



Supporting and Developing Managers of Remote Graduates

No doubt, the current climate is stressful for everyone and none more so than those in industries impacted by recent restrictions. One group that may be experiencing a lot of stress and that we may overlook are graduates; especially those who are in the first year of the program or have only recently started their roles.

Given that most graduate programs kick off in January or February, there are going to be a lot of new graduates who are only a couple of months into their first graduate role, unsure of how to do their job and needing a lot of support from their managers. At the same time, managers may be preoccupied with managing the crisis and may not be as mindful about supporting their graduates.

So, how can managers effectively support and develop graduates in this turbulent time?

Build manager self-awareness

The first step is for the manager to understand themselves because to be a good manager to anyone, you must first build your own self-awareness.

- What are the manager's values, biases, strengths and opportunities?
- How will these characteristics impact how they manage others, and in particular, when they are managing others remotely?

For instance, a manager may have a preference for working alone and may thrive in solitude. As a result, they may not be as mindful about checking in on their graduates. Utilising [personality assessments](#) or a [multi-rater tool](#) can help uncover these insights and build self-awareness.

Managers also need to understand their graduates.

As with themselves, managers need to understand their graduates' values, biases, strengths and opportunities.

- What are the similarities and differences between the manager and their graduates?
- Is this a positive or negative?

Take for instance, the example from above. If this manager had a graduate with similar preferences, they may work harmoniously together as their preferences align, however they may not communicate sufficiently. Understanding a graduate's preferences will also allow managers to understand their learning style and thus tailor development activities accordingly.



A strong focus on the graduates' ongoing development and clear and timely feedback must also be maintained.

With changed work arrangements, the typical structured development activities of a graduate program may not be able to be fulfilled.

It is important to make sure that graduates are still getting the same opportunities, but potentially via a different medium. Where they once may have shadowed a more senior staff member physically, they may now need to do this virtually. Further, consistent and high-quality feedback must also be maintained. This was able to be more efficiently provided when both were able to be in the same physical space- although we know even in close physical proximity many managers struggle to provide feedback.

When working remotely, managers may need to consider more structured methods of providing feedback, for instance a multi-rater tool especially designed for graduates, such as the [Graduate Talent Assessment \(GradTA\)](#).



The Graduate Talent Assessment (GradTA) is a multi-rater feedback tool designed to help organisations consistently measure the performance of their graduates based on what their key stakeholders are seeing. The GradTA assesses graduates across a number of key themes, including self-management, relationship management, performance and achievement orientation. The diverse perspectives gathered by the GradTA help to reveal strengths and development opportunities early in their career.

We are pleased to offer AAGE members 30% off the Graduate Talent Assessment. [Contact us for more information](#). We also provide a complementary online qualification in the Graduate Talent Assessment, which you can complete [here](#).

Finally, it is essential that the graduates' mental health and well-being is kept in mind.

Do they have the right technology to do their role? Is there sufficient communication about the current situation? Are the expectations of them clear? And are they aware of the services available to them, such as EAPs? Let's not forget, they are new employees and may not know these services are available to them.

To discuss your specific development need, please contact us via email at info@peterberry.com.au.

PBC are also pleased to offer virtual graduate recruitment solutions, including virtual assessment centres. For more information, please view our [Virtual Assessment Centres resource](#).



About Peter Berry Consultancy (PBC)

PBC is a multidisciplinary global consulting firm with 30 years' experience in the delivery of solutions aimed at maximising the potential of individuals, teams, leaders and organisations. We undertake research to support our evidence-based solutions and have a network of partners and distributors globally.

PBC is the Australian distributor of Hogan Assessments and the author of a range of diagnostics including the Hogan 360 Suite, Agile Leader 360, Graduate Talent Assessment (GradTA), High Performing Team Assessment (HPTA), and co-author of the Hogan Safety Climate Survey. We are the Australian distributor of Meta, a measure of entrepreneurial talent, the Risk Type Compass, and integrity assessments including Mint and WRISc.

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