



# **PMP® EXAM PREP**

## PMI Authorized Training Partner

# **BOOTCAMP**

## **Session 4 Part 1**

**Attendance Alert**

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

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

## **PMP® Exam Prep**

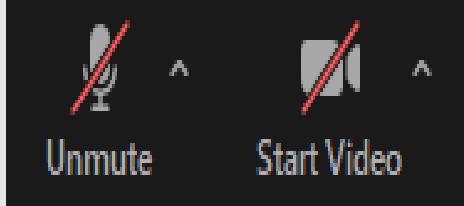
This course will assist learners in preparing  
for PMI's PMP Exam (2021 Update)

# **Logging In with Correct Name for Attendance is Your Responsibility**

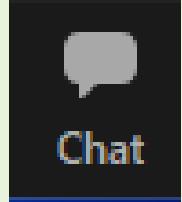
- Your name should be the same as in your Learning Platform (EX: Percipio, Skillport), Zoom account when joining through the Zoom app or client, or the name you input before joining directly using the Zoom link.
- Joining from Learning Portal: Check to make sure your first and last name is correct. If it is not, and you are a Percipio or Skillport user reach out to Skillsoft Support for assistance [support@skillsoft.com](mailto:support@skillsoft.com)
- Joining through Zoom: Please use your first and last name
- If your name does not look correct, the Skillsoft trainers and mentors will reach out to let you know.
- “Test” messages in the Chat or Q&A will not receive a response.

# Ways to Participate in a Webinar

We are saving everyone's bandwidth usage by disabling cameras and microphones



Find the Chat option in your Zoom command bar



Change the To: choice in the blue box to everyone.

To: Everyone ▾

Explore the Reactions option in your Zoom command bar



This is a fun way to provide quick and easy feedback

# Using Zoom: Chat vs. Q&A

Please use the **Chat** to:

- Respond to instructor's questions
- Share examples of tools and techniques discussed
- Ask questions to clarify a concept, term or technique

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 on lecture points, if not answered by instructor

Note - Questions will stay until answered, unlike the chat which continues to scroll

**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 PMP exam live attendance is required. However, this is the exception rule for the 5 Day Bootcamp – You are allowed to miss one session if you make up the sessions by watching the replay.
- If you miss more than 15 mins at any time beyond the one session allowed, you will need to make it up by attending the live session in a different 5-day cohort\*.

\*Please see the Bootcamp calendar at <http://calendar.skillsoft.com/> for information about upcoming sessions.



# IN CASE OF ABSENCE

You can request a replay for a previous session by asking in the Q&A or for a past/current session by emailing the Mentoring Team 48 hours after the session ends using the email address

[mentoring@skillsoft.com](mailto:mentoring@skillsoft.com)

Please indicate the following in your request:

- The Bootcamp Cohort you are attending
- The Session Number
- The Date and Time Attended in New York Time Zone
- Example:

PMP ATP Bootcamp: 8 Day NA Cohort June/July/August 2022 Cohort  
Session 7 Recording  
Aug 2, 2022, 1:00 PM New York Time

## REPLAY LIMIT:

**There is no limit to request a replay for study purposes.**

# Scheduled Breaks

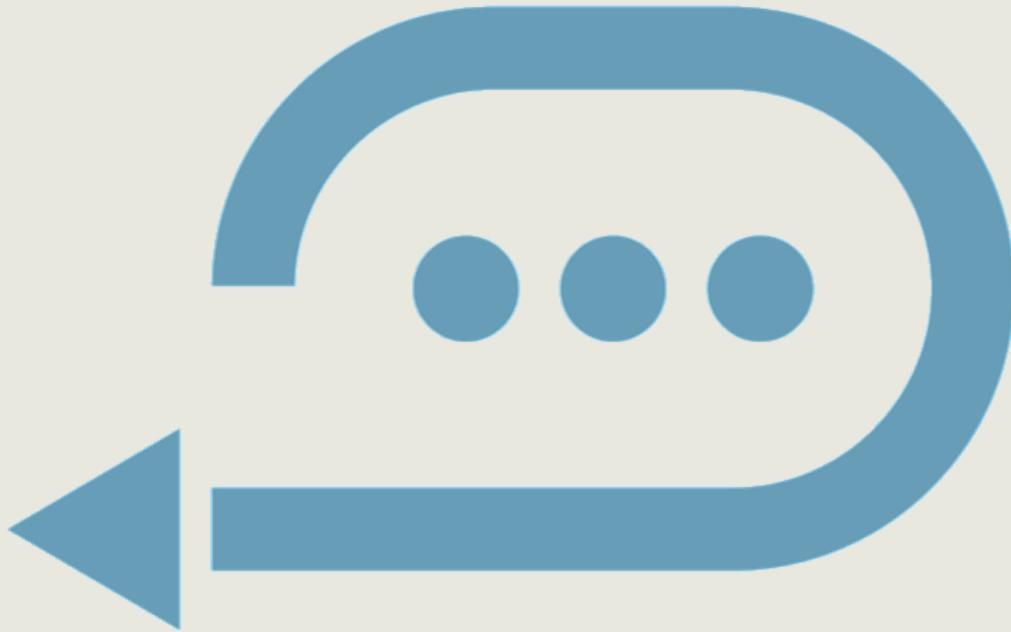


<b>Part 1</b>	<b>Periodic breaks</b>
<b>1 –hour break</b>	<b>At the 3.5 Hour Mark</b>
<b>Part 2</b>	<b>Periodic breaks</b>

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



## Recap Session 3



# Today's Session Topics (Mapped to the PMP Student Manual)

Creating a High-Performing Team		Starting the Project	Doing the Work	Keeping the Team on Track	Keeping the Business in Mind
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Topic A	Build a Team	Determine Appropriate Project Methodology/Methods and Practices	Assess and Manage Risks	Lead a Team	Manage Compliance Requirements
Topic B	Define Team Ground Rules	Plan and Manage Scope	Execute Project to Deliver Business Value	Support Team Performance	Evaluate and Deliver Project Benefits and Value
Topic C	Negotiate Project Agreements	Plan and Manage Schedule	Manage Communications	Address and Remove Impediments, Obstacles, and Blockers	Evaluate and Address Internal and External Business Environment Changes
Topic D	Empower Team Members and Stakeholders	Plan and Manage Budget and Resources	Engage Stakeholders	Manage Conflict	Support Organizational Change
Topic E	Train Team Members and Stakeholders	Plan and Manage Quality of Products and Deliverables	Create Project Artifacts	Collaborate with Stakeholders	Employ Continuous Process Improvement
Topic F	Engage and Support Virtual Teams	Integrate Project Planning Activities	Manage Project Changes	Mentor Relevant Stakeholders	
Topic G	Build Shared Understanding about a Project	Plan and Manage Procurement	Manage Project Issues	Apply Emotional Intelligence to Promote Team Performance	
Topic H		Establish Project Governance Structure	Ensure Knowledge Transfer for Project Continuity		
Topic I		Plan and Manage Project/Phase Closure			



