

Workbook

From Engineer to Manager: Mastering the Transition, 2nd Edition

Name: _____

Organization: _____

Date: _____

Introduction

Welcome to the supplemental material for, *From Engineer to Manager: Mastering the Transition, 2nd Edition*. The book provides a wealth of knowledge and insights on what is perhaps the most important development in an engineering career. This supplemental material refers to content in the book, and it helps you to put into practice the concepts in the book.

The workbook and its resources, can be printed, filled in, and assembled so that you have a permanent record of what you experienced and learned. Furthermore, you can go back later and re-do selected worksheets as you choose. We invite you to refer to it often as you discover and let the world benefit from your skills as an outstanding engineering manager/leader!

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Table of Contents

Thoughts About My Management/Leadership Role	1
What Management Means	2
My Vision	3
My Network of Relationships	4
Nurturing My Relationships.....	6
Motivation and Engagement.....	7
My Customers and Innovating Their Experiences	8
What Leadership Means	10
Navigating Conflict	11
Team Contract Template.....	13
The Hidden Organization.....	18
My 360-Degree Relationships	21
Short and Long-Term Planning	23
Provocation Exercise Template	24
Process Diagrams.....	26
Project One-Pager	28
Minimum Viable Solution.....	29
Meeting Template.....	30
Decision Making.....	31
Managing Project Risks	32
Emotional Intelligence	33
Memorandum	34
Relating My Work to Organizational Positions.....	35
Managing Priorities.....	36
What Are the Needs of Those I Supervise?.....	37
Team Motivation.....	38
My Brand	39
Using Stress to Your Advantage.....	40
Mitigating Constraints.....	41
Daring to Be Great	42
Applying the Six Principles.....	43
Notes	44

Chapter 1, Worksheet 1
Thoughts About My Management/Leadership Role

Here are a few questions for you to explore your perceptions about seeing yourself in a management/leadership role.

1. Are you familiar with the typical engineering career progression into management and leadership, or is this information new to you?

2. What are your feelings about this transition to management and leadership: do you feel excited about it? Intimidated? Capture any feelings you may have.

3. Do you want to take on more of a management/leadership role, or would you prefer not to have such a role? If not, why?

Whatever your feelings about this transition, they are valid. But consider this also. If you are being promoted into a management/leadership role, people in your organization already see the manager/leader within you. If you are a student or you have not yet received such a promotion, I all likelihood it will come; that is the typical path in an engineering career.

Chapter 1, Worksheet 2
What Management Means

In the transition to a management role, it is important to have clarity about what management means and how you see this role. Here are a few questions for you to capture your impressions about this concept and what someone in a manager role does.

1. What does the term “management” mean to you?

2. What does a manager do or say that identifies him or her with the role? Does one manage only by being given a title or a position?

3. Thinking about superiors that you admire, how would you describe the characteristics of their words or actions that you value?

There are no right or wrong answers to these questions. What is most important is that you get in touch with your perceptions about these concepts and the role.

Chapter 1, Worksheet 3
My Vision

Managers/leaders take responsibility for improving themselves and their organizations. To exercise management/leadership, it is important to have awareness of self and one's environment, and a sense of direction. We invite you to consider and capture your thoughts to the following questions.

1. What do I want to contribute in my professional career and why?

2. What are my distinctive strengths and core values?

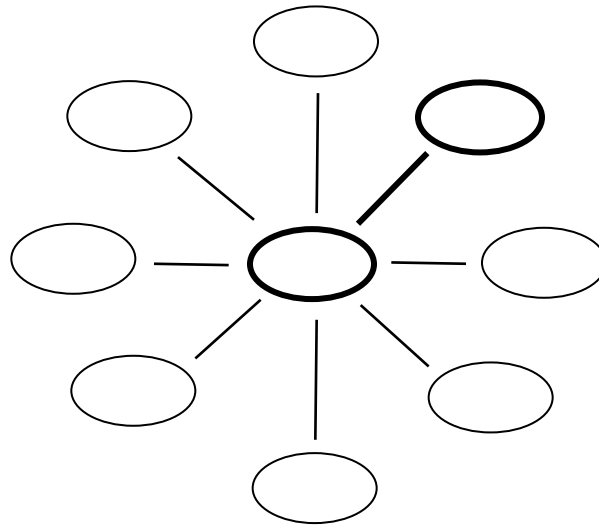
3. How do I relate to others who depend on me?

4. In what kind of work environments do I thrive?

Answers to questions like these will help you identify your needs for personal development and align with the kinds of roles and environments that will bring out the best in you.

