managers

Anticipate changes that accompany the new role as manager

Utilize trust, intuition, and failure as management tools

Implement effective strategic planning

Delegate effectively

Motivate employees

Chapter **One**

THE MANAGEMENT ROLE

The management role

Successful completion of this chapter will increase
your knowledge and understanding of how to:
- Identify your management strengths and
  weaknesses
- Delineate between a manager, a supervisor, and a
  leader
- Implement strategies to overcome a possible job
  mismatch

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Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

Identify your management strengths and weaknesses

Delineate between a manager, a supervisor, and a leader

Strike a balance between managing tasks and managing people

Implement strategies to overcome a possible job mismatch

What is a good manager?

The traditional role of a manager is defined as the person in charge, making plans, organizing work, and directing employees.

Recently promoted managers don't merely want to be managers—they want to be excellent managers. The trick is to differentiate between this traditional definition of manager and what it means to be an excellent manager.

It is a mistake to assume that respect and trust come automatically with a management title or even with years of experience. Being a manager means constantly being tested. People look to you as the person who has the answers, who can motivate employees to get results , and who is able to successfully guide a department through turbulent times.

To be an excellent manager requires skills beyond those identified above, but the primary delineator is finesse. An excellent manager is someone who possesses the basic management skills listed above, guarantees that the needs of demanding customers are met, ensures that employees are developing needed skills, is able to anticipate future departmental goals and needs, is an exceptional communicator, and interacts superbly with all encountered, in particular, those supervised.

These skills will lead to the development of trust and respect from peers, higher-ups, employees supervised, customers, and vendors.

New manager fears	
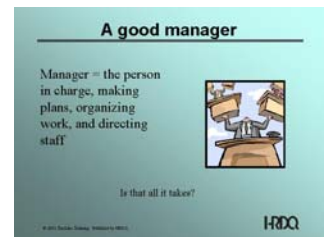
Peter Drucker defines management as "the application of knowledge to work…the substitution of system and information for guesswork, brawn for toil." Management is essentially working through others to achieve specified tasks in an organization.

Activity: Tell participants to work in groups of three to five and discuss their fears as new managers. Write their thoughts in the space provided on this page.

Debrief: Ask for a few examples from each group. Discuss that it is common to have concerns and fears as a new manager. Tell them this is a good sign—it means they are concerned enough about their job to want to do it well.

Do you have what it takes?

Why were you picked to be a manager? List the reasons you believe you were selected to become a manager.

_____

_____

_____

_____

_____

_____

_____

_____

There are various management styles, many of which are effective. However, there are traits and characteristics that, regardless of style, are key to success as a manager.

Take the quick self-assessment on the next page to rate yourself. Remember: be honest. This will help you establish a skill development plan.

Management self-assessment

Read each trait listed below and rate your current skill level. A 1 means you have a low level of the trait and a 5 means you possess a high level.

Trait	Rating				
Enterprising	1	2	3	4	5
Astute/perceptive	1	2	3	4	5
Make timely decisions	1	2	3	4	5
Open-minded	1	2	3	4	5
Handle unpleasant situations effectively and fairly	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Budget management	1	2	3	4	5
Creative problem solving	1	2	3	4	5
Integrity	1	2	3	4	5
Communicate clearly and in a timely manner, including everyone necessary	1	2	3	4	5
See the positive in difficult situations	1	2	3	4	5
A proponent for change	1	2	3	4	5
Learn from mistakes	1	2	3	4	5
Delegate effectively	1	2	3	4	5
Acknowledge accomplishments	1	2	3	4	5
Advocate for employee development	1	2	3	4	5
Promote team work	1	2	3	4	5

Activity: Tell participants to rate themselves on each leadership trait listed.
Debrief: Remind participants that a strong leader will have many, but not necessarily all, of these traits.

Scoring:
26 to 60 – Low
If you scored in this range, you probably are not viewed by others as a leader. Work on developing traits consistently and persistently.

61 to 90 – Average
You are viewed by some to be a leader and are probably a strong leader in situations that draw on your strengths, while not a strong leader in other situations. Develop weak areas; you have great potential.

91 to 119 – Excellent
Continue to develop strengths and any identified weaknesses.

120+ – This score is too high and most likely not realistic. Get input from others to make sure your perceptions are grounded.

Management self-assessment (cont.)

Trait	Rating				
Treat all co-workers with respect	1	2	3	4	5
Analytical ability	1	2	3	4	5
Good listener	1	2	3	4	5
Optimistic	1	2	3	4	5
Successfully simplify situations that appear to be complicated	1	2	3	4	5
Visionary	1	2	3	4	5
Value diversity	1	2	3	4	5
Acknowledge errors	1	2	3	4	5
TOTAL:					

Management self-assessment (cont.)

Traits that you rated with a 1, 2, or 3 are the areas you need to develop to grow as a leader.

Identify ten areas of growth:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Changes in the nature of work

You have been doing better than average work and are good at getting results. This is why you were promoted to the manager position.

There is a catch. Your previous job most likely involved working mainly with data or things. The role of manager has a different slant, which requires you to work mostly with people and ideas.