## Ensure Knowledge Transfer For Project Continuity

TOPIC H

# Deliverables and Tools

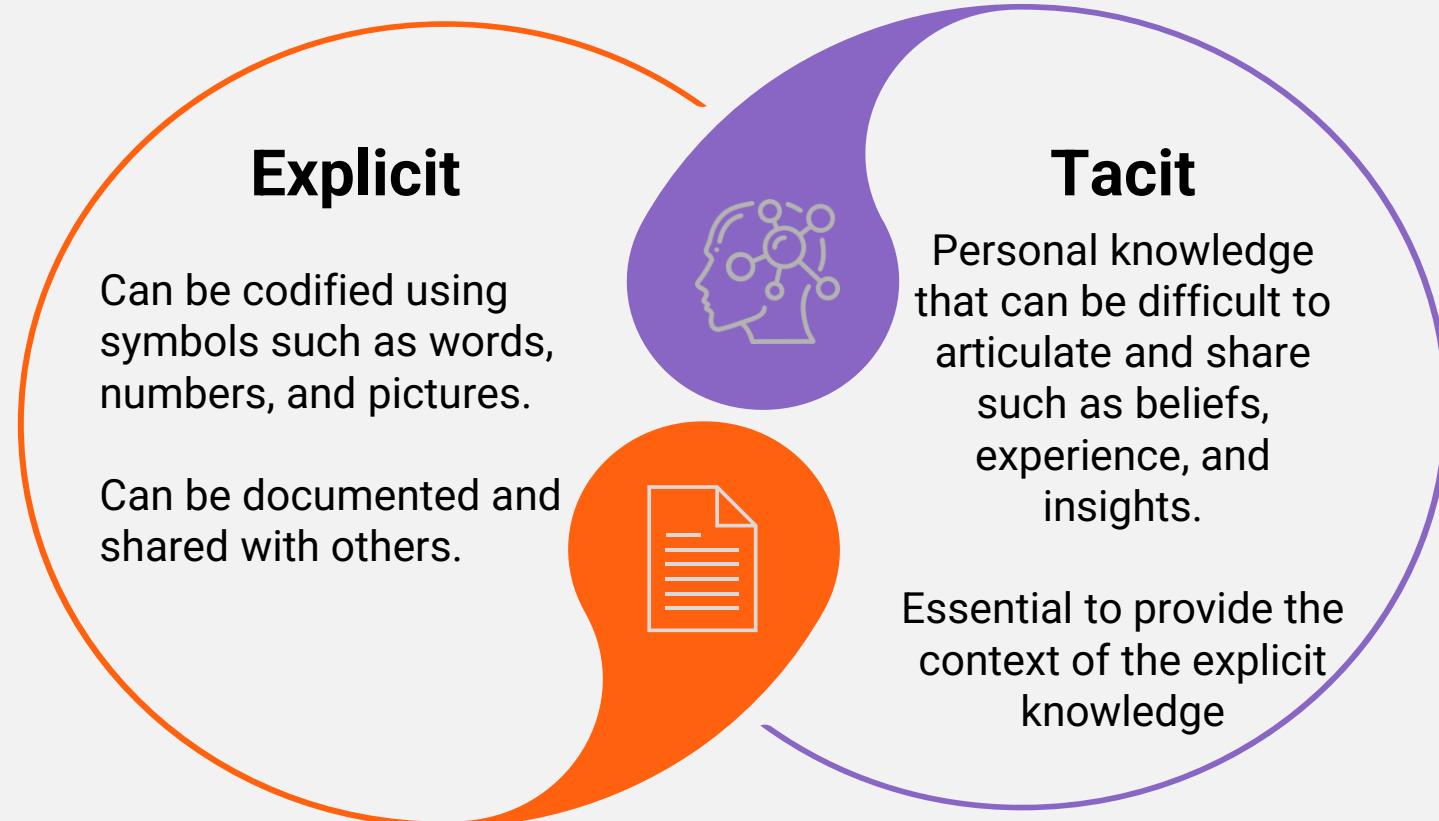


Lessons Learned Register



No specific tools

# Knowledge Types



# Knowledge Management

Level	Description
Individual	<p>Each team member needs to know how to perform their work in accordance with each assigned task's scope, schedule, and cost.</p> <p>Acquire required knowledge by:</p> <ul style="list-style-type: none"><li>• Research</li><li>• Collaboration with team members</li><li>• Examination of the project's or organization's knowledge repository</li></ul>
Project	<ul style="list-style-type: none"><li>• Focus on achieving the goals of the current project.</li><li>• Solicits knowledge about other projects that can be applied to the current project.</li><li>• Project Management Office (PMO) is an excellent source of knowledge, as it exists for the purpose of defining and maintaining standards for project management within an organization.</li></ul>
Organization	<ul style="list-style-type: none"><li>• Focus on managing programs or portfolios.</li><li>• The program manager or portfolio manager seeks information from peers who manage other programs or portfolios, to adapt this knowledge to their specific need.</li></ul>

Ensure  
Knowledge  
Transfer For  
Project  
Continuity,  
LESSON 3,  
TOPIC H

# Lessons Learned

- ✓ Knowledge gained during a project can be useful to subsequent phases of a project and to other projects.
- ✓ Include both **positive** and **negative** experiences that occur throughout the project life cycle.
- ✓ Avoids “**reinventing the wheel**”
- ✓ Long-term learning tool.



Ensure Knowledge Transfer For Project Continuity, LESSON 3, TOPIC H

# Considerations for Lessons Learned

Schedule at the **right time**

Include topics on:

- ✓ Conflict management
- ✓ Vendor relationships
- ✓ Customers
- ✓ Strategy
- ✓ Tactics



Ensure Knowledge Transfer For Project Continuity, LESSON 3, TOPIC H

# Project Responsibilities Within the Team



# Working Environment Expectations

- ✓ Knowledge is not constant, what we knew yesterday can change based on what we did today.
- ✓ Continuously evaluate the project environment for new risks and follow the risk management plan to proactively address them before they become issues that will affect the project objectives.
- ✓ Don't hoard knowledge; follow the communications management plan and inform stakeholders of changes affecting their work.
- ✓ Use appropriate tools to share knowledge with stakeholders:
  - Face-to-face during formal meetings
  - Face-to-face during informal meetings and discussions
  - Telephone
  - Email
  - Wikis
  - Intranet
  - Printed documents





## Knowledge Transfer Approach

Connect individuals, in person or virtually, to share tacit knowledge and collaborate together.



# Knowledge Transfer Techniques

- ✓ Networking
- ✓ Facilitating special interest groups
- ✓ Meetings, seminars, and various other types of in-person and virtual events that encourage people to interact and exchange ideas and knowledge.
- ✓ Training that involves interaction between attendees.
- ✓ Work shadowing and reverse shadowing provide a more individualized method to the exchange of specialized knowledge.

Ensure Knowledge Transfer For Project Continuity, LESSON 3, TOPIC H

## GUIDELINES

# Maintain Team and Knowledge Transfer

- Follow your PMO's guidelines on documenting new knowledge.
- Be alert to new sources of project knowledge and follow the communications management plan to convey that knowledge to stakeholders.
- Proactively seek new knowledge.
- Compile a lessons-learned register throughout the project's lifecycle and add it to a lessons-learned repository with registers from other projects.

