



# **PMI-ACP® EXAM PREP**

## PMI Authorized Training Partner

### **BOOTCAMP Session 3**

- This course will assist learners in preparing for PMI's PMI-ACP Exam (2024 Update)

#### **ATTENDENCE TRACKING**

**Percipio Users:**  
Name is based on your log in information in Percipio

**Using Zoom:**  
Enter your first and last name

# BREAKS



**Yes! We will have periodic breaks**

**For attendance purposes, please stay logged in during all breaks.**



# CHAT vs Q & A

Please use the **Chat** for:

- **Greetings** before the session starts and during breaks
- Once the session starts , the chat may be closed or changed to *Hosts & Panelists Only* to minimize disruptions and focus on important information.
- The instructor may open the chat during the session for student **to respond to the instructor's questions** and create a group dialog.

# CHAT vs Q & A

Please use the **Q&A** for:

- **Technical assistance** – Begin with: Percipio or Non-Percipio student
- Guidance on how to **access course material** – Begin with: Percipio or Non-Percipio
- Clarification and **questions on lecture points**, if not answered by instructor
- The Q&A may be open and closed throughout the session to allow us to address questions/issues in a timely manner.
- **Please be very patient, the support team responds to many inquiries per session**

# IS LIVE ATTENDANCE REQUIRED?

- **YES**, if you are taking this training to register for the PMI-ACP exam
- You are **allowed to miss up to two sessions IF** you make up the sessions by **watching the video replays**.
- A **missed session means** you were disconnected for **more than a total of 15 mins** for the duration of the session.
- If you **miss three or more sessions**, you will need to make up the missed time by **attending live in another 8-day cohort**.
- \*Please see the Bootcamp Calendar for information about upcoming sessions at: <http://calendar.skillsoft.com/>



# ACCESSING THE

# VIDEO REPLAYS

1. Go to: <https://github.com/Skillsoft-Content/PMI-ACP-Replay>
2. Replays will be available within 2 business days after the session ends.
3. Click on the Excel file for the year you attended the Bootcamp. You won't see a *file open* option, but it is selected.
4. Click the *Download raw file* button on the far left-hand side.
5. Open the downloaded file using this password: acpB00tcampReplay!

Those are zero's not the letter O. The password is case sensitive.



7. Locate and open the worksheet tab that corresponds with the bootcamp you attended
8. Make a note of the passcode.
9. Paste the provided link into your browser.
10. Complete the required registration steps
11. Input the passcode when prompted  
The password to open the Excel file is NOT the passcode to access the replay.

Note: Replays will be available for 1 year.  
They are not available for download.

**No limit to watch replays to study**

**PMI®-Authorized PMI Agile  
Certified Practitioner (PMI-ACP)®  
Exam Preparation Course**

Lesson One

# Mindset

Version 1.0 | 2024 Release



# Shorten feedback loops



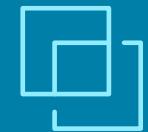
Experiment  
early



Embrace the  
agile mindset



Promote a  
collaborative  
team  
environment



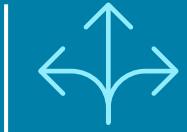
Build  
transparency



Foster  
psychological  
safety



Shorten  
feedback  
loops



Embrace  
change



# Include customers from day one

Section 1 of 3

# Principles of Agile Development (1, 2, and 4)



**1** Our highest priority is to satisfy the customer through early and continuous delivery of valuable software.



**2** Welcome changing requirements, even late in development. Agile processes harness change for the customer's competitive advantage.



**4** Business people and developers must work together daily throughout the project.

# Frequent feedback

Customer is the party who has requested or is funding the product

End user experiences direct use of the deliverable

Developing elements within specific increments



# IKIWI SI

I'll know it when I see it

Not knowing what you want



Source:  
Stenbeck, J. (2010). *Agile Project Management Mastery In Sixty Minutes, Guaranteed!* Paper presented at PMI® Global Congress 2010—North America, Washington, DC. Newtown Square, PA: Project Management Institute

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# Gulf of evaluation

The difference between how one person perceives something and how someone else does