While paperwork and tasks are predictable, people are not. Individuals have emotions, expectations, and personal lives-to name just a few things that impact their work lives.

This is a significant difference, and you will notice it your first day as a manager. It is likely that you need to develop and refine an entirely new set of skills to succeed as a manager.

Where do you fall?

Examine the chart below and place an "X" where you fall.

High	A	B
Focus on the employees		
Low	C	D
	Low Focus on the task **High**	
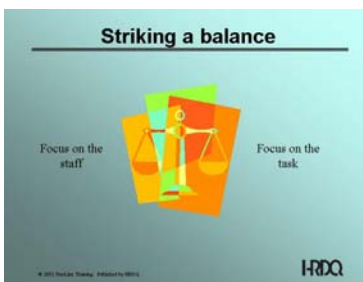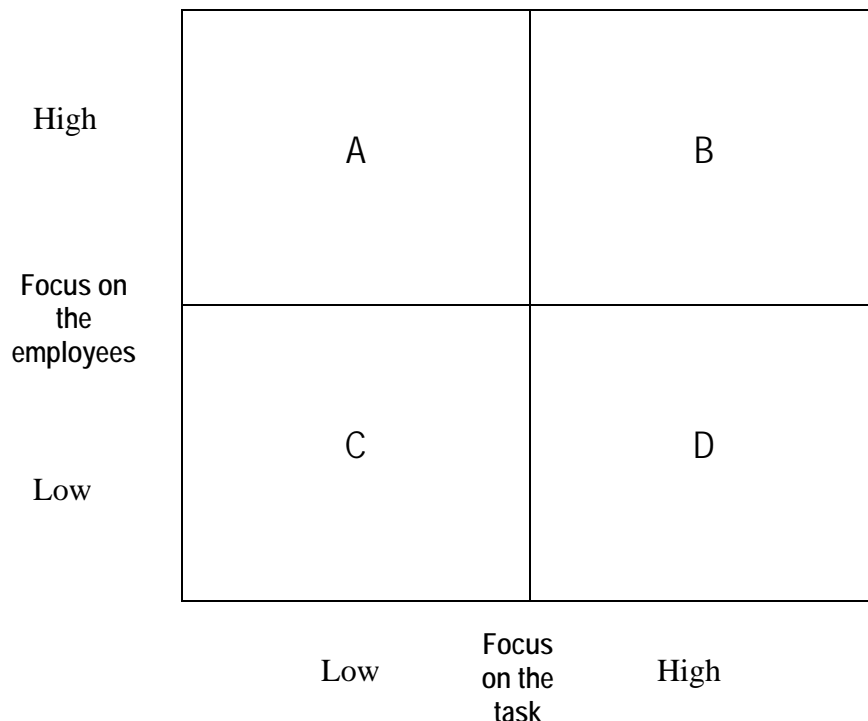
Being a leader

Typically, a manager is the person who manages a professional team of employees, and a supervisor is the person overseeing the work of front-line workers. Often there is overlap in the skills of each role and the terms are used interchangeably.

Regardless of the title or level, managers are responsible for the productivity of their employees. The key in either role (manager or supervisor) is to emerge as a true leader.

Leadership is more elusive than a mere job title. Leadership involves attitude, but more important, a leader is competent, confident, and comfortable in any situation they are presented with. People are inspired by and will follow these traits.

The roles build

<div>
Leader
</div>

<div>
Manager
</div>

<div>
Supervisor
</div>

Motivation to excel as a manager will be driven partially by the fears identified and, also, by a drive to be a true leader.

Note that managers typically oversee "white collar" employees while supervisors oversee "blue collar" workers.

Leadership
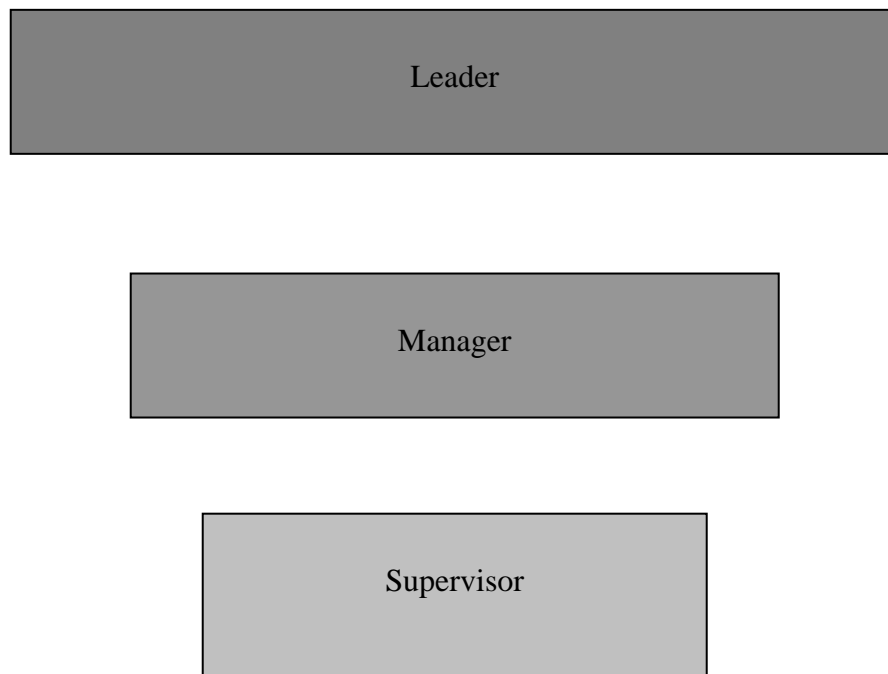
Review the traits of leaders listed.