Chapter 2, Worksheet 1
My Network of Relationships

It may be helpful for you to visualize the network of your relationships. There is no right or wrong way to sketch these – do what is most meaningful for you. Nevertheless, here is an example to give you some ideas. You can place yourself at the center of your sketch, then array meaningful individuals around you. Fill in each ellipse with the name of the relevant individual. You may want to color code them or use bold emphasis to highlight particularly important relationships. The value of such a sketch is to help you think readily keep your relationships in mind in your everyday work – perhaps consider posting it near your workspace or keep it on your phone. Depending on how you want to use the sketch, you can include non-work relationships in your diagram as well. The second page of this worksheet has been left blank for you to freely sketch your own network of relationships.



My network of relationships...

Chapter 2, Worksheet 2
Nurturing My Relationships

On the previous worksheet, you identified and sketched your meaningful and important relationships. Now it's time to capture your thoughts on how to nurture them. For each of the following individuals, what thoughts come to mind about how to make the relationship more effective? Is it to communicate on a daily basis? Perhaps it's to more effectively coordinate tasks? You can duplicate this sheet as you wish because the answers may change over time.

How to nurture my relationship with: _____

How to nurture my relationship with: _____

How to nurture my relationship with: _____

How to nurture my relationship with: _____

How to nurture my relationship with: _____

How to nurture my relationship with: _____

Chapter 4, Worksheet 1
Motivation and Engagement

Remember that five intrinsic motivators provide a great source of energy for our work. They are: a sense of meaningfulness, a sense of choice, a sense of competence, a sense of progress, and the ability to innovate.

Engagement is the ability to self-manage one's work, and it is closely related to motivation. We invite you to reflect on and capture your thoughts on the following questions.

1. In your present role, is your own level of engagement high, low, or somewhere in between? What are some reasons for your answer?

2. To what degree do you feel connected to the five intrinsic motivators?

3. How might you nurture the intrinsic motivators for yourself and for your team?

Tending to your own motivation will have a contagious effect on those around you!

Chapter 6, Worksheet 1
My Customers and Innovating Their Experiences

Everyone has one or more customers, whether they are internal customers within the organization or external ones. Who are my customers? What are their needs and wants? How can I describe the world that each of them sees? Answers to such questions will help you focus your work on how to best meet their needs and wants.

Customer: _____

Needs:

Wants:

Their world:

Customer: _____

Needs:

Wants:

Their world:

Customer: _____

Needs:

Wants:

Their world:

Customer: _____

Needs:

Wants:

Their world:

Now capture your thoughts on how to innovate the experiences these customers have with your product or service. What might help them feel that you consider them important and special? What might make their work or their lives easier?

Chapter 7, Worksheet 1 What Leadership Means

In the transition to a leadership role, it is important to have clarity about what leadership means and how you see the role of a leader. Here are a few questions for you to capture your impressions about leadership and what a leader does.

1. What does the term “leadership” mean to you?
2. What does a leader do or say that identifies him or her as a leader? Does one become a leader by being given a title or a position?
3. Thinking about superiors that you admire, how would you describe the characteristics of their words or actions that you value?
4. What changes would I like to bring about in myself (thoughts, beliefs, or actions) that would help me take on more of a leadership role?

There are no right or wrong answers to these questions. What is most important is that you get in touch with your perceptions about leadership and the role of a leader.

Chapter 8, Worksheet 1
Navigating Conflict

Conflict is a neutral reality of relationships, at work and elsewhere. Our beliefs about conflict can impact our effectiveness with managing it well. Here are some starter questions about conflict to help you promote healthy conflict, mitigate unhealthy conflict, and resolve conflict effectively.