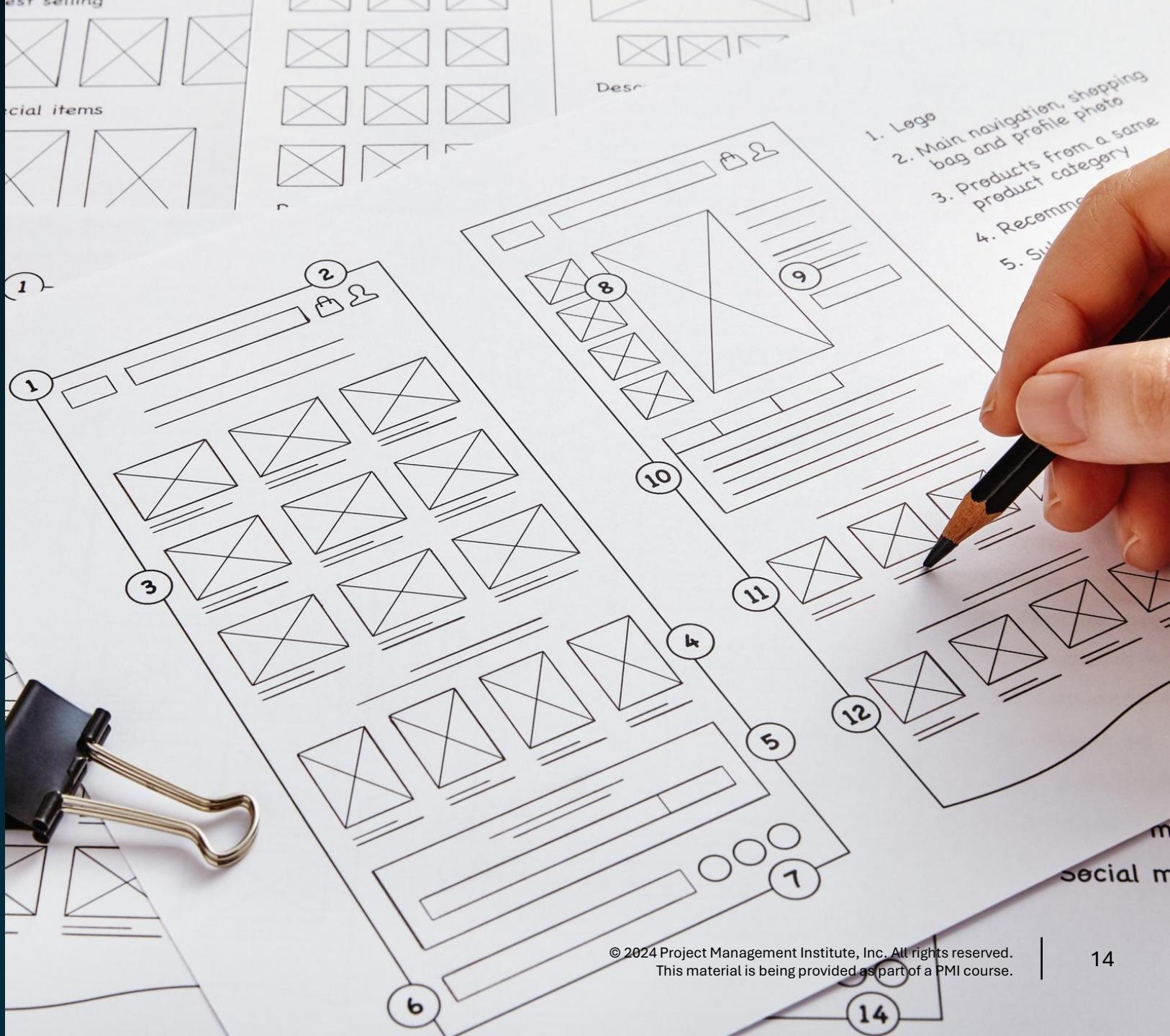


# Personas and wireframes

Personas

Wireframes

Prototypes





# Deliver value as often as possible

## Section 2 of 3

# Customer collaboration over contract negotiation

Third of the four agile values



# Iterations, demos, and reviews

Create cadence for delivery and feedback

Demonstrations or reviews



# Working in iterations

Timeboxed, typically one or two weeks

Potentially shippable state

Have a release, but not a release



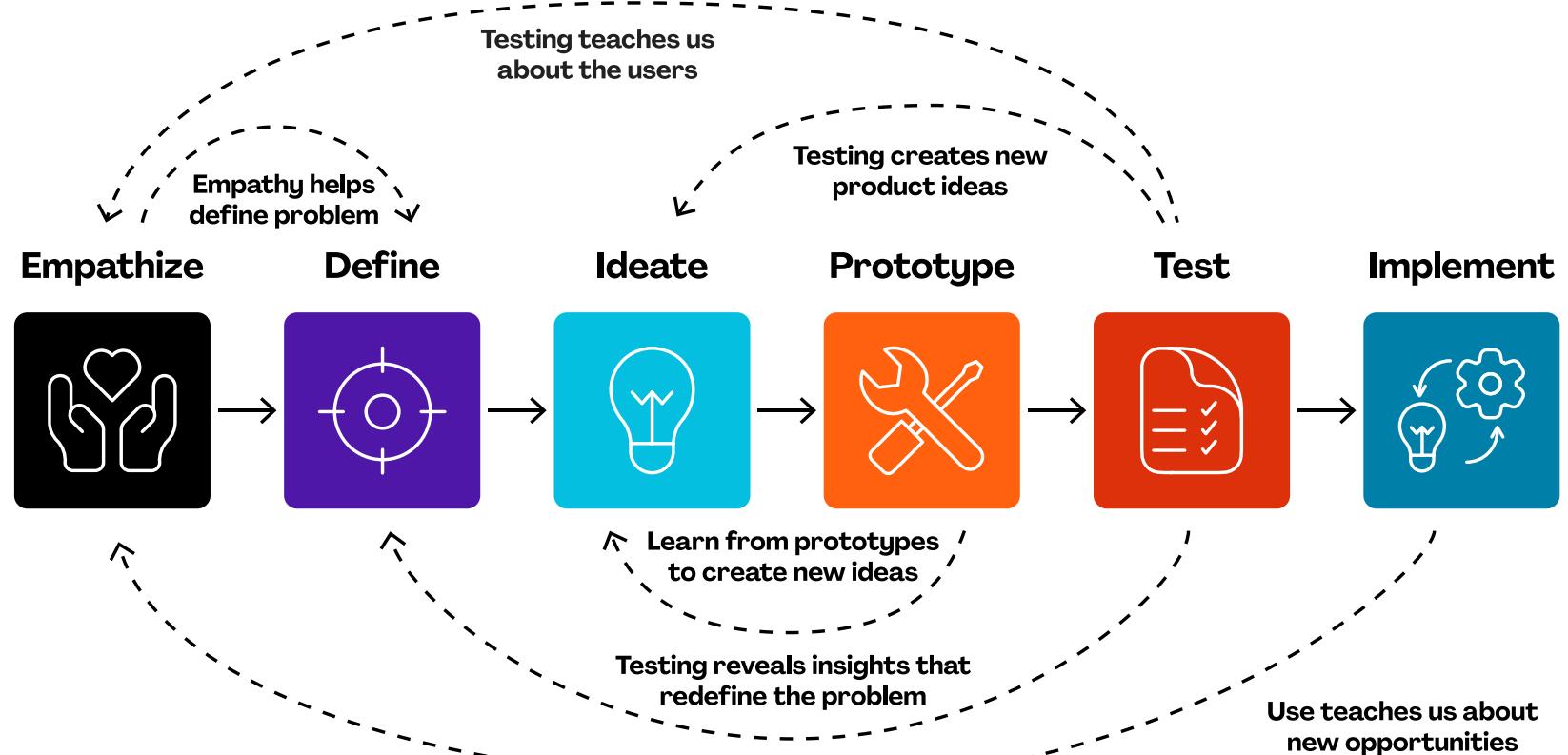


**Use tools and techniques to shorten feedback  
(e.g., design thinking and Lean Startup)**

**Section 3 of 3**

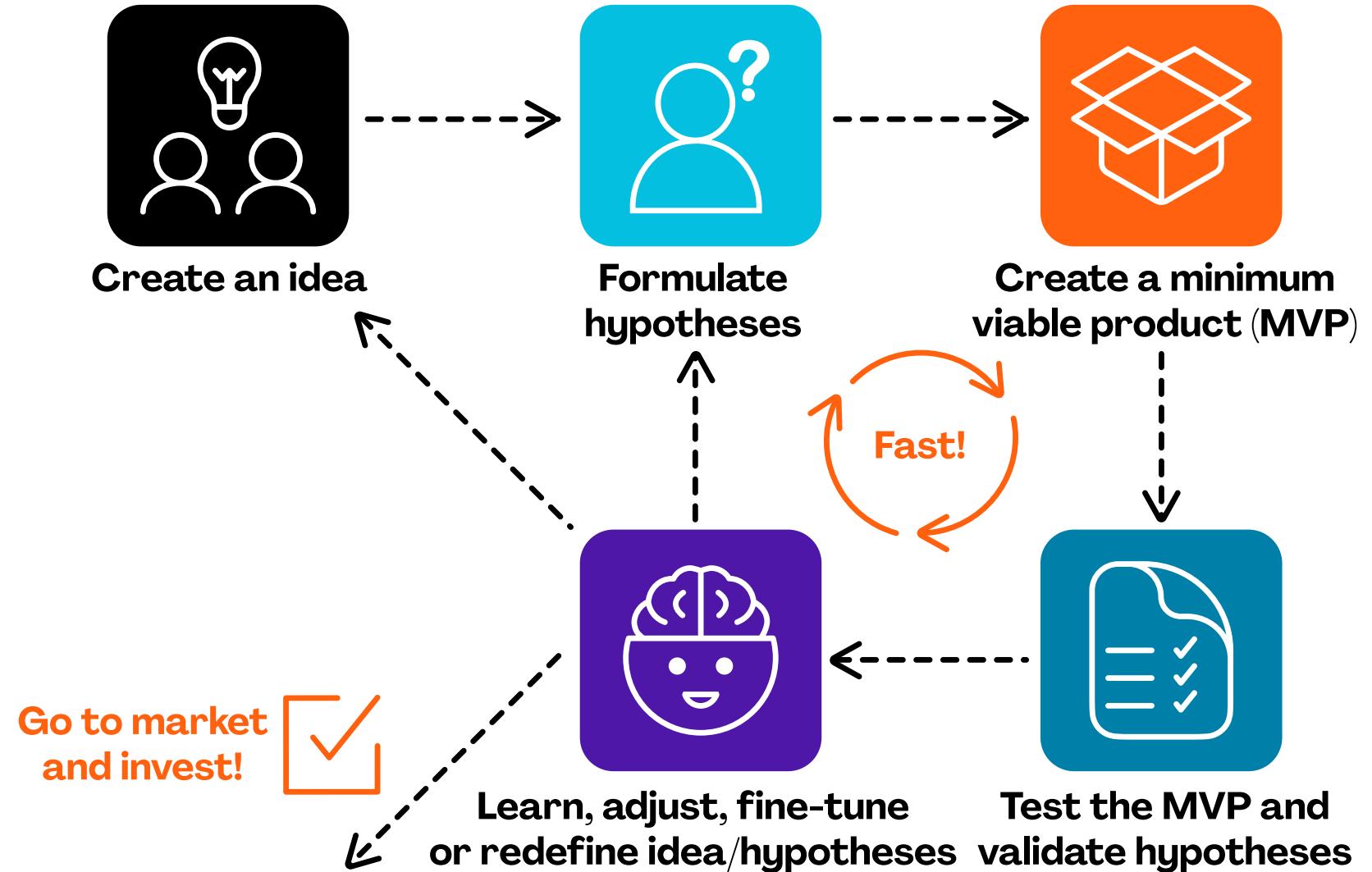
# Design thinking

## Design thinking: A non-linear process



# Lean Startup

## Lean Startup methodology



# Embrace change



Experiment  
early



Embrace the  
agile mindset



Promote a  
collaborative  
team  
environment



Build  
transparency



Foster  
psychological  
safety



Shorten  
feedback  
loops



Embrace  
change



# Promote a growth mindset to respond to change

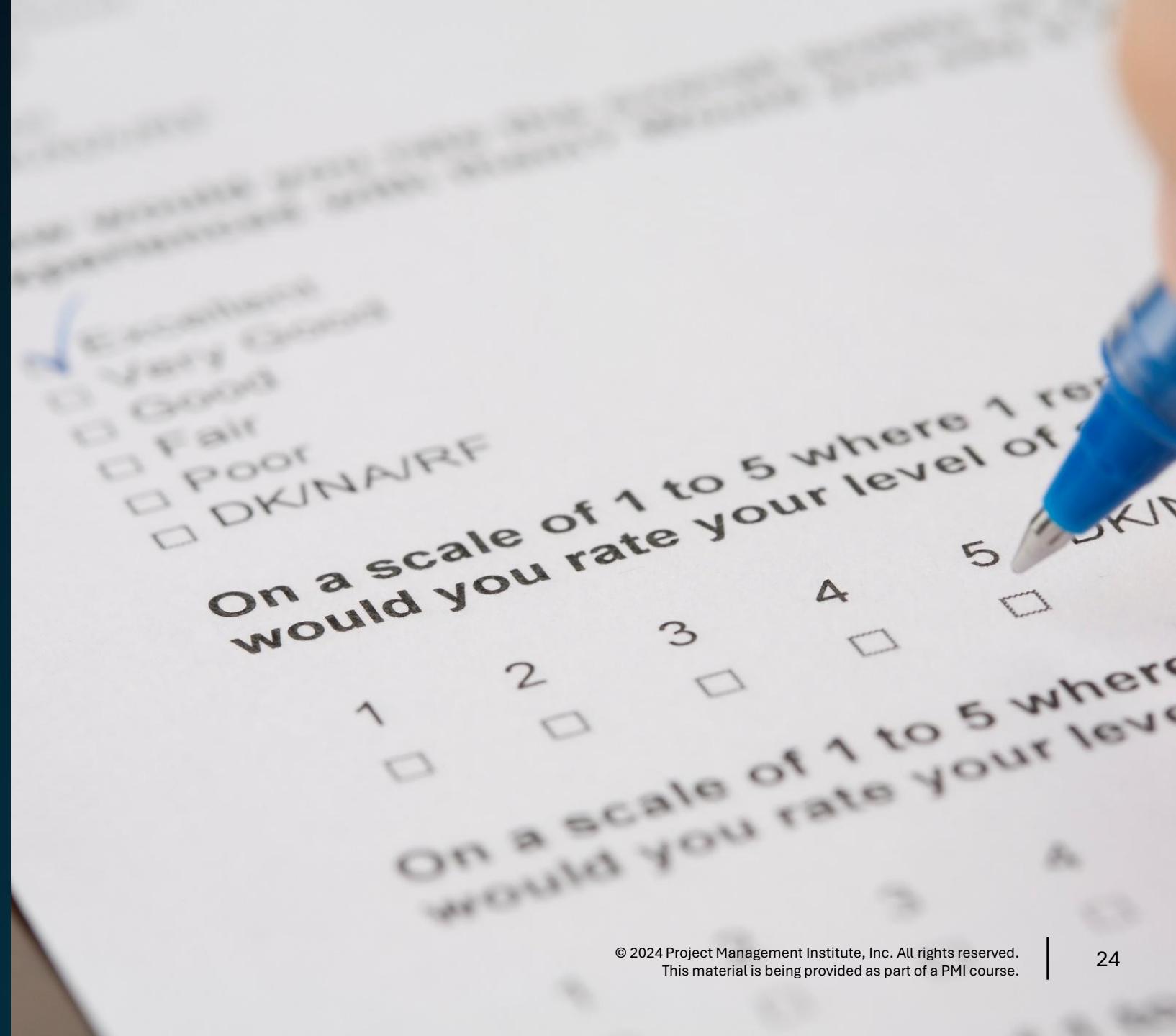
**Section 1 of 3**

# Feedback

Progressive elaboration

True needs emerge

Demos and feedback loops



# Start with an agile mindset

Act in an agile manner

Deliver quickly and obtain early feedback

Act in a transparent manner

What to avoid to focus on high-priority items

Servant leadership approach



# Servant leadership

Purpose

People

Processes



# Servant leadership characteristics

Self-awareness

Listening

Serving team members

People growth

Coaching versus controlling

Safety, respect, and trust

Energy and intelligence





## Respond to changing requirements and priorities

Section 2 of 3

# Principles of the Agile Manifesto (2, 3 and 4)



**2** Welcome changing requirements, even late in development. Agile processes harness change for the customer's competitive advantage.



**3** Deliver working software frequently, from a couple of weeks to a couple of months, with a preference to the shorter timescale.



**4** Business people and developers must work together daily throughout the project.

# Prioritization methods

MoSCoW