Ensure  
Knowledge  
Transfer For  
Project  
Continuity,  
LESSON 3,  
TOPIC H



## LESSON 4

# KEEPING THE TEAM ON TRACK

- Lead a Team
- Support Team Performance
- Address and Remove Impediments, Obstacles, and Blockers
- Manage Conflict
- Collaborate with Stakeholders
- Mentor Relevant Stakeholders
- Apply Emotional Intelligence to Promote Team Performance



Ensure Knowledge Transfer For Project Continuity, LESSON 3, TOPIC H



# Lead a Team

TOPIC A

# Deliverables and Tools



Vision / Mission document  
Charter  
Product box  
Reward and Recognition Plan



Diversity awareness  
Leadership styles  
Influence matrix  
Salience model  
Power grids  
Behavior modeling  
Challenge status quo  
Recognize contributions  
Remove impediments  
Communicate vision

# Leadership

The project manager is the visionary leader for the project.

- ✓ Educate the team and other stakeholders about project value delivery
- ✓ Promote teamwork and collaboration
- ✓ Remove roadblocks

Promote the project's mission and value to inspire the team, keep them focused and feel part of the organization's mission.



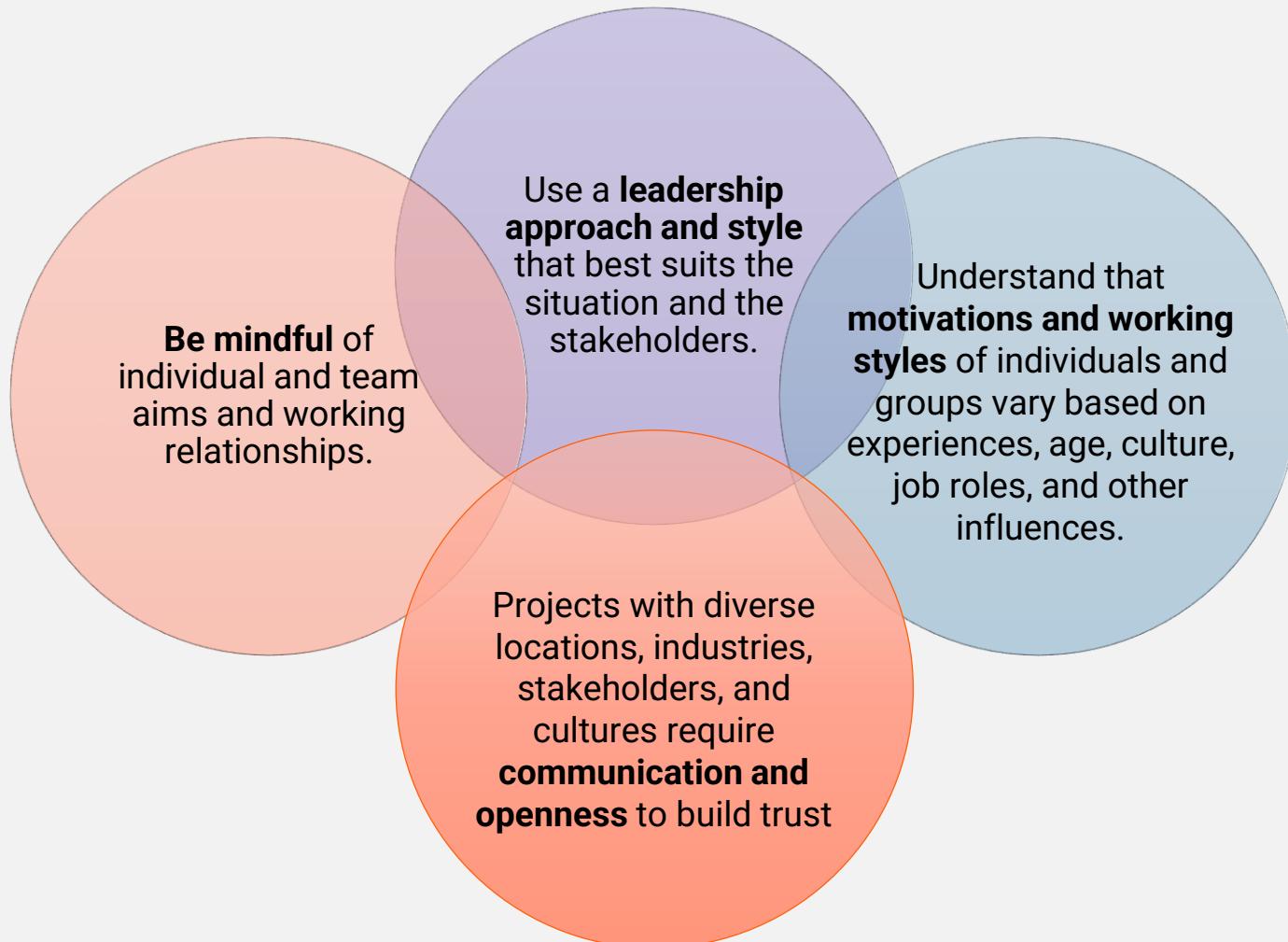


# Leadership Skills

- ✓ Conflict management
- ✓ Cultural awareness
- ✓ Decision making
- ✓ Facilitation
- ✓ Meeting management
- ✓ Negotiation
- ✓ Networking
- ✓ Observation/conversation
- ✓ Servant Leadership
- ✓ Team building

Lead a Team, LESSON 4, TOPIC A

# Diversity Awareness and Cultural Competencies



# Leadership ≠ Management



Lead a Team, LESSON 4, TOPIC A

# Lead and Manage

Let's reflect on two of the project manager's roles to understand the difference.

Management	Leadership
<b>Direct using positional power</b>	Guide, influence, and collaborate using relational power
<b>Maintain</b>	Develop
<b>Administratate</b>	Innovate
<b>Focus on systems and structure</b>	Focus on relationships with people
<b>Rely on control</b>	Inspire trust
<b>Focus on near-term goals</b>	Focus on long-range vision
<b>Ask how and when</b>	Ask what and why
<b>Focus on bottom line</b>	Focus on the horizon
<b>Accept status quo</b>	Challenge status quo
<b>Do things right</b>	Do the right things
<b>Focus on operational issues and problem solving</b>	Focus on vision, alignment, motivation, and inspiration