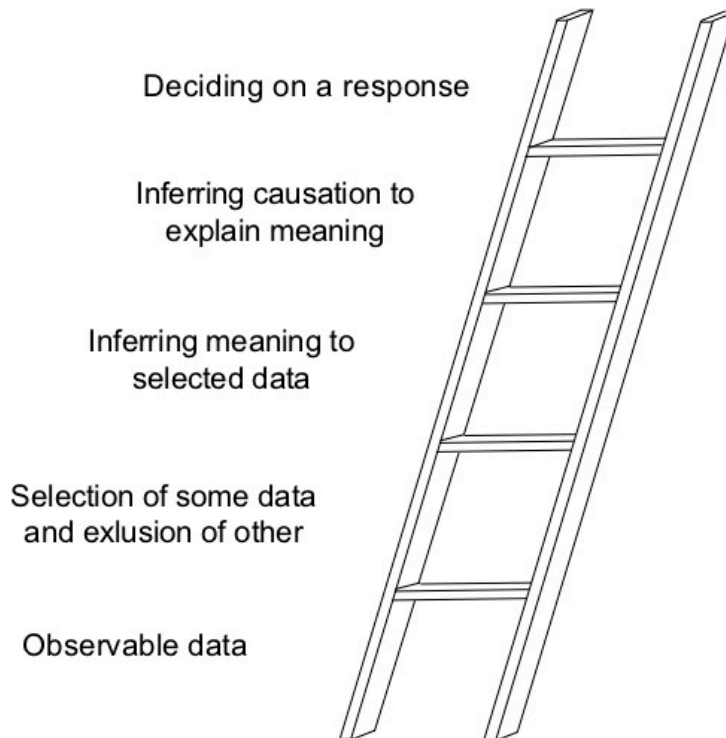
What is your attitude about conflict? Have some formative experiences particularly affected how you feel about conflict?

How would you describe your typical approach or approaches to conflict? Avoidance or denial? Passive-aggressive? Smoothing? Forcing? Compromise? Resolution?

Are there any changes you would like to make with respect to conflict management and resolution?

There are no right or wrong answers to these questions. What is most important is that you get in touch with your perceptions about conflict.

The Ladder of Inference (Argyris, 1993; Schwarz, et al., 2005) is a powerful tool to capture the thoughts that we infer about events that we experience. You can use the space to the right of the figure below to capture the inferences you may make about events. This tool can often help you make dramatic improvements in interactions that may have otherwise led to conflicts.



References

- Argyris, C. (1993). *Knowledge for action: A guide to overcoming barriers to organizational change*, San Francisco, CA: Jossey-Bass.
- Schwarz, R., Davidson, A., Carlson, P. & McKinney, S. (2005). *The skilled facilitator fieldbook: Tips, tools, and tested methods for consultants, facilitators, managers, trainers, and coaches*. San Francisco, CA: Jossey-Bass.

Chapter 9, Worksheet 1 Team Contract Template

This template captures some of the common topics that are important in a team contract. What is included here is generic and not intended to be complete; each team will have unique needs and objectives.

This document is an example template of a team contract for a generic team and team members. Members of a real team should discuss and agree upon provisions for their own team contract. Leading Edge Management, LLC makes no representations or warranties, express, implied, or otherwise, concerning the contents of this document.

Team Name: _____

Team Roster

Name	E-mail	Phone numbers	Availability/preference for meetings (include time zone if appropriate)

Team Contract Revision History

Rev #	Date	By (Team member)	Changes/Updates Made

1.0 Introduction and Purpose

The Introduction and Purpose provide the role and uses of the document, and its relevance to the work of the group, as well as any context, e.g. to a relevant project in an organization. It is essentially a preamble.

2.0 Organizing Principles

This section presents the main guiding statements of principles (purpose, mission, and vision) that provide the organizing ideas and mental models from which flow the details of the group’s social contracts. They also guide decisions and actions for situations that may arise which are not explicitly covered in the document.

2.1 Team Purpose

The purpose of an organization answers the question, “Why does the organization exist?” The purpose statement articulates the values of the organization – it is the driving energy, or heart, of the business.

2.2 Team Mission and Deliverables

The mission of a group addresses how it intends to bring the purpose into reality and what is provided toward that end. It is an identification of the products and services that animate the purpose. It also articulates what it is that only we can do or are in a unique position to do. It is the hands and feet of the organization.

2.3 Shared Vision

The vision of the organization is where the organization is going – it is a picture of the future, the eyes of the organization.

2.4 Helpful Models and Theories

This section can be used to identify any group or leadership theories that group members feel are relevant and helpful to illuminate their work together.

3.0 General Team Member Expectations and Norms

For this section, group members express relevant expectations of a general sense for themselves and of each other. It is appropriate to articulate expectations completely without becoming trivial.

4.0 Communications Norms and Rules

In this section, the framework is set out for how the group will communicate. Then, specific details are provided to promote clarity and understanding. Contingencies are also provided in case preferred methods are unavailable, or if other issues arise.