Kano

Value versus effort

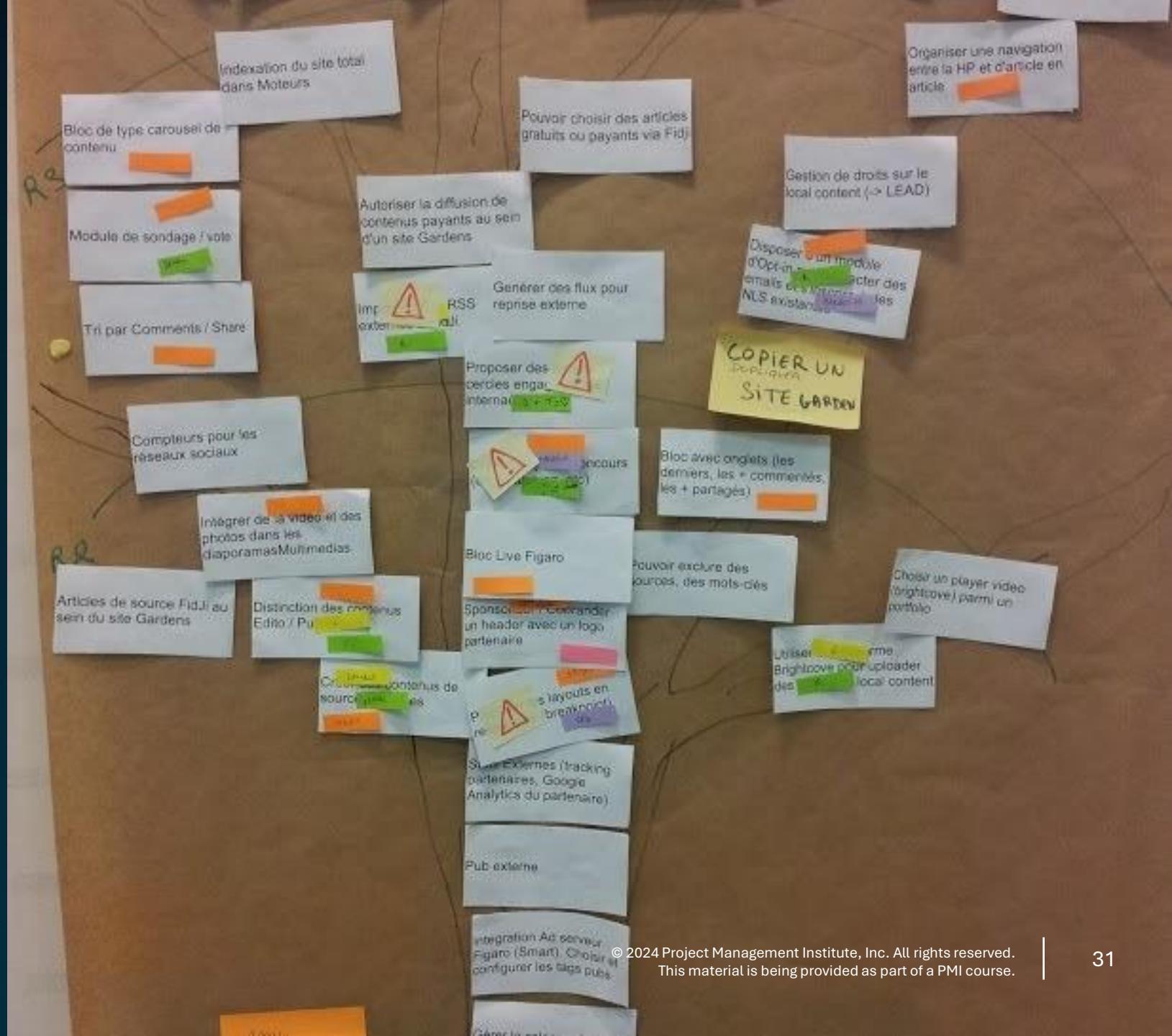
Weighted shortest job first  
(WSJF)



# Prioritizing the backlog

Business value

New features push lower priorities





# Money for nothing, change for free

Money for nothing

Change for free

# Backlog refinement

Refining the backlog

Changing the backlog





**Encourage and model T-shaped cross skills (e.g., generalizing specialists)**

**Section 3 of 3**

# Specialists

Breadth of experience

Single person's throughput  
not relevant

Highest value work



# T-shaped people





# PMI®-Authorized PMI Agile Certified Practitioner (PMI-ACP)® Exam Preparation Course

Lesson Two

# Leadership

Version 1.0 | 2024 Release



# During This Segment



Empower teams



Facilitate problem resolution



Promote knowledge sharing



Promote agile mindset, principles, and practices



Promote shared vision and purpose



Facilitate conflict management



Establish an environment of trust



Motivate team members



Training, coaching, and mentoring



Coach and mentor team members



Promote collective ownership of goals



Employ emotional intelligence techniques



Interpret nonverbal cues



Interpret the output of self-assessment tools and techniques



Empower teams



Facilitate problem resolution



Promote knowledge sharing



Promote agile mindset, principles, and practices



Promote shared vision and purpose



Facilitate conflict management



# Establish an environment of trust

Section 1 of 8

# Transparency



**Transparency means being  
open and honest**

- Progress and achievements
- Issues and setbacks

**Why would you do that?**

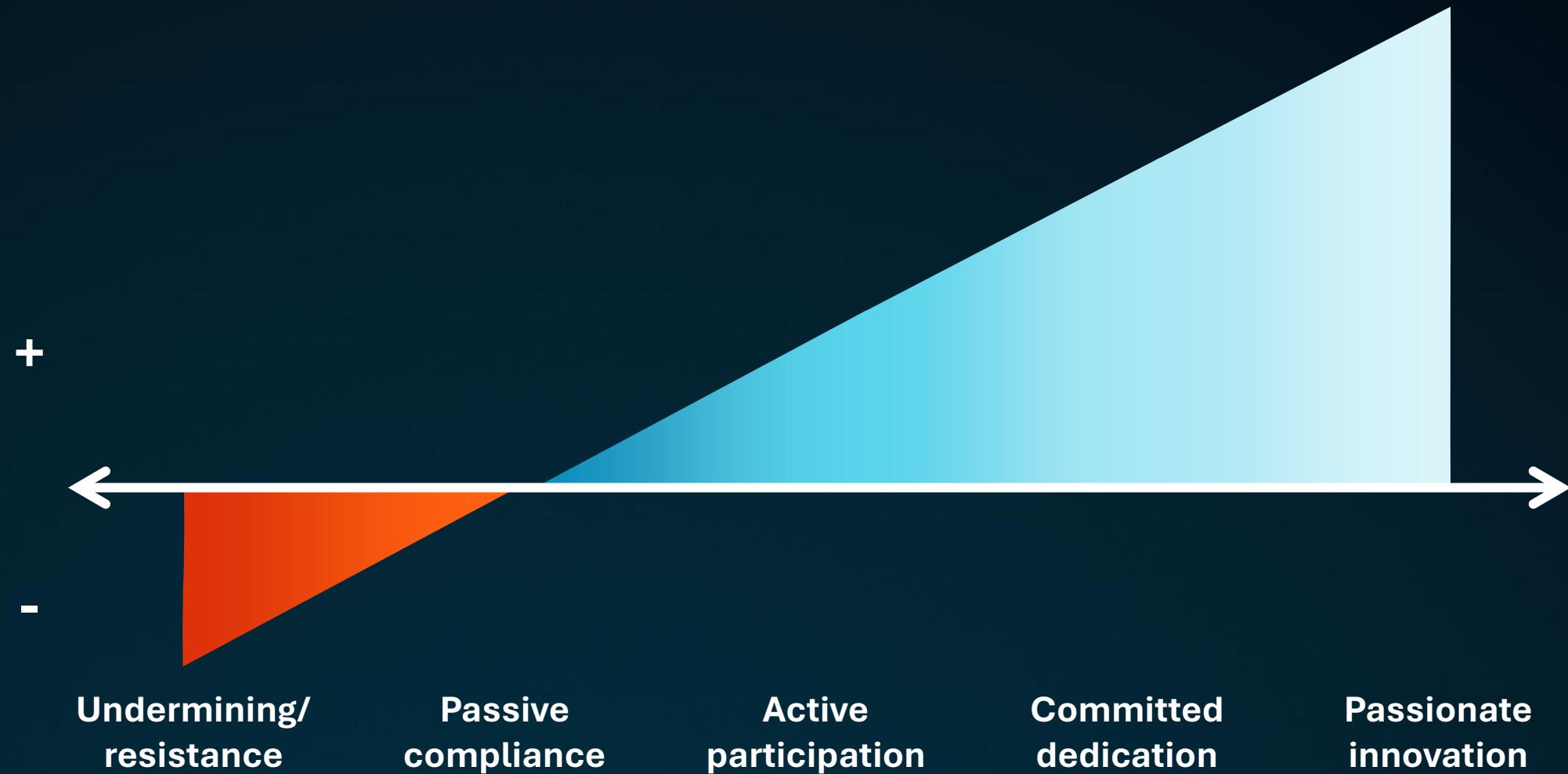
- Conversations can be more frank—and productive
- People can focus on improvements