# Leadership Traits



Strong personal ethics, integrity, and trustworthiness



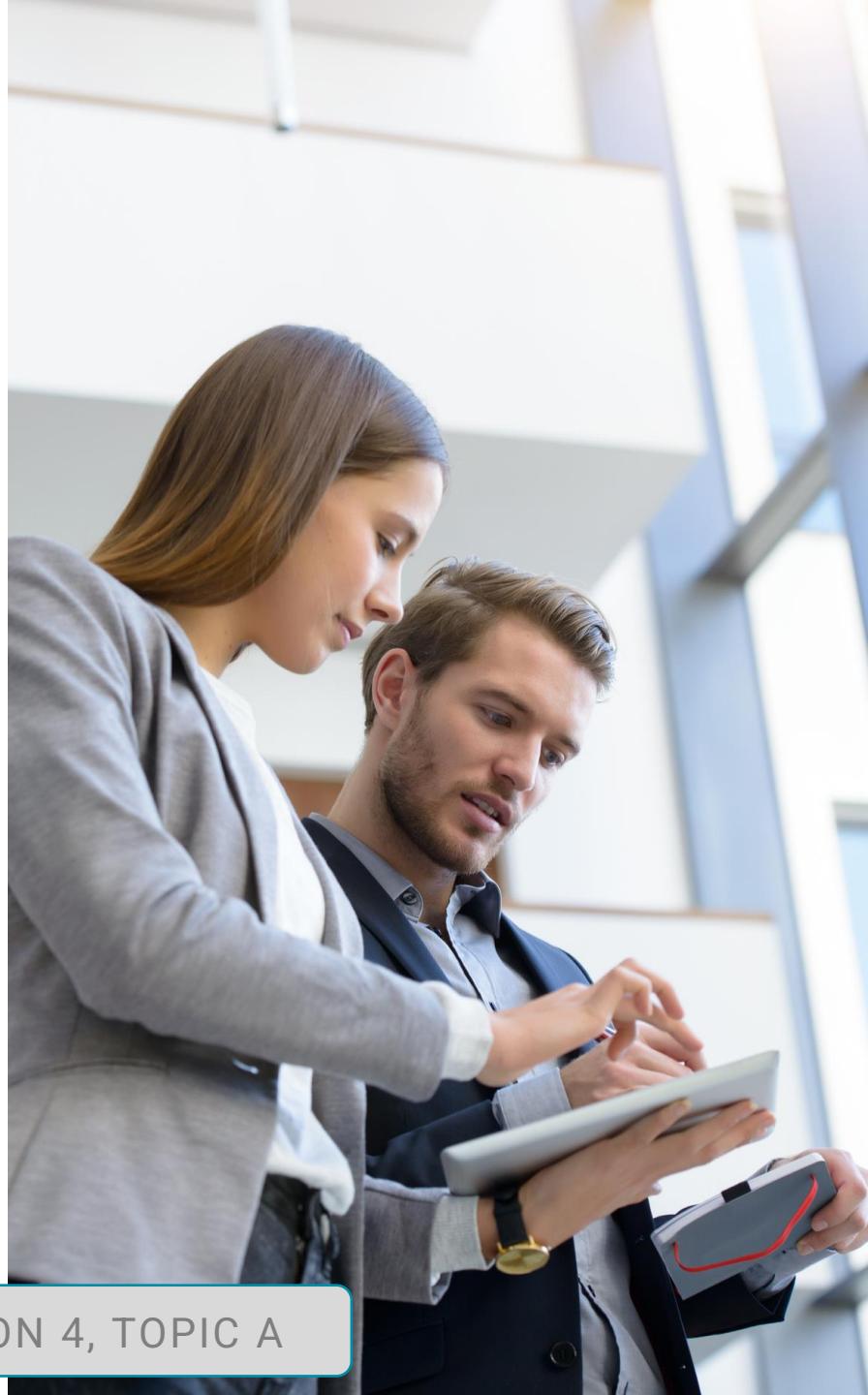
Interpersonal skills (communicator, collaborator, motivator)



Conceptual and analytical skills

# Servant Leadership

- ✓ Facilitate rather than manage
- ✓ Provide coaching and training
- ✓ Remove work impediments
- ✓ Focus on accomplishments



Lead a Team, LESSON 4, TOPIC A

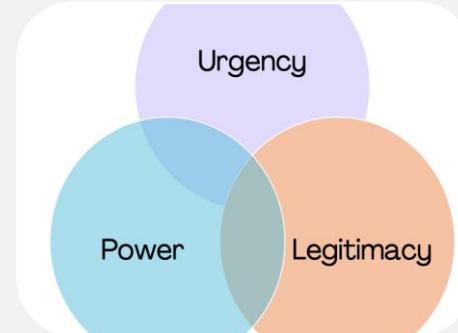


## Challenge the Status Quo

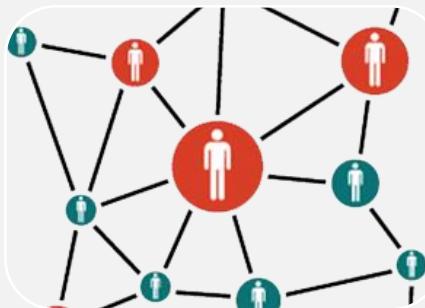
- ✓ Let past experiences and processes provide guidance to but not dictate your actions.
- ✓ Commit to a **growth mindset** to continuously improve and innovate, to find new ideas and perspectives.
- ✓ Discover the best approach through **challenge** and **introspection**.
- ✓ Avoid complacency and blind acceptance.

# 360 View of Stakeholders

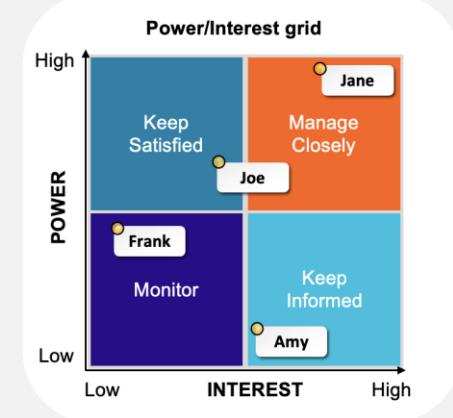
- ✓ Good leadership is based partially on your influence and the influence of the other project stakeholders.
- ✓ Use tools and techniques to ensure that you understand your stakeholders. Some examples:



Salience Model



Directions of Influence



Power/Impact/Interest Grid



# Team Building

- ✓ Cohesion and **solidarity** help teams perform better.
- ✓ Good leadership facilitates the **bonding** between project team members.
- ✓ Team-building activities build **unity, trust, empathy, and focus** on the team over the individual.

Lead a Team, LESSON 4, TOPIC A

# Team Building

Use rewards and recognition to keep teams motivated.

## Rewards

- ✓ Tangible, consumable items
- ✓ A specific outcome or achievement achieved
- ✓ Definite start and finish, or fixed time
- ✓ Usually expected when goal is met



Motivate towards a specific outcome; never without recognition too.

## Recognition

- ✓ Intangible, experiential event
- ✓ Acknowledge behavior rather than outcome
- ✓ Not restricted to a set time
- ✓ Usually not expected by recipient



To increase recipient's feeling of appreciation; can be given without a reward

## GUIDELINES

# Lead a Team

- Use emotional intelligence and other leadership methods to motivate your team.
- Adapt your leadership style to work best with each stakeholder.
- Establish good communication among team members, internally and externally.
- Monitor performance of team members on an ongoing basis.
- Manage conflict.
- Establish an issues log to track and assign project issues.

Lead a  
Team,  
LESSON 4,  
TOPIC A





# Support Team Performance

TOPIC B

# Deliverables and Tools



RACI matrix  
Management by Objectives  
Benchmarking  
Performance reports



RACI matrix  
Task boards  
Performance tracking tools  
Information Radiators  
Burnup charts  
Earned Value  
Throughput metrics  
Cycle time  
Value stream map

Strive to shape a team with a **healthy culture** of working **autonomy** and a shared **sense of responsibility** for their work.



Support Team Performance, LESSON 4, TOPIC B

# Team Structure and Workspaces

- ✓ Team environments are physical and virtual.
- ✓ Factor in environment and location to team performance.
- ✓ Foster meaningful interaction—this is a core tenet of agile.
- ✓ Respect agreed team working hours and practices.