5.0 Roles and Responsibilities

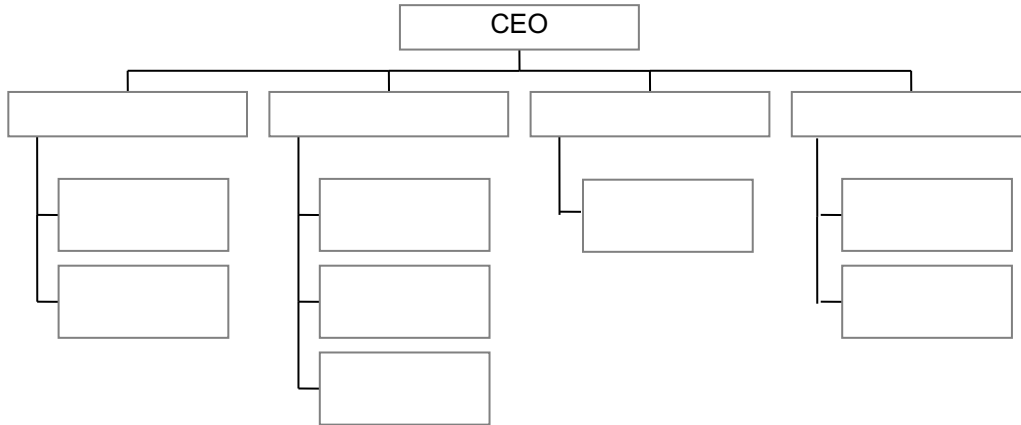
This section addresses the various roles that the group wishes to identify and fill, whether for the duration of the group, or by rotating roles regularly. We recommend that groups rotate at least some roles so that each member has the opportunity to experience different roles. This rotation approach also helps avoid dependence on or dominance by one or two strong personalities.

6.0 Conflict Management and Resolution

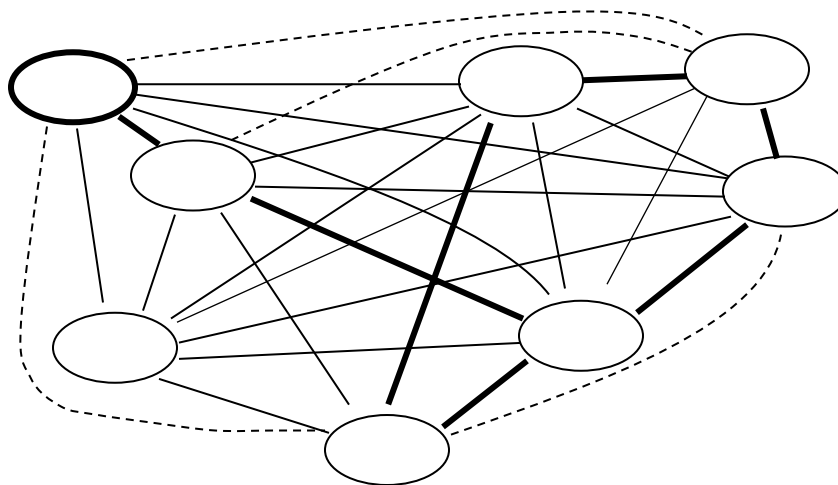
The conflict section provides an overall framework for attitudes about conflict, as well as principles for promoting healthy conflict and minimizing unhealthy conflict. It is also worthwhile to address what conditions might trigger escalation of an unresolved conflict to engage the assistance of a superior.

Chapter 10, Worksheet 1
The Hidden Organization

It is helpful for all of us from time to time to understand and picture our place in the organization(s) to which we belong. To help with this exploration, consider the typical structured hierarchy one usually sees in an organization chart. It represents the formal power structure.



Now, consider the concept of the *hidden organization*, or as it is sometimes called the *informal organization*. Every organization has a hidden or informal power structure that may be based on various criteria. In any real organization, the power structure is more complex and resembles a web, as shown below. In this figure, the CEO position is shown as the bold oval; relatively strong and powerful relationships are shown with bold lines while dashed lines represent weak relationships. While the CEO holds the most power others operate with considerable power as well. For example, an engineer with several decades of experience may be given nearly as much deference as the individual who has been CEO for only three months.



The illustration of the hidden organization is meant to offer you a visual starting point for understanding the system in which you are immersed and in which you are an active participant. Consider that you have a blank canvas, we invite you to sketch your hidden organization in any way that has meaning for you.