# Motivate team members

**Section 2 of 8**

# Continuum of net contribution

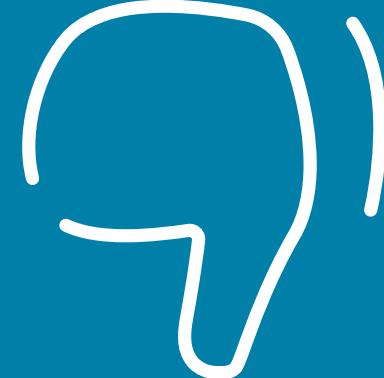


# Motivating factors



## Motivators

Achievement, recognition,  
the work itself, responsibility,  
advancement, and growth



## Hygiene factors

Bureaucracy, relationships,  
work conditions, status,  
salary, and job security

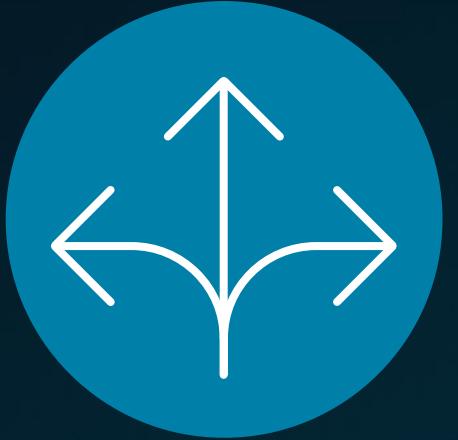


## Extrinsic motivation is flawed

Traditional “carrot-and-stick” rewards don’t work long term.

Once the reward is removed, people stop doing the activities.

# If rewards don't work, what does?



**Autonomy**



**Mastery**



**Purpose**

# Autonomy

Autonomy means giving people control over the work they do, including:

- Task
- Time
- Technique
- Team



# Mastery

Mastery comes from:

- Flow
- “Goldilocks” tasks
- Mindset of learning



# Purpose

Purpose taps into the belief that there should be more to work than making money and being successful.

It aligns organization goals with the aspirations of its members or employees to make a difference.



# Aligning the team's interests

If all the team members are paddling in the same direction, the raft will move in that direction.

If they're all paddling in different directions, the raft will founder.



# How do we align the team's interests?



**First, we need to determine what each team member's interests are.**



**Talk to them.**



**Determine if some elements of what they want can be worked into the project plan.**

# Determining your values

18-  
19



Is this  
one of the things  
that defines me?



Is this  
who I am  
at my best?



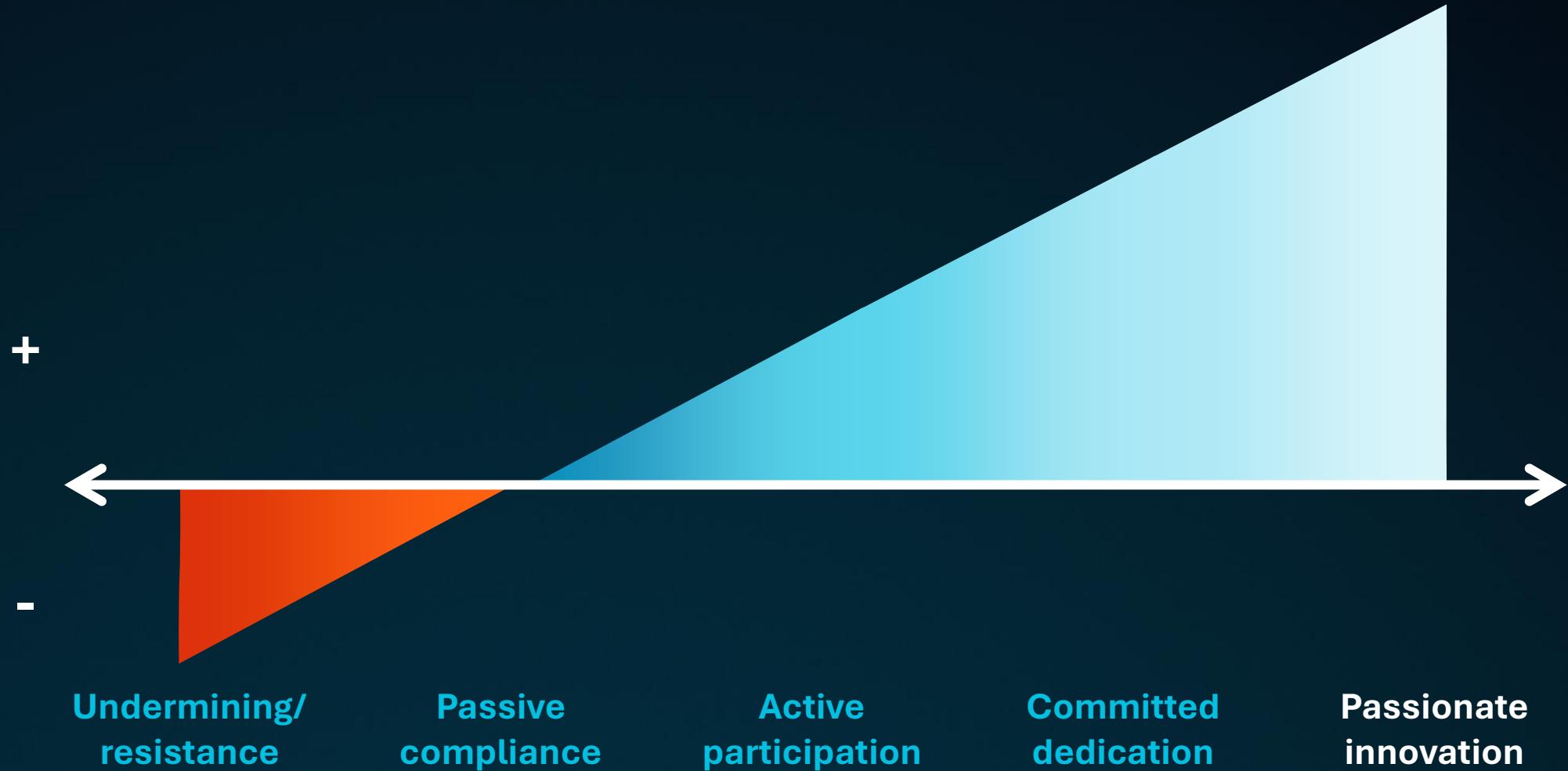
Does this value  
help me make  
difficult decisions?

Exercise is complete

After Brown, B. (2018). *Dare to Lead: Brave Work, Tough Conversations, Whole Hearts*. Random House.