Activity: Tell participants to consider the traits of a leader listed. Think of someone they know that exemplifies these qualities and which traits they display.

Debrief: Use this person as a role model. When facing the challenges presented to you as a new manager, ask yourself how this person might handle the situation. Use this as guidance. If you cannot think of a leader, try an inspirational quote. For example, W. A. Nance said, "No person can be a great leader unless he takes genuine joy in the successes of those under him."

Or, "Do just once what others say you can't do, and you will never pay attention to their limitations again" by James R. Cook.

Or, "You gain strength, courage and confidence by every experience in which you really stop to look fear in the face," by Eleanor Roosevelt.

How to spot a leader

- Current on industry trends
- Well-connected
- Creates, updates, and maintains a vision
- Exemplifies a standard of ethics
- Truly believes in the company's product or service
- Consistently demonstrates strength of character
- Reads people well
- Encourages input for personal growth
- Motivates staff toward a shared vision
- Leads by example
- Exudes a high-level of positive energy
- Fosters talented teams and team spirit

What a leader looks like

Leaders share the following traits and characteristics.

Current on industry trends

Well-connected

Create, update, and maintain a vision; share the vision and guide employees accordingly

Exemplify a standard of ethics

Truly believe in the company's product or service

Consistently demonstrate strength of character

Are a "quick study" of people (i.e., can read and understand people well)

Encourage input for personal growth

Motivate employees toward a shared vision

Lead by example

Exude a high-level of positive energy

Foster talented teams and team spirit

A leader I know:

What makes this person a leader:

Get to know failure

Any study in success involves examining failure. This helps you learn what to avoid. The Center for Creative Leadership in Greensboro, North Carolina, compiled studies on the causes of failure in leadership positions.
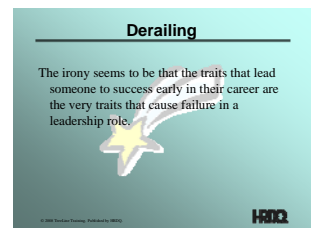
They have examined what causes a person who is a rising star with a track record of success and a reputation as a top performer to fail miserably when they reach the management level.

The irony is that the traits that lead to success early in their career are the very traits that cause their failure in a leadership role.

The reasons most cited for failure are:

>   Job-specific performance problems
>   Lack of sensitivity
>   Lack of delegation
>   Failure to develop a team
>   Over reliance on a mentor
>   Lack of follow-through
>   Inability to plan strategically
>   Poor interpersonal relationships

Managers with early career success are usually good at task-based management and don't need to rely on interpersonal savvy. This changes once they are promoted—where they will flounder without these skills. In particular, most of the managers who "derail" due to poor interpersonal skills are cited as being overly critical, manipulative, and self-centered (putting themselves before anyone else).

Derailing

The irony seems to be that the traits that lead someone to success early in their career are the very traits that cause failure in a leadership role.

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Get to know failure (cont.)

Although it is a person's strengths that got them to the management level, those strengths alone will not carry them to success as a manager. They will need to develop and refine management skills. However, their competence as an individual contributor will provide them with much of the knowledge necessary to manage the employees who do the work they used to personally complete.
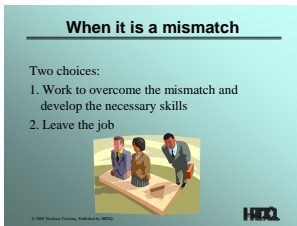
How to overcome a mismatch

If you find yourself in a management role and discover it is just not for you, here are some tips to overcome the mismatch.

> Set up a personal development plan and work on developing the necessary skills that you are lacking.
>
> Seek support from your manager. Ask for his or her advice.
>
> Talk with peers and ask them how they handled the transition to management.
>
> Remember your strengths are what got you promoted. Do not forget to acknowledge what you are good at. Establish benchmarks of success.
>
> Focus on having employees complete the work. Delegate effectively—don't try to take on the new job plus the old one.
>
> Cultivate a new support system of peers.
>
> Seek mentorship outside the company.
>
> Remember, a positive attitude prevails.
>
> If all else fails, give yourself permission to step down to the level of individual contributor. There is absolutely nothing wrong with this. Management is not for everyone—particularly if you do not like it.

Tip: If you do decide to step out of the manager role, consider what new direction you might want your career to take. Think about other departments or roles within the organization that would be satisfying to you. Seek out ways you can be a leader in a more informal capacity (project manager, team leader, technical coordinator, etc.).