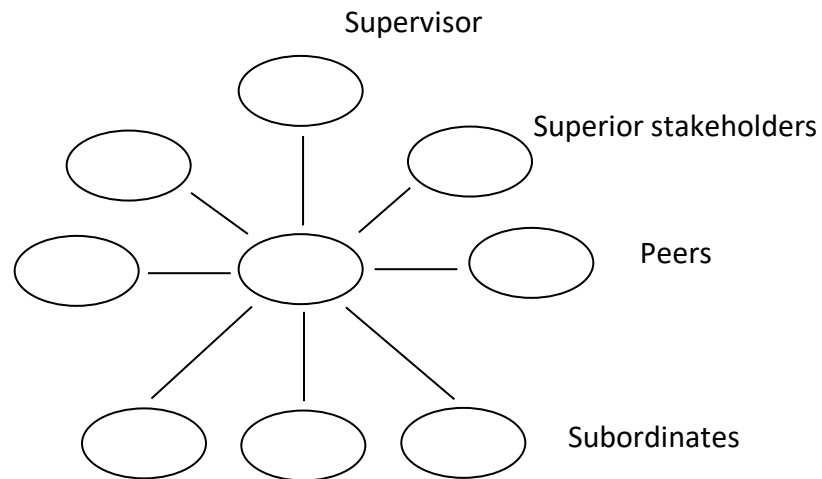
Sketch of My Hidden or Informal Organization As It Is

Sketch of My System (My Network) As I Would Like It to Be

Chapter 11, Worksheet 1
My 360-Degree Relationships

This worksheet is a modification of one that appeared as a Chapter 2 worksheet. Now we invite you to think of your important work relationships in the context of a 360-degree frame of reference.

You can place yourself at the center of your sketch, then array meaningful individuals around you. Fill in each ellipse with the name of the relevant individual. Note that the location of each individual relative to you now denotes how you relate to them in the hierarchy. The second page of this worksheet has been left blank for you to freely sketch your own network of relationships.



Here is my network of relationships in 360 degrees. As you view your completed sketch, think about how to make each relationship more effective.

Chapter 14, Worksheet 1
Short and Long-Term Planning

Managers/leaders must plan and accomplish tasks while keeping aligned with a long-term vision and plan. Accomplishing this balance requires observation and adaptation. We invite you to consider one or more of your projects or responsibilities and capture how to balance these short and long-term perspectives.

1. What do I need or want to accomplish in a relevant short time frame (e.g. in the coming month, quarter, or semester)?

2. What are the longer term (e.g. one year, two year, etc.) vision and plan for this work?

3. How do I balance the short and long-term answers in #1 and #2?

4. What are important factors or conditions to observe in my plans, and what should I consider for adapting to changing conditions?

Chapter 16, Worksheet 1
Provocation Exercise Template

This template is an example of a provocation exercise (de Bono, 1992) that can be helpful when a team is stuck and not making progress. Often, stagnation can be interrupted by deliberately and provocatively violating a widely-held assumption or paradigm. Alternatively, this exercise is useful when a team needs to develop an innovation. Accordingly, two examples of the exercise are provided.

This document provides templates of a team exercise. Leading Edge Management, LLC makes no representations or warranties, express, implied, or otherwise, concerning the contents of this document.

Application for Stagnating Team

Assumption

State the commonly held assumption (e.g. “It will take heroic effort to complete our project in 6 months”):

New and Provocative Assumption

Violate the assumption in a provocative manner (e.g. “We must complete our project in 2 months”) and provide genuine reasoning for the provocation (e.g. “To avoid closing our business”):

Ideas to Accomplish Provocation

Capture ideas that the team generates to meet the new and provocative assumption (e.g. “We can ignore all irrelevant e-mails and meetings”; some ideas will be useful, others may not)

Application for Stimulating Innovation

Assumption

State the commonly held assumption (e.g. "All vehicles are driven by drivers sitting upright"):

New and Provocative Assumption

Violate the assumption in a provocative manner (e.g. "Vehicles must be driven safely and comfortably by recumbent drivers") and provide genuine reasoning for the provocation (e.g. to provide better vehicle aerodynamics for fuel efficiency):

Ideas to Accomplish Provocation

Capture ideas that the team generates to meet the new and provocative assumption (e.g. "Drivers will have use an advanced set of goggles that are integrated with cameras around the vehicle for 360-degree vision")