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# Motivation and innovation



# Implementing changes with your team



**Experiments**

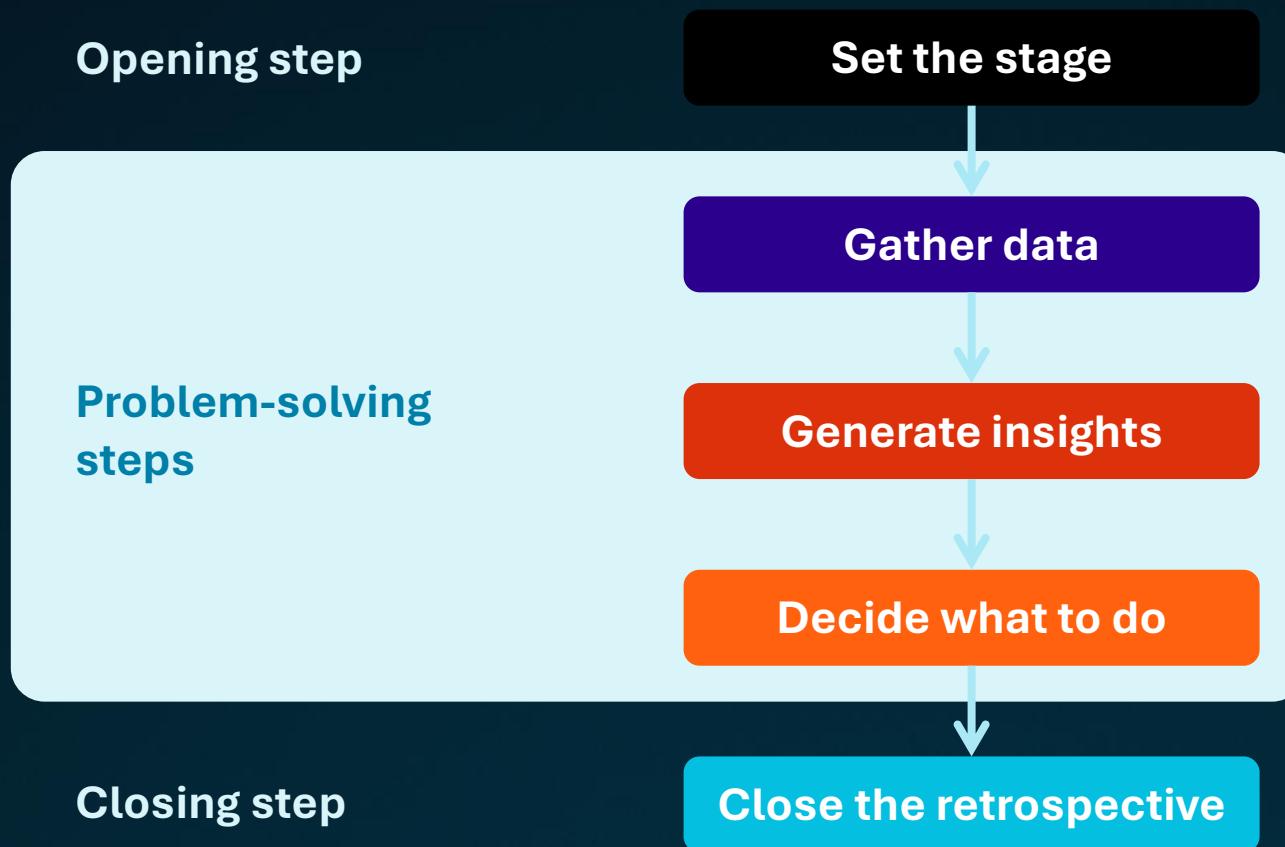


**Try a new process,  
method, or way of  
working for a specific  
period of time.**



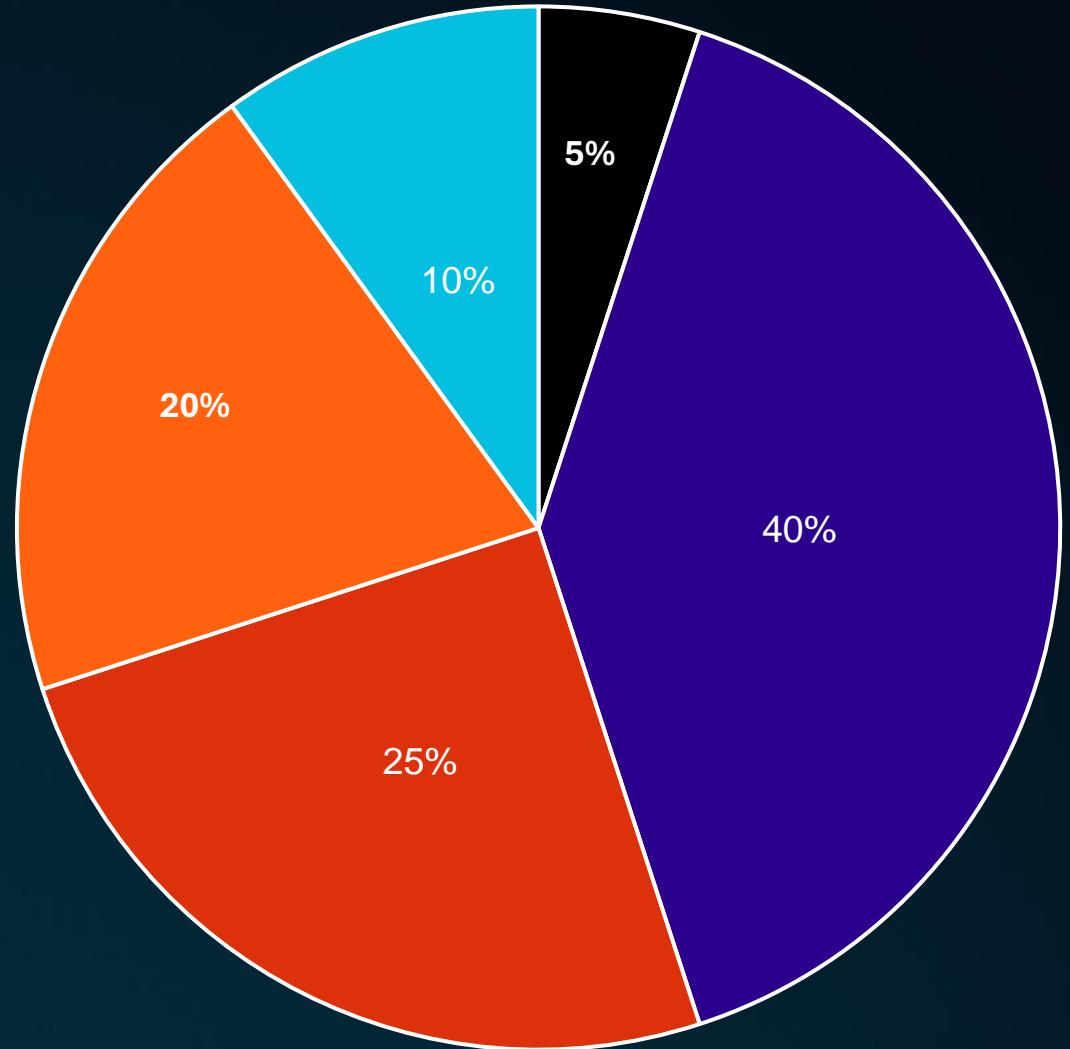
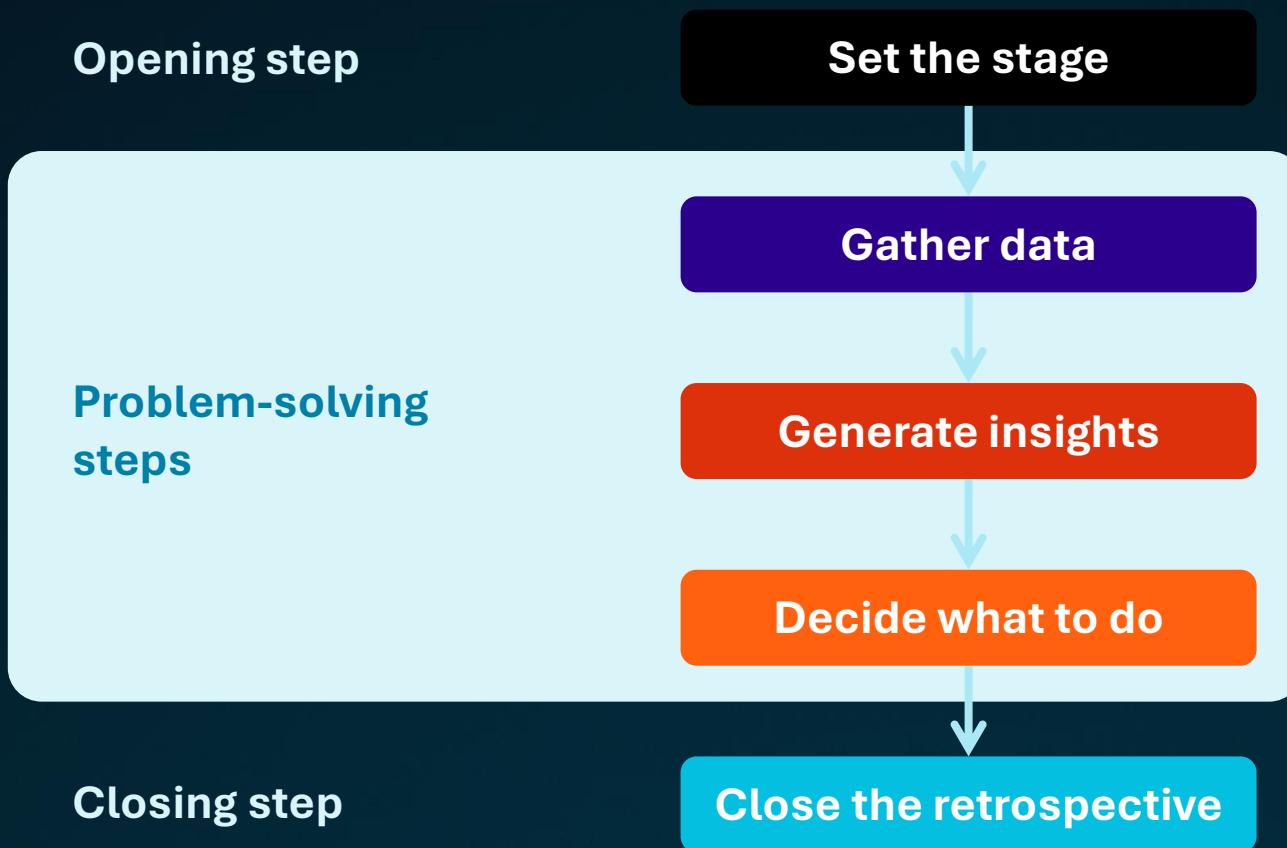
**If things don't  
improve, the team will  
return to its former way  
of working.**