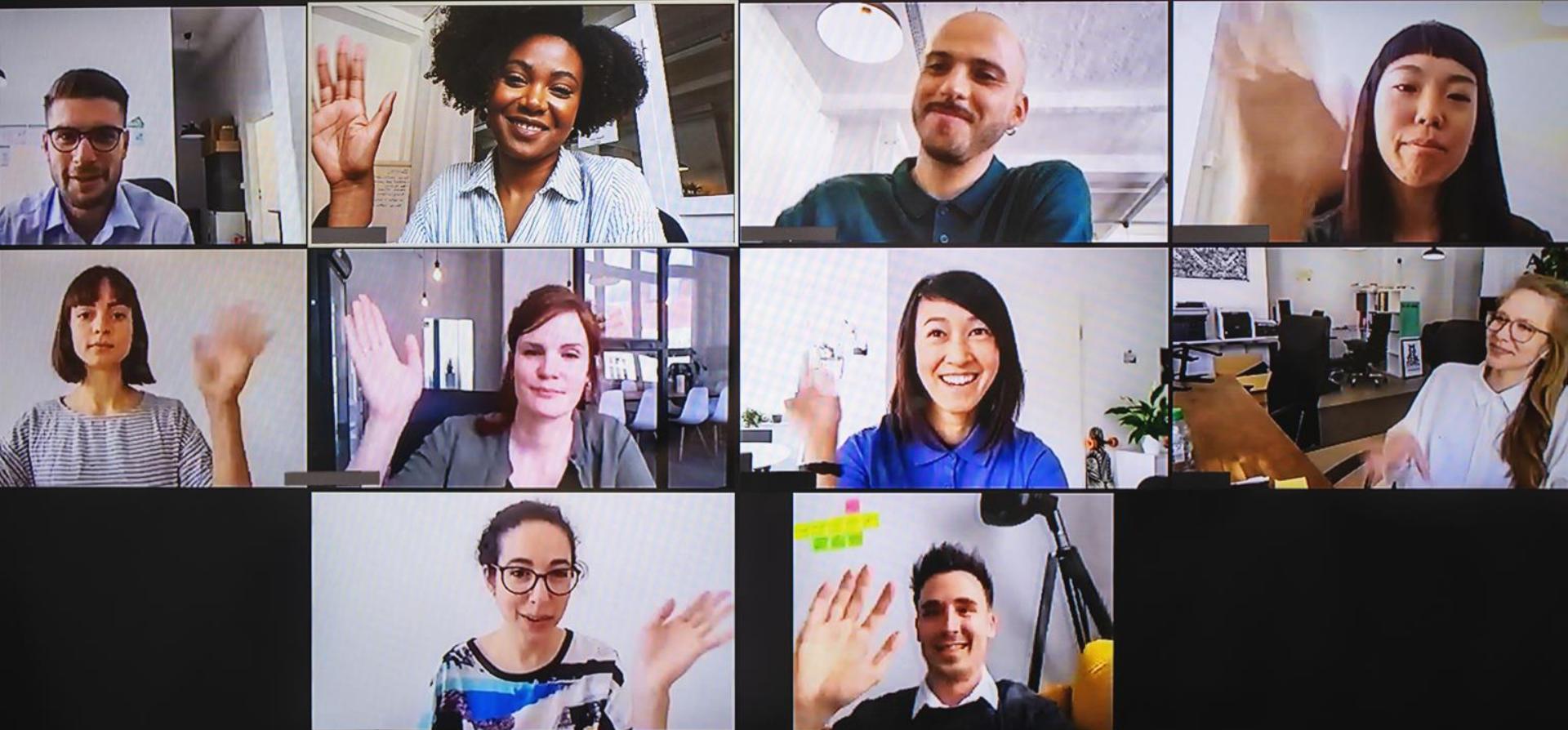


Use shared workspaces to foster informal and immediate collaboration.



Support Team Performance, LESSON 4, TOPIC B

Team members need to be able to contribute from everywhere and at any time.



# Empowerment and Unity

- ✓ Empower them to make **timely decisions**.
- ✓ Encourage the team's **sense of ownership of the work**.
- ✓ Encourage the team to **foster collaborative work and decision making**.
- ✓ **Prioritize team unity.** Individual contributions are important, but team unity is critical.





# Autonomy and Teamwork

Know when to interfere. In general, people work more productively when granted autonomy.

Include the team in:

- ✓ Clarifying and prioritizing requirements
- ✓ Splitting requirements into tasks
- ✓ Estimating effort