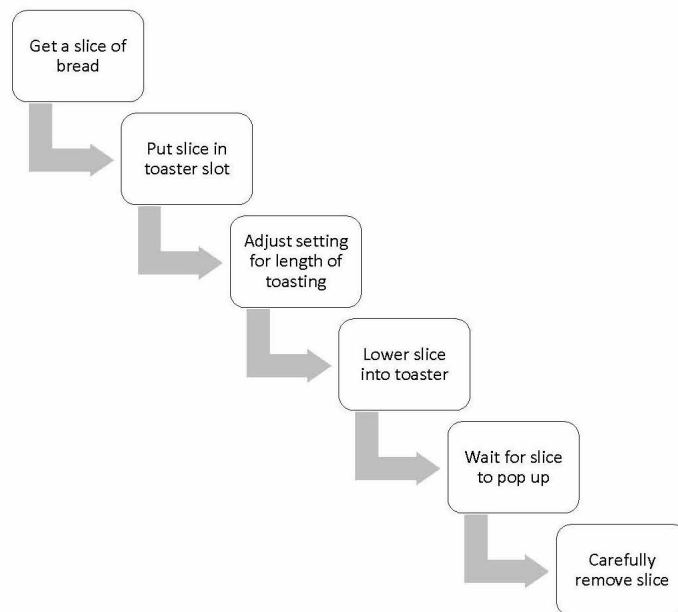
Reference

de Bono, E. (1992). *Serious creativity*. Toronto, CANADA: Harper Collins.

Chapter 17, Worksheet 1 Process Diagrams

If we follow a good process, we are more likely to arrive at a good outcome. When we collaborate in a team, it is helpful to collectively visualize our collaboration process. Doing so helps us to communicate about our collaboration. It enables us to express our assumptions, even those that are unconscious. It then enables us to communicate about how to structure and improve upon the collaboration process.

Wujec (2013) offers a simple and fun exercise for team members to collectively visualize and communicate about their group processes. It starts with describing how to make toast. He has each person individually sketch how to make toast – a typical sketch may look like the one below. Then team members share their sketches; laughter ensues when they learn just how many ways there are to represent the simple act of making toast. But the laughter gives way to an important lesson about collaboration. We must come to a common understanding of our processes for team collaboration for us to be effective and to improve or innovate them. It helps to use sticky notes on a wall that is accessible to all team members to promote dialogue about team processes. Feel free to use the blank second page of this worksheet to sketch your own team processes; then think about how to put this exercise into practice with your team members.



Wujec, T. (2013). "Draw how to make toast: A simple and fun introduction to systems thinking." *DrawToast*. <https://www.drawtoast.com>.

We invite you to use this page to sketch any collaboration process that is relevant to your team.

Chapter 18, Worksheet 1
Project One-Pager

A one-page summary is a worthwhile way to capture all the important information about a project. We invite you to use this template to promote understanding, both for yourself and for a team.

Project Mission/Purpose

Who is the customer/client? What purpose does the project serve for them? What is the reason for the project?

Project Objectives/Deliverables

What are the major “products” of the project?

Project Benefits

What will this project do for the customer/client that they could not otherwise do?

Critical Success Factors

List the three or so factors that must be accomplished or done well for the project to be a success.

Overview of Scope, Schedule, Budget

Briefly, describe what is in the project, how much it will cost, and when it will be finished.

Related Considerations

Projects are undertaken in some context to the strategy of a business or as part of a portfolio of projects. How might these be described?

Chapter 19, Worksheet 1 Minimum Viable Solution

Each of us in our work role has a set of responsibilities that we *must* accomplish and that no one else can or will do. Consider this set to be your *minimum viable solution* (MVS): the solution that the organization is depending on you to provide. Identifying your MVS helps clarify thought on what items, those outside your MVS, are available for delegation to others.

Considering a relevant short-term time frame (e.g. one to six months), what are you responsible for that no one else in the organization can or will do? If you are a manager/leader, remember that your MVS must include a supervisory/organizational element, and that you are responsible to deliver work that subordinates will do.

Now do the same considering a longer term (e.g. one year).

Chapter 20, Worksheet 1
Meeting Template

There is an almost universal dislike of meetings because they are often poorly planned and run. Better planning will help ensure that meetings are not only more productive, but also that participants enjoy them more. This template will help.

Meeting Objective

What is the desired outcome of the meeting? What “product” will come from the meeting that cannot otherwise happen? How will the objective be accomplished?

Meeting Participants

Who must attend the meeting? For whom is participation optional? What is the role of each person in attendance?

Length of Meeting

Regardless of how long similar meetings may have lasted, what is the minimum time needed to accomplish the objective?

Meeting Responsibility

Does your group have established meeting norms of behavior and participation? If not, plan to spend some time at the meeting to do so. Are there particular behaviors that should be promoted or discouraged – what are these? How will you, and other participants, see that this happens?