# Productive retrospective agenda

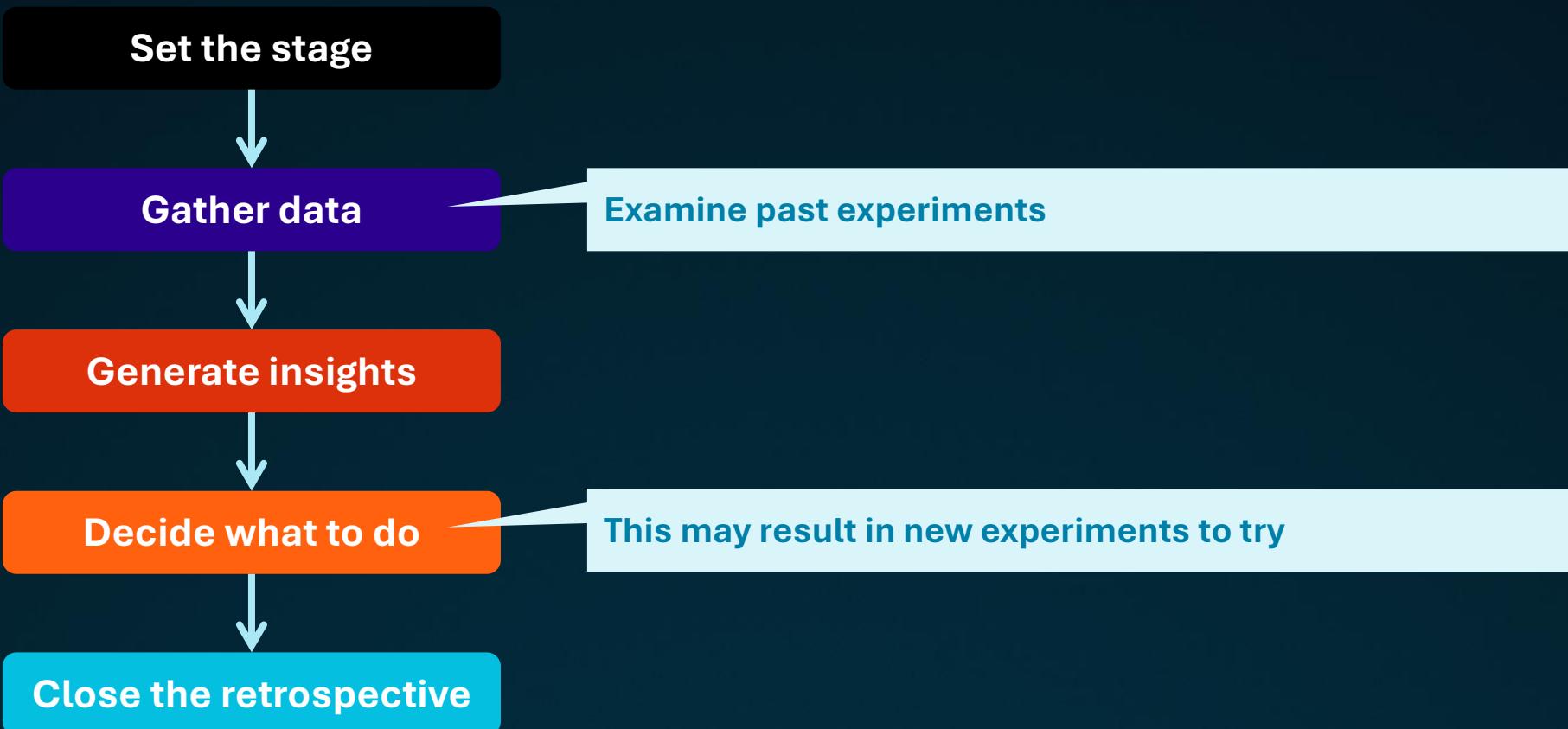


Source:  
Derby, E., & Larsen, D. (2012). *Agile Retrospectives: Making Good Teams Great*. Pragmatic Bookshelf.

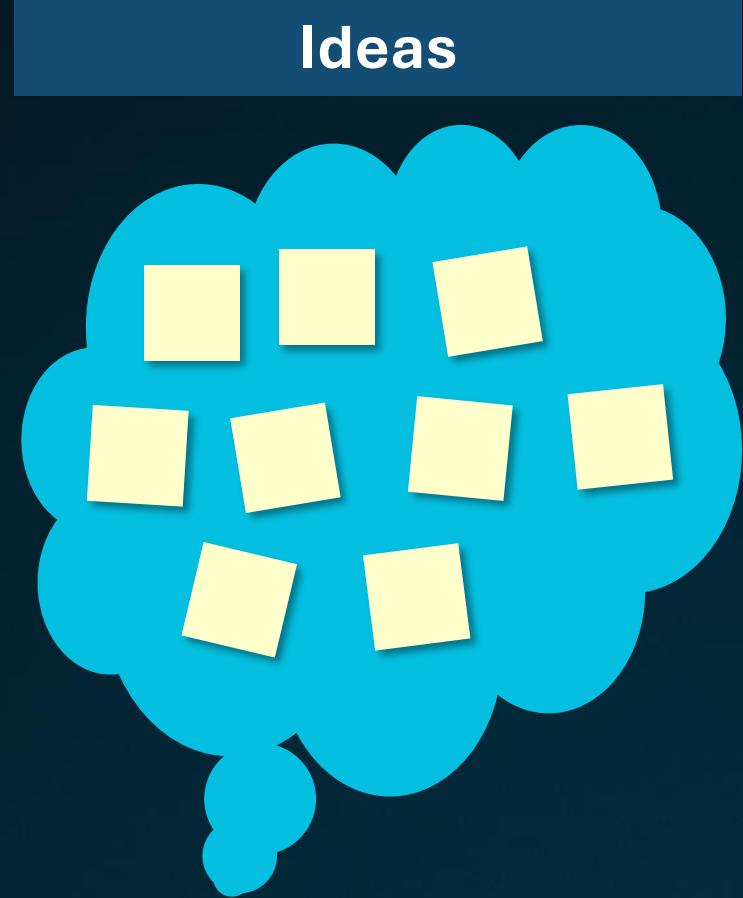
# Productive retrospective timing



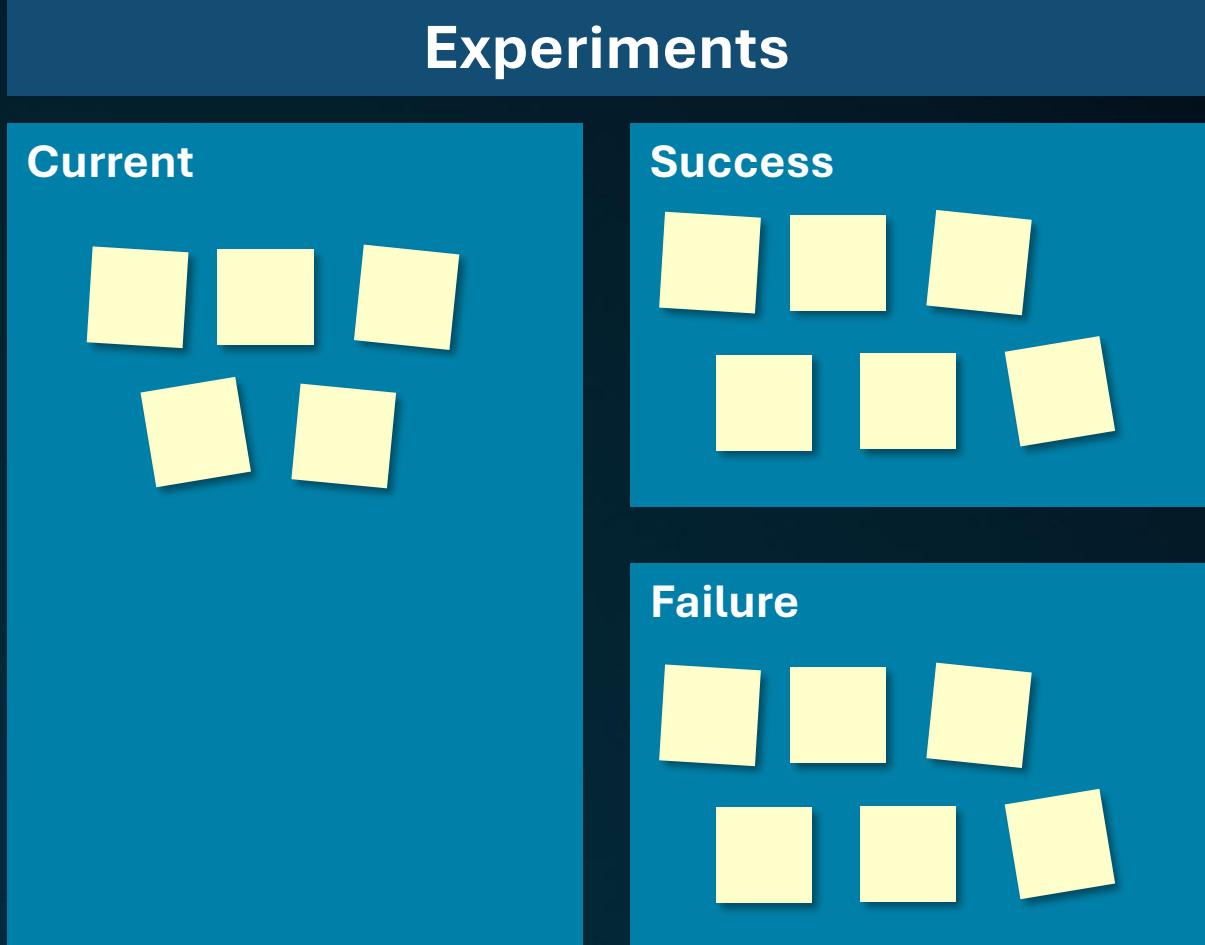
# Innovation-focused retrospective agenda



# Tracking team experiments



Ideas



Experiments

Current

Success

Failure



# Promote collective ownership of goals

## Section 3 of 8

# Four main strategies

Collective norms setting

Collective creation of  
definition of done (DoD)

Pairing

Swarming



# What are team norms?



Norms are agreements for how the team members will interact and communicate.