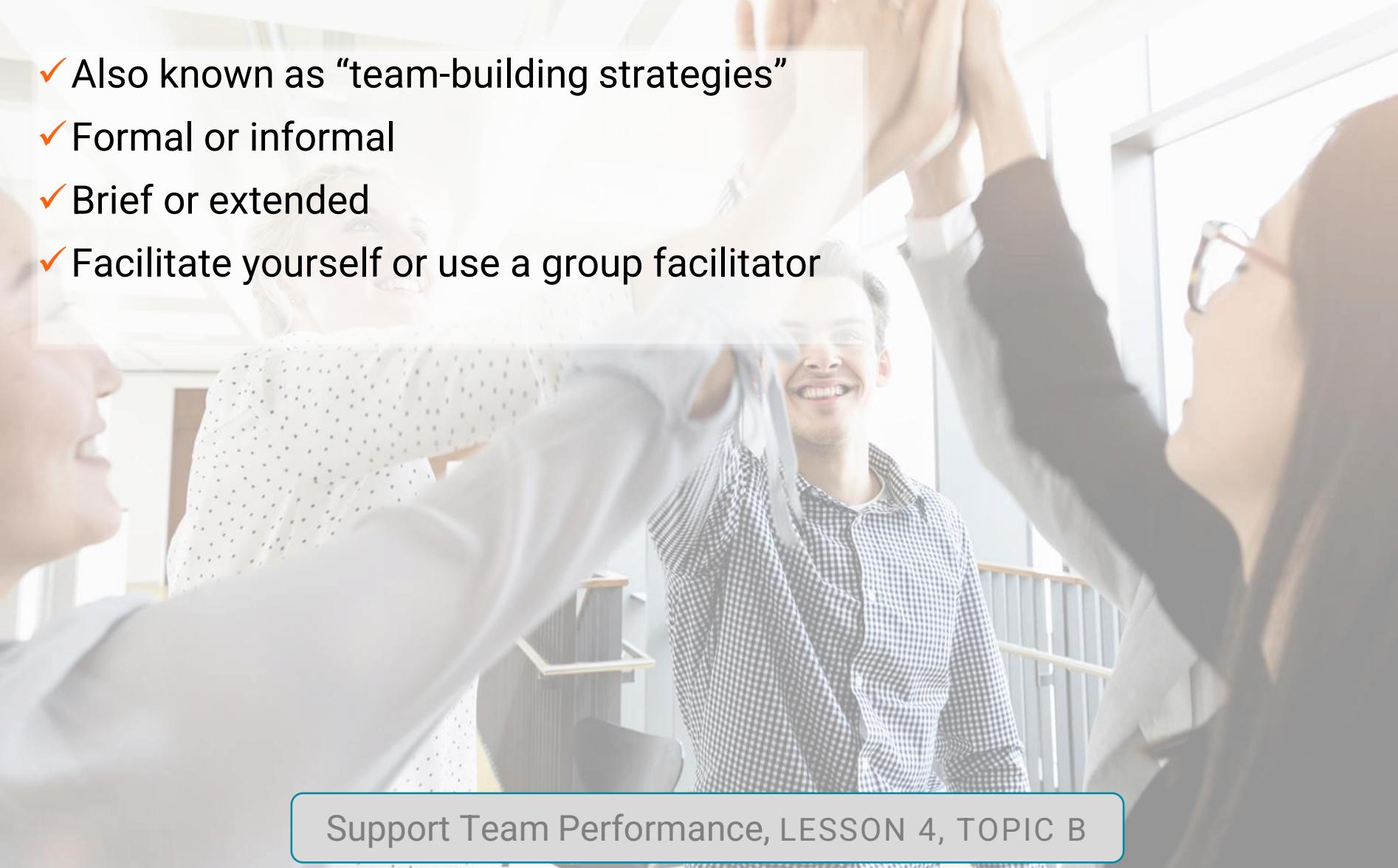


## Keep the Tone Positive and Fluid

- ✓ Establish a culture of **fluid communication** and engagement in a workspace that promotes **positive interactions**.
- ✓ It makes leading and managing a team easier.

# Team Building Activities

- ✓ Also known as “team-building strategies”
- ✓ Formal or informal
- ✓ Brief or extended
- ✓ Facilitate yourself or use a group facilitator

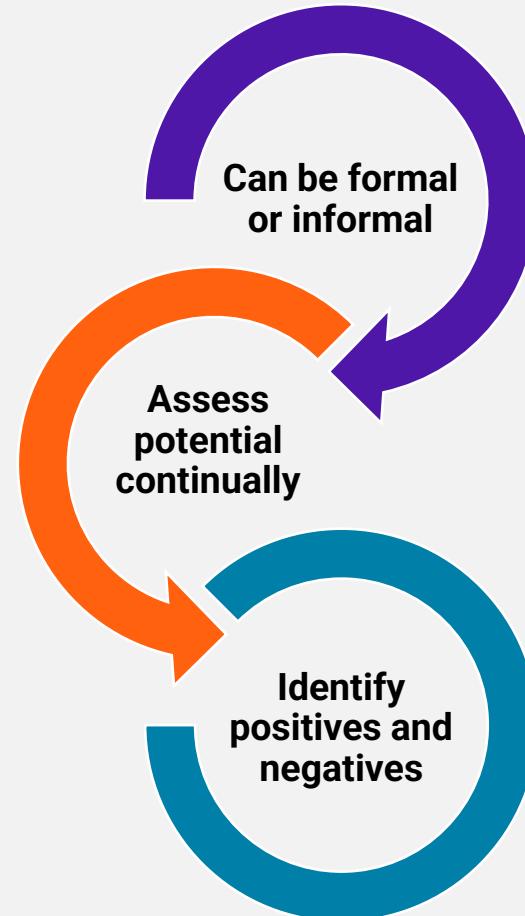




Use team-building activities to influence diverse individuals from many functional areas, each with their own goals, needs, and perspectives, to work as a cohesive team, for the good of the project.

# Team Performance Assessments

- ✓ Improve team member interaction
- ✓ Solve issues
- ✓ Deal with conflicts
- ✓ Improve team member skills and competencies
- ✓ Increase team cohesiveness



# Performance Assessment Tasks

- ✓ Compare performance to goals
- ✓ Reclarify roles and responsibilities
- ✓ Deliver positive as well as negative feedback
- ✓ Discover unknown or unresolved issues
- ✓ Create and monitoring individual training plans
- ✓ Establish future goals

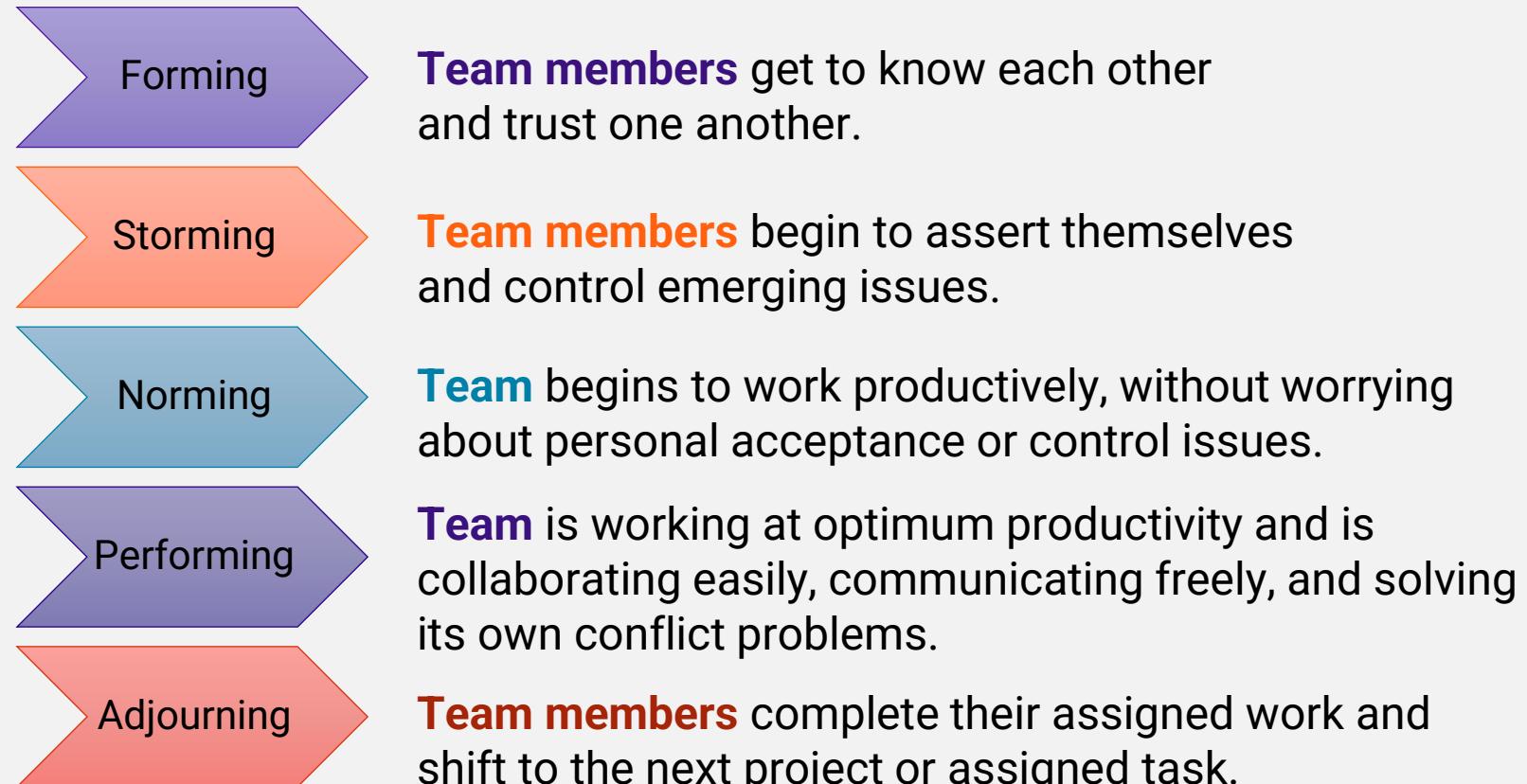




# Team Development

- ✓ Is a process which can **progress and regress**
- ✓ Acknowledges **diversity** and promotes **inclusivity**
- ✓ Requires **trust, communication, and respect**
- ✓ Takes **effort!**