Chapter 21, Worksheet 1
Decision Making

Good decision making is an important task of groups, and the process used for making the decision should match the context. In the book, the following five decision-making types are described: 1) directive, 2) consultative, 3) democratic, 4) consensus, and 5) unanimity.

Decision Context

Considering the five decision-making types, which type best matches the context of the decision? Why?

Decision Making Strategy

Now that you have a decision-making type, what will be an appropriate strategy for carrying out the decision-making process?

Participants in the Decision

In consideration of the type of decision and strategy, which individuals should be involved in the decision, whether to be consulted or participate actively?

Chapter 22, Worksheet 1
Managing Project Risks

There are risks associated with every project – the risks that the objectives will not be met according to the relevant schedule and budget. Here are some tools to help with managing risks.

The first is a simple risk evaluation table. In the far-left column, list the relevant project risks you want to consider. Fill out the rest of the table with your team’s assessment of the likelihood of the risk occurring, the impact on the project if it does occur, the extent of advance warning that will be available, and then an overall score. You can use whatever scoring system is meaningful.

Potential Issue	Likelihood	Impact	Extent of Warning	Overall
Issue 1:				
Issue 2:				
Issue 3:				

The next tool is a risk strategies table. For each risk you want to explore, consider how it can be avoided, then consider what response you can have if it does occur. Remember there is no direct relationship between items on a given row.

Risk Issue Considered:	
Avoidance	Response

Chapter 23, Worksheet 1
Emotional Intelligence

Never underestimate the emotional component of interactions, even in the workplace. By becoming more skilled in emotional intelligence, we can lead interactions to better and more mutually-rewarding outcomes. According to Goleman's (1994) elements of emotional intelligence, capture any thoughts you might have about augmenting your own skills and abilities.

1. Knowing one's emotions. What are some ideas for better accessing and recognizing my own emotions in a given situation?

2. Managing emotions. How might I better shift unhelpful emotions to a better place and emphasize those that are helpful?

3. Motivating oneself. What are some simple steps I could take to more reliably access emotional states that are motivating to me?

4. Recognizing emotions in others. How can I better be present to others so that I can read their emotions in a non-judging way, be sensitive to them, and empathize?

5. Handling relationships. What thoughts come to mind that can help me grow my relationships and lead and influence the emotions of others in a mutually-rewarding way?

Reference

Goleman, D. (1994). *Emotional intelligence*. New York, NY: Bantam Books.

Chapter 25, Template 1
Memorandum

Engineering managers are often responsible for writing many memorandums. While it is not possible to cover the spectrum of topics that one may have to write, here is a template that suggests how to write a memo that is succinct and clear, and promotes ease with moving to the next step. Suggestions for content are shown in brackets.

MEMORANDUM

TO:

FROM:

SUBJECT: [Try to capture the essence of the entire memo in your subject]

[In the first paragraph, summarize the overall content including the action you are suggesting or recommending, as appropriate. You want the reader to capture the complete overview in the first 30 seconds of reading.]

[In the second paragraph, provide the high-level support for your recommended action. If there is other detail, it can be referenced as an attachment, or by an offer to provide it separately.]

[The closing paragraph is the call to action, the next logical step. As appropriate, you can include a space for the recipient to initial below to indicate their approval of you initiating the next step.]

Approved: _____

Chapter 26, Worksheet 1
Relating My Work to Organizational Positions

It is important to have alignment between my work and the positions taken by an organization as reflected in its various statements, e.g. mission and vision. This worksheet provides you the opportunity to capture how your own work aligns with what the organization stands for. It also helps illuminate your decisions in the many tradeoffs that must be made in your work.

Type of Statement	Organization	My Work/Project Responsibilities
Vision		
Values, Beliefs		
Mission		
Business Philosophy		
Core Purpose		

Chapter 27, Worksheet 1 Managing Priorities

We can't really manage time; we can only manage what we *do* with our time. That means managing our priorities and acting accordingly. This worksheet gives you a tool to help you better understand your priorities.

The tool is a piecewise comparison figure. In the far-left column, write down your various possible tasks, one for each of the cells. In the rest of the table, you will consider each possible pair of tasks as a choice, e.g. do I place higher priority on task A over task B. Highlight each choice you make: for example, you can circle your priority in each pair. When you have finished with all choices, add up the number of times you selected each task and capture the sum in the box to the upper right. This will give you fairly good feedback on how you rank your priorities.