Agile teams need team norms and an understanding of how to work together.



Norms help to clarify the expected behavior of individuals on the team and prevent unnecessary conflict.

# Discuss: Why set norms as a team?



# What is a definition of done (DoD)?



A team's checklist of all the criteria that must be met before a deliverable is considered ready for customer use.

# Discuss: Why set the definition of done (DoD) as a team?



**Team goals are  
strongest when set  
by the team**



# Pairing

**Pairing is an agile technique borrowed from Extreme Programming (XP).**

- Two developers work together at a single workstation.
- One person codes while the other person thinks.

**The collective effort not only increases the team's buy-in, but it also usually results in a better product.**

# Swarming

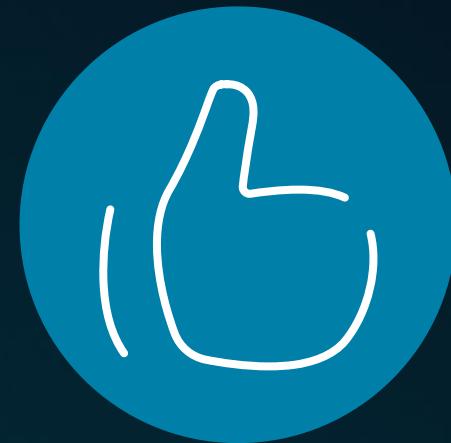
**Swarming:** A technique in which multiple team members focus collectively on resolving a specific task.



# Agile teams make local decisions



**The team is closest to the  
problem or situation.**



**You have  
the team's buy-in  
from the start.**

# Agile teams fix their own problems



**The team is usually the  
best source of solutions.**



**You have  
the team's buy-in  
from the start.**

A dark background featuring a red lanyard with a silver whistle. The lanyard is coiled and draped across the frame. A white outline of a whistle is positioned on the left side of the slide.

# Training, coaching, and mentoring

**Section 4 of 8**

# What's the difference?



Training



Coaching



Mentoring

# What is training?

**Training** is the teaching of a skill or knowledge through practice and instruction.



Source: Adkins, L., Highsmith, J., & Cohn, M. (2010). *Coaching Agile Teams: A Companion for ScrumMasters, Agile Coaches, and Project Managers in Transition*. Addison-Wesley Professional.

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This material is being provided as part of a PMI course.

# What is coaching?

**Coaching** is a facilitated process that helps the person being coached develop and improve their performance.



Source: Adkins, L., Highsmith, J., & Cohn, M. (2010). *Coaching Agile Teams: A Companion for ScrumMasters, Agile Coaches, and Project Managers in Transition*. Addison-Wesley Professional.

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# What is mentoring?

**Mentoring** is a relationship under which a more experienced individual acts as counselor, guide, or advisor to a less experienced individual, providing support and feedback.



Source: Adkins, L., Highsmith, J., & Cohn, M. (2010). *Coaching Agile Teams: A Companion for ScrumMasters, Agile Coaches, and Project Managers in Transition*. Addison-Wesley Professional.

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# Coaching, mentoring, and training

24

	Coaching	Mentoring	Training
Type	Structured	Unstructured	Professional
Time	Usually long-term	Long-term	Short-term
Emphasis	Performance	Competency	Skills
Facilitator	Leader	Expert	Teacher



# Coaching and mentoring team members

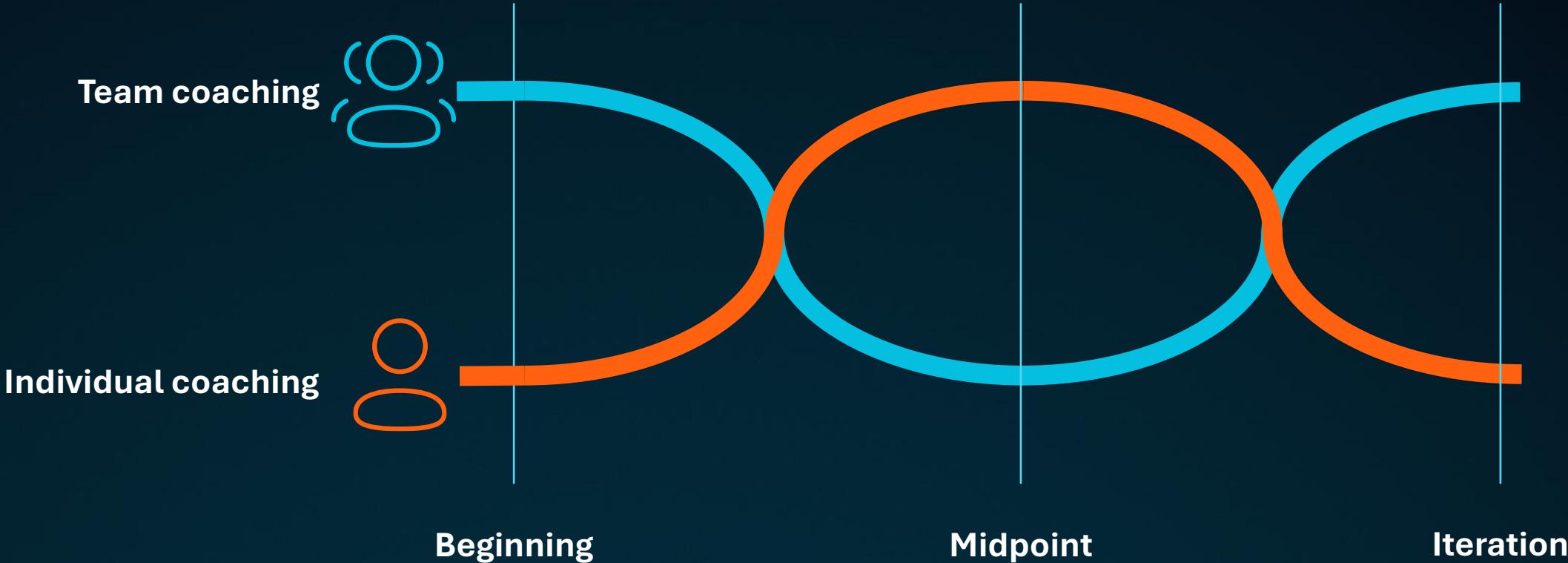
Section 5 of 8

# Agile coaching and mentoring



**As you work with an agile team, you'll end up both coaching and mentoring.**

# Coaching at two levels



# Coaching and mentoring teams

Keep your eye on the goal

Be opportunistic

Plan a teaching session



# Coaching and mentoring individuals

Meet them half-a-step ahead

Guarantee safety

Partner with managers

Treat them with compassion



Source: Adkins, L., Highsmith, J., & Cohn, M. (2010). *Coaching Agile Teams: A Companion for ScrumMasters, Agile Coaches, and Project Managers in Transition*. Addison-Wesley Professional.





# Employ emotional intelligence techniques

**Section 6 of 8**

# Emotional intelligence

**Emotional intelligence** is the ability to identify, assess, and manage the personal emotions of oneself and other people, as well as the collective emotions of groups of people.