# Team Development Stages (Tuckman ladder)



**More  
about...**

**Course: Leading the Team (2021 Update)**  
**Video: Stages of Personal and Team Development (8:49 run time)**  
**Watch: Start to 3:48 and 5:33 to end**

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## **Stages of Personal and Team Development**



# Manage with Objectives

- ✓ Use clear objectives for a more productive and driven team.
- ✓ Set objectives collaboratively with the team.
- ✓ Create challenging, yet attainable objectives.
- ✓ Conduct objective setting:
  - At the start of a project or phase
  - Throughout the project life cycle, as in an iteration planning session



# Feedback

- ✓ Is crucial for any team, using any methodology, in any environment.
- ✓ Discover the most appropriate and timely means of feedback.
  - Public/private
  - Individual/group
- ✓ Give and receive constructive feedback freely.



# Performance Tracking Techniques

Tool	
Scrum/Agile/Kanban boards	Based on the Japanese management method of pulling cards to various stages as they are worked on, physical or electronic boards can track work as it progresses across various stages or categories.
Throughput Metrics	Measurement of the team's work that has moved from one stage to another stage over a certain time.
Cycle Time	Measurement of work that has progressed all the way from plan to completed or delivered.
Quality Metrics	Various measurements to track quality deliverables, defects, and acceptable output.
Earned Value	Tracking cost and effort performance against a planned value.
Bar Charts (Gantt)	Using the project schedule to track performance over time.
Velocity	Measurement of total output from an iteration to attempt to predict future iteration outputs.

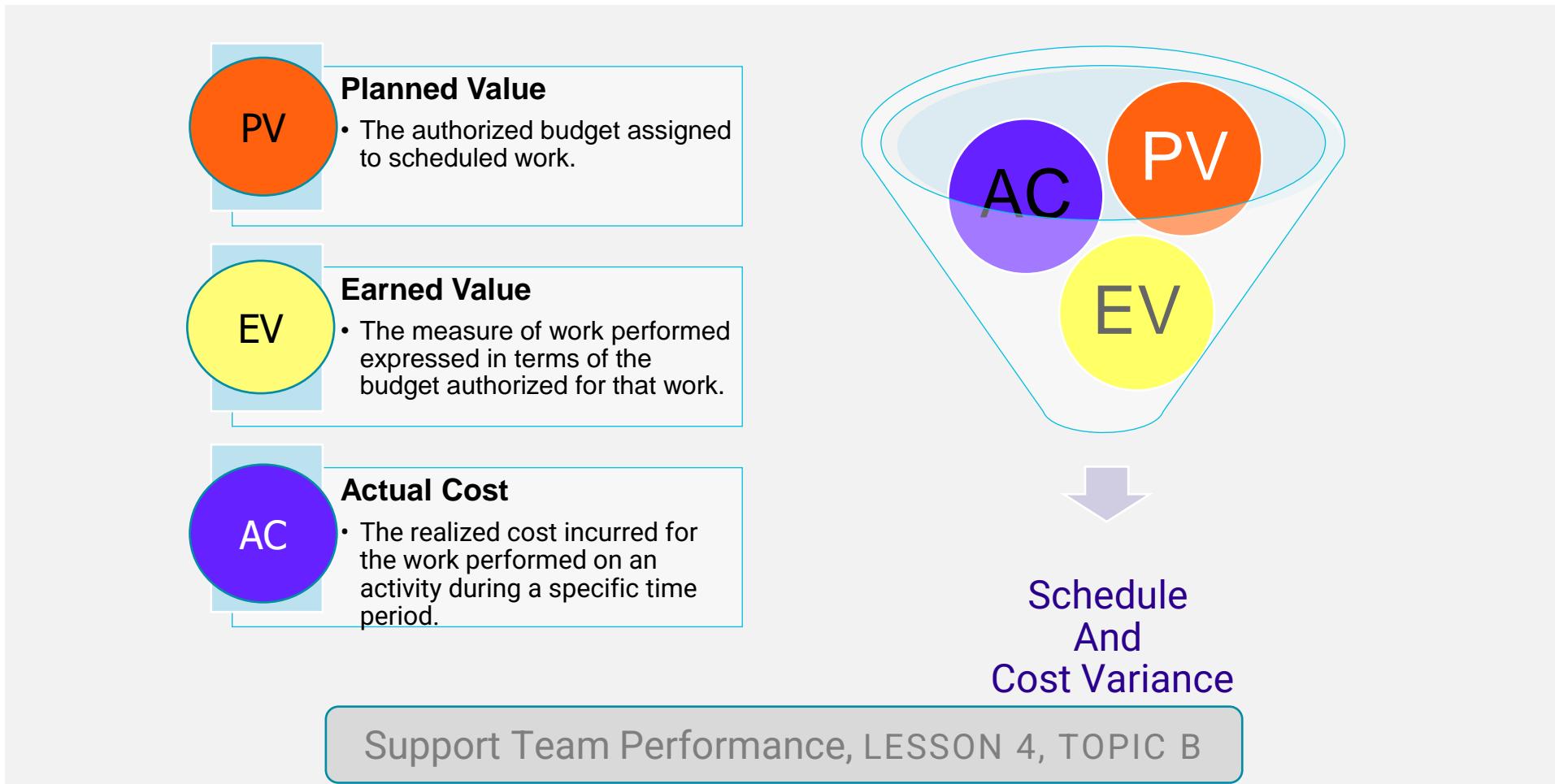


The monetary **value** of the work contribution is another way of supporting and measuring performance.

Support  
Team  
Performance,  
LESSON 4,  
TOPIC B

# Earned Value Management (EVM)

In projects that use earned value management, the cost baseline is referred to as the performance measurement baseline.



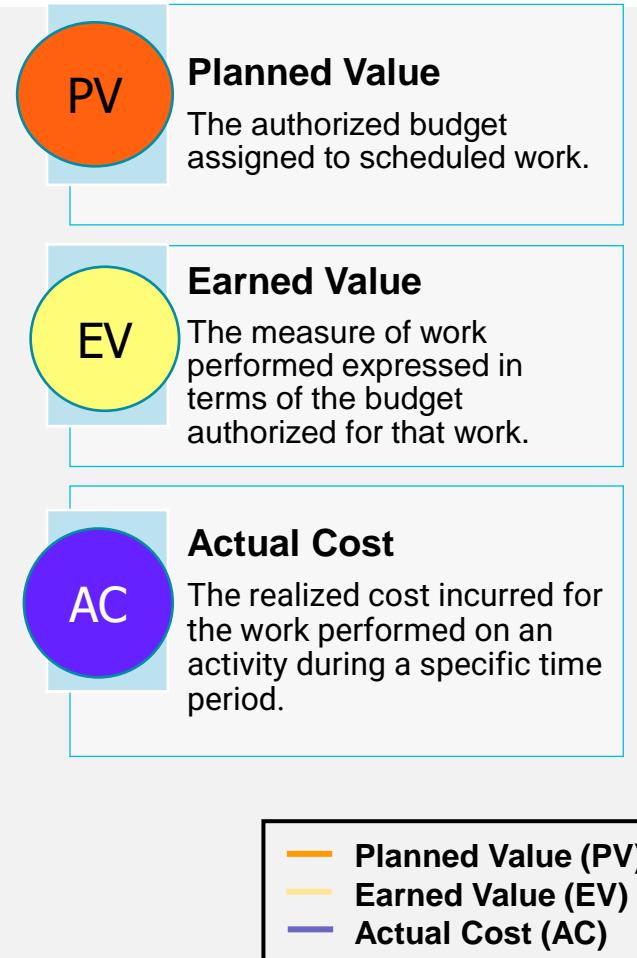
**More  
about...**

Course: Planning and Managing the Project Budget (2021 Update)  
Video: Planned Value and Earned Value Calculations (5:29 run time)

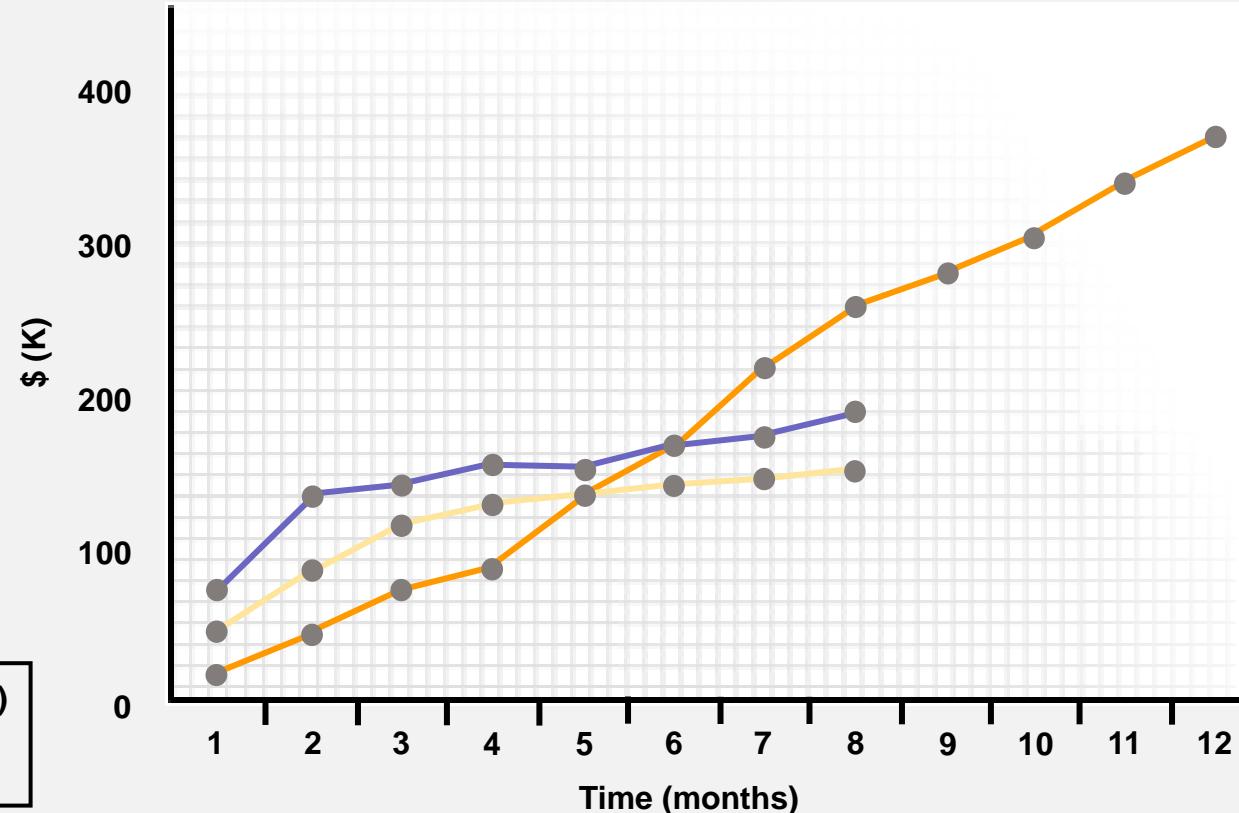
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**Planned Value and Earned Value Calculations**

# Earned Value Management (EVM)



$EV = \% \text{ work complete to date} \times \text{budgeted cost}$



# EVM Measures for Cost Control

**Cost Variance** - the amount of budget deficit/surplus at a given point in time, expressed as the difference between EV and AC.

- A positive CV indicates a project is under budget.
- A zero CV indicates a project is on budget.
- A negative CV indicates a project is over budget.

$$(CV = EV - AC)$$

**Cost Performance Index** - a measure of the cost efficiency of budgeted resources expressed as the ratio of EV to AC.

- A CPI number greater than 1.0 indicates a project is under budget.
- A CPI of 1.0 means the project is on budget.
- A CPI number less than 1.0 indicates a project is over budget.

$$(CPI = EV / AC)$$

# More about...

Course: Deep Dive into Project Costs and Estimates (2021 Update)

Video: Traditional Approach to Monitoring Cost Performance (6:09 run time)

## **Traditional Approach to Monitoring Cost Performance**

# EVM Measures for Schedule Control

**Schedule Variance** - a measure of schedule performance expressed as the difference between the EV and the PV.

- A positive SV indicates a project is ahead of schedule.
- A zero SV indicates a project is on schedule.
- A negative SV indicates a project is behind schedule.

$$(SV = EV - PV)$$

**Schedule Performance Index** - a measure of schedule efficiency expressed as the ratio of EV to PV.

- An SPI number greater than 1.0 indicates a project is ahead of schedule.
- An SPI of 1.0 means the project is on schedule.
- An SPI number less than 1.0 indicates a project is behind schedule.

$$(SPI = EV / PV)$$

# More about...

Course: Deep Dive into Project Costs and Estimates (2021 Update)

Video: Traditional Approach to Budget Forecasting (6:09 run time)

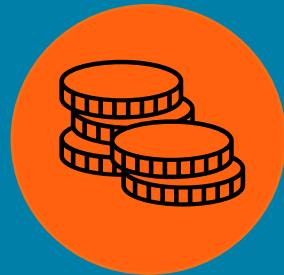
Watch: Start to 4:26

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**Traditional Approach to Budget Forecasting**

# Estimate at Completion Analysis

**Estimate At Completion (EAC)** - The current projected final cost of the project.



Based on the current spending efficiency (the CPI).



Calculated from the following formula, where BAC is the projected budget at completion:

$$EAC = \frac{BAC}{CPI}$$

# Estimate To Complete

**Estimate To Complete (ETC)** - The amount of money needed to complete the project.



Based on the current spending efficiency of the project.



Calculated using the formula below:

$$ETC = EAC - AC$$



## Address and Remove Impediments, Obstacles, and Blockers

TOPIC C

KEEPING THE TEAM ON TRACK > ADDRESS AND REMOVE IMPEDIMENTS,  
OBSTACLES, AND BLOCKERS

## Deliverables and Tools