A					
B	A B				
C	A C	B C			
D	A D	B D	C D		
E	A E	B E	C E	D E	E
F	A F	B F	C F	D F	E F

Ranking results:

A -

B -

C -

D -

E -

F -

Chapter 29, Worksheet 1
What Are the Needs of Those I Supervise?

As a manager/leader, you are responsible for ensuring that those you supervise have the resources they need in the short term and continue to grow and develop in the long run. Think about the individuals who report to you. In addition to any tangible resources they may need, capture your thoughts about coaching and mentoring that may benefit each individual, considering their unique talents and role.

Individual	Resources and Needs for the Individual

Chapter 30, Worksheet 1
Team Motivation

When people are motivated, they overcome challenges and feel that work and collaboration are enjoyable and rewarding. Thinking about your team and the five intrinsic motivators, how can you help improve the environment for team motivation? Remember, we cannot motivate anyone else! But we can help improve the conditions that promote motivation.

Intrinsic Motivator	Enhancing the Motivator for the Team
Meaningfulness	
Choice	
Competence	
Progress	
Ability to innovate	

Chapter 31, Worksheet 1
My Brand

Brands communicate information about an entity. Essentially, they are a set of cues that enable us to categorize organizations and people; when we gain experiences with a certain entity, a brand also comes to embody characteristics upon which we can rely. People associate certain characteristics to different types of behavior and appearance. These associations apply to the position of engineering manager, and depending on the situation, they may be different from the characteristics associated with engineers who are not managers. As you think about *your* organization, consider the following questions and capture your thoughts.

How would you describe the brand of your organization?

As you look around at the engineers in your organization, how would you describe their characteristics, appearances, and behaviors?

Now, as you look around at the engineering *managers* in your organization, how would you describe their characteristics, appearances, and behaviors?

Looking at the next level up from your level, how would you describe those of your superiors?

Answering these questions, and any other relevant considerations, will help you gain clarity about the expectations that others associate with your position, enabling you to develop a brand that is both unique but also congruent with that position.

Chapter 32, Worksheet 1
Using Stress to Your Advantage

We tend to give a negative connotation to stress, and certainly too much or too intense stress is detrimental. Nevertheless, a healthy strategy is to recognize that stress can benefit us if we use it to our advantage. Use the following questions to help you master a stressor.

Identify a stressor that may cause you emotional discomfort.

What are some of the unpleasant effects of this stressor for you?

What are some potential ways that the stressor could be helpful to you? (For example, an unpleasant co-worker could be an opportunity for practicing emotional intelligence skills and leading the relationship in a better direction.)

With respect to this stressor, identify a strategy for *oscillating*, that is how to create cycles of experiencing the stressor that are followed by relaxation from it.

Visualize how you might re-consider your relationship with the stressor, from a position of being controlled by it to you mastering it. What does that look like?

Much of the strategy for mitigating a stressor is internal work: how we perceive a stressor and what we believe about it. Beneficial beliefs enable us to change our actions. Feeling more control over the effects of a stressor and acting accordingly offers a way to have a healthier outcome.

Chapter 33, Worksheet 1
Mitigating Constraints

One strategy to make improvements in a system is to identify constraints or bottlenecks and think creatively about how to mitigate them. The function of an overall system is often constrained by a single factor or issue. You may have applied such an approach in an engineering problem; now think about how a similar approach might be helpful for an organizational issue.

Identification of the constraint:

What effects does the constraint force on the entire system?

What resources or strategies might apply to either solving or mitigating the constraint?

If it is helpful to do so, use the following space to sketch how you view the constraint.

Chapter 34, Worksheet 1
Daring to Be Great

Great teams accomplish what are seemingly impossible tasks. Often the experience in such a team is a rush because the collaboration is so rich. A great team often starts out with “average” individuals; your job as an engineering manager is to elicit greatness in them. Use this worksheet to help focus your thinking on daring to be great!

As you think about your team, what are some of the talents you see, even ones that at first may not necessarily seem related to the work?

Remember how your engineering talents have non-engineering applications? How might the talents you identified in the previous question be used more fully?

Great teams typically have the sense that they can overcome seemingly insurmountable challenges or rules. What beliefs, challenges, or rules have constrained the greatness of your team? How might they be mitigated?

Chapter 35, Worksheet 1
Applying the Six Principles

Much of management and leadership involves returning often to six fundamental principles. Consider how you might put into practice the insights from the entire book according to each of its principles.

Principle	Putting the Principle into Practice
Mastering Relationships	
Seeing the Big Picture	
Getting Things Done	
Communicating Effectively	
Using Assets Wisely	
Taking It to the Next Level	

Notes