# Emotional intelligence domains

**With self**

**Self-management**

**With others**

**Relationship management**

**Regulate**

**Self-awareness**

**Social awareness**

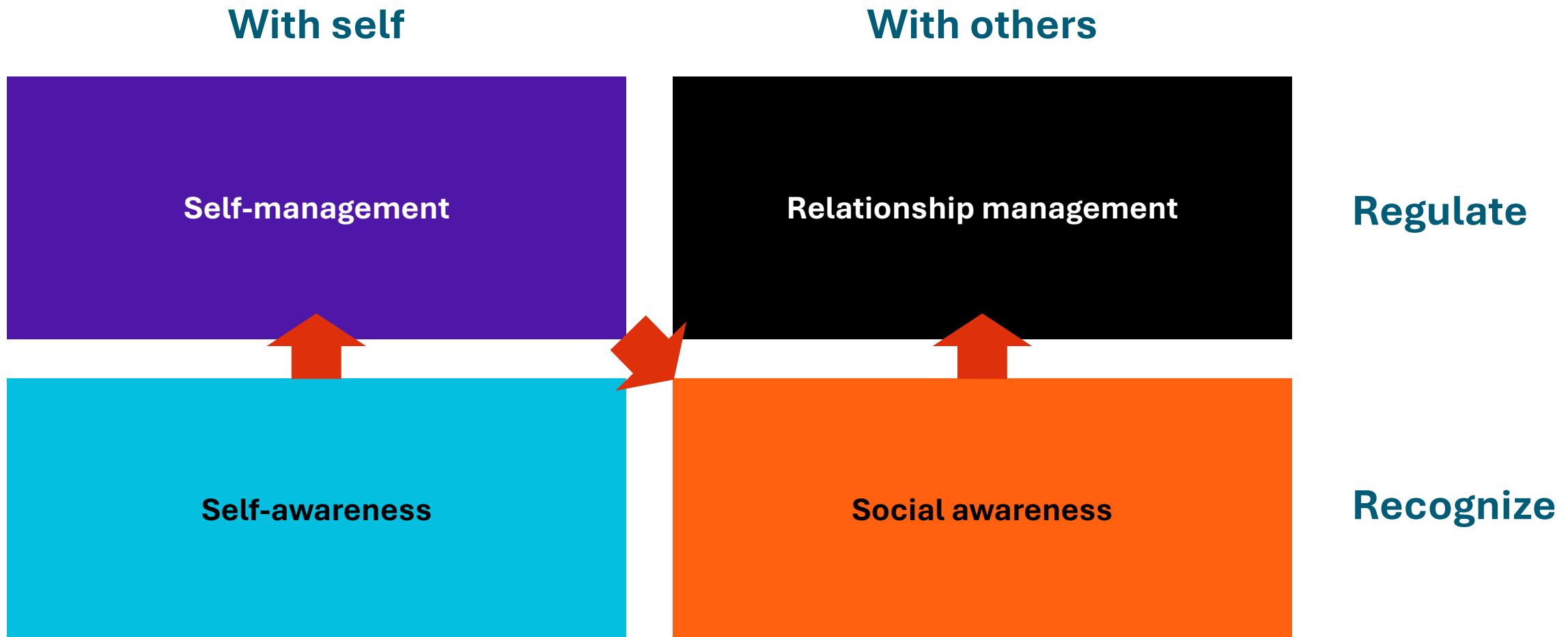
**Recognize**



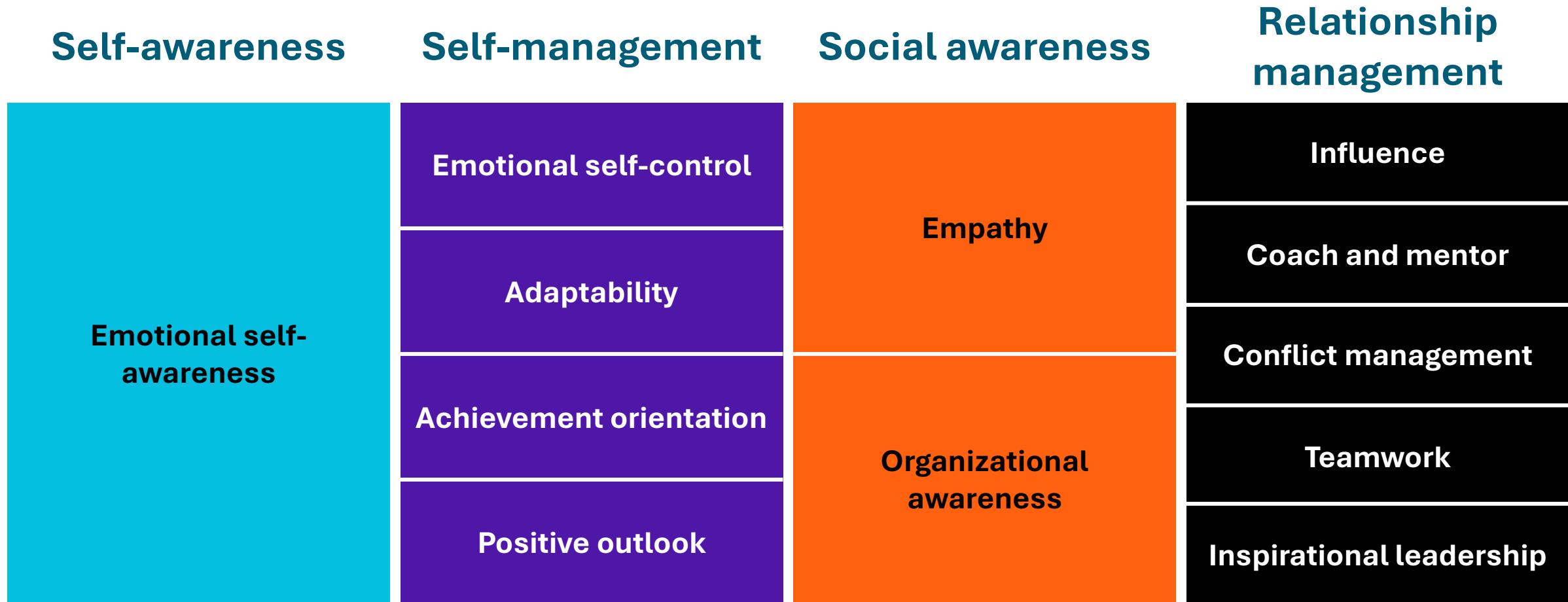
Source:  
Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More than IQ*. Bloomsbury.

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# Moving through these domains



# Emotional intelligence competencies



# What is empathy?



**“Empathy means having the ability to sense others’ feelings and how they see things. You take an active interest in their concerns. You pick up cues to what’s being felt and thought. With empathy, you sense unspoken emotions. You listen attentively to the other person’s point of view, the terms in which they think about what’s going on.”**

# Understanding others



**It starts with  
watching.**



**It improves with  
listening.**



**Turn  
understanding into  
compassion.**

# Developing others



Prioritize  
performance  
management.



Involve team  
members.



Recognize and  
celebrate hard  
work.



Ensure the job  
fits the  
person.

# Serving others



**Focus on the growth  
and well-being  
of their teams.**



**Share power.**



**Provide guidance  
and support.**

# Political awareness



**Social  
astuteness**



**Interpersonal  
influence**



**Networking  
ability**



**Sincerity**

# Communications



Involves more than just exchanging words



Requires understanding and managing emotions



Incorporates verbal and nonverbal cues

# Make connections



Don't take people  
for granted.



Respect differences.



Initiate movement  
toward them.



Communicate  
from the heart.



Find common  
ground.

# Collaboration

Encourage collaboration through interactive meetings, informal dialogue, and knowledge sharing.

Become an impartial bridge-builder and coach, rather than making decisions for which others will be responsible.





# Team building

A team-building program can help you develop, optimize, and improve your team's emotional intelligence.

It can also help boost morale, strengthen bonds, and increase productivity, boosting skills like communication, teamwork, and empathy.

# Leadership

People self-select to lead initiatives without a power struggle or a big debate.

Like geese flying in formation, everyone takes a turn at the front.



# Influential people



Persuade and  
convince others



Develop strong, trusting, and  
mutually beneficial relationships



Identify and positively  
engage the most  
important stakeholders



Understand the values,  
emotions, and preferences of  
the audience



Educate and inspire through  
clear communication

# Conflict management



**Self-awareness**



**Empathy**



**Effective communication**



**Conflict management**

# Knowledge Check

Which of the following is not one of Goleman's emotional intelligence domains?

- A. Social awareness
- B. Self-management
- C. Empathy
- D. Relationship management

The correct answer is **empathy**. It's an important skill, but it's not an emotional intelligence domain. Those are self-awareness, self-management, social awareness, and relationship management.



Source:  
Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More than IQ*. Bloomsbury.

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# Interpret nonverbal cues during team interaction

Section 7 of 8

# Active listening



# Levels of listening

Global Listening

Focused Listening

Internal Listening



Source: Kimsey-House, H., Kimsey-House, K., Sandahl, P., & Whitworth, L. (2018). *Co-Active Coaching: Changing Business, Transforming Lives*. Nicholas Brealey Publishing.

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# Talk less and listen more



**Leading a team  
requires that we  
listen intently.**

**We can't do that  
when we're talking  
ourselves.**



## Nonverbal communication

In a diverse project environment, nonverbal communication can lead to misperception, misunderstanding, and miscommunication.

# Types of nonverbal communication



**Facial  
expressions**



**Body  
language**



**Tone of  
voice**



**Personal  
space**

# Facial expressions

It's important to pay attention to facial expressions that reveal possible emotions.

It's also important to ascertain whether your team members show interest or engagement in what you're discussing.



# Seven common microexpressions



Happiness



Sadness



Anger



Fear



Disgust



Contempt



Surprise

A photograph of a man with dark hair and a beard, wearing a white shirt and an olive-green blazer. He is holding a dark grey tablet in his right hand and gesturing with his left hand, palm up, as if he is confused or questioning something. His eyebrows are slightly furrowed.

# Is reading emotions important?

Your team members' facial expressions can tell you how they feel about a decision...

...Or whether they're interested in what you're discussing.

# Turning the camera on during video calls

Seeing your team members smile or look confused can help you gauge if they're able to understand you or not.





## Body language

Good posture and open gestures can indicate confidence and openness.

Maintaining eye contact can show attentiveness and respect.

# Body language varies by culture

It's important to be aware of the cultural body language preferences of your team members.



# Body language during video calls

Some people have started using exaggerated gestures.

Not doing something can also be a form of nonverbal communication.



# Tone of voice

Your tone can affect how people perceive you and how engaged they are in what you're saying.





Your tone can reveal things your words may not

Your tone can also cause misunderstandings.

# Conveying your tone in writing

Conveying your tone of voice  
in writing is difficult.

Chats can come across as  
more casual and personal.



## Personal space

Are you at a comfortable distance or too close to someone?



# Boundaries can depend on where you're from

Some are comfortable standing very close.

Some need a meter or more to be comfortable.



# Discuss expectations

When deciding how you'll work together as a team, openly discuss everyone's expectations of physical and mental personal space.



# Quiet quitting



# What does quiet quitting look like on an agile project?

Refusing to take on any responsibilities outside of role description

Being reluctant to help other team members

Participating in mandatory meetings but not in social or discretionary ones

Being unwilling to take on any activities that could result in overtime



# Quiet quitting is often the result of poor project management



Are you  
recognizing team  
members?

Is the team's  
workload  
manageable?

Is the  
work boring?

Do they  
feel safe?



# DAILY PMP BOOTCAMP SURVEY



LOOK FOR THE SURVEY LINK IN THE CHAT

- **Our goal** is to provide the best possible Bootcamp experience for a live streaming webinar, with hundreds of participants.
- For each Bootcamp session,
  - Let us know what you liked about the experience – your comments really matter.
  - Please include a thank you to the mentor(s) working off camera.
  - If you have recommendations, share those too!

We sincerely value your opinion!

# Survey Scale

- This Scale: 0 not at all likely- 10 extremely likely



On a scale of 0-10, how likely are you to recommend this bootcamp to someone else?

This Scale: 0 not at all likely - 10 extremely likely

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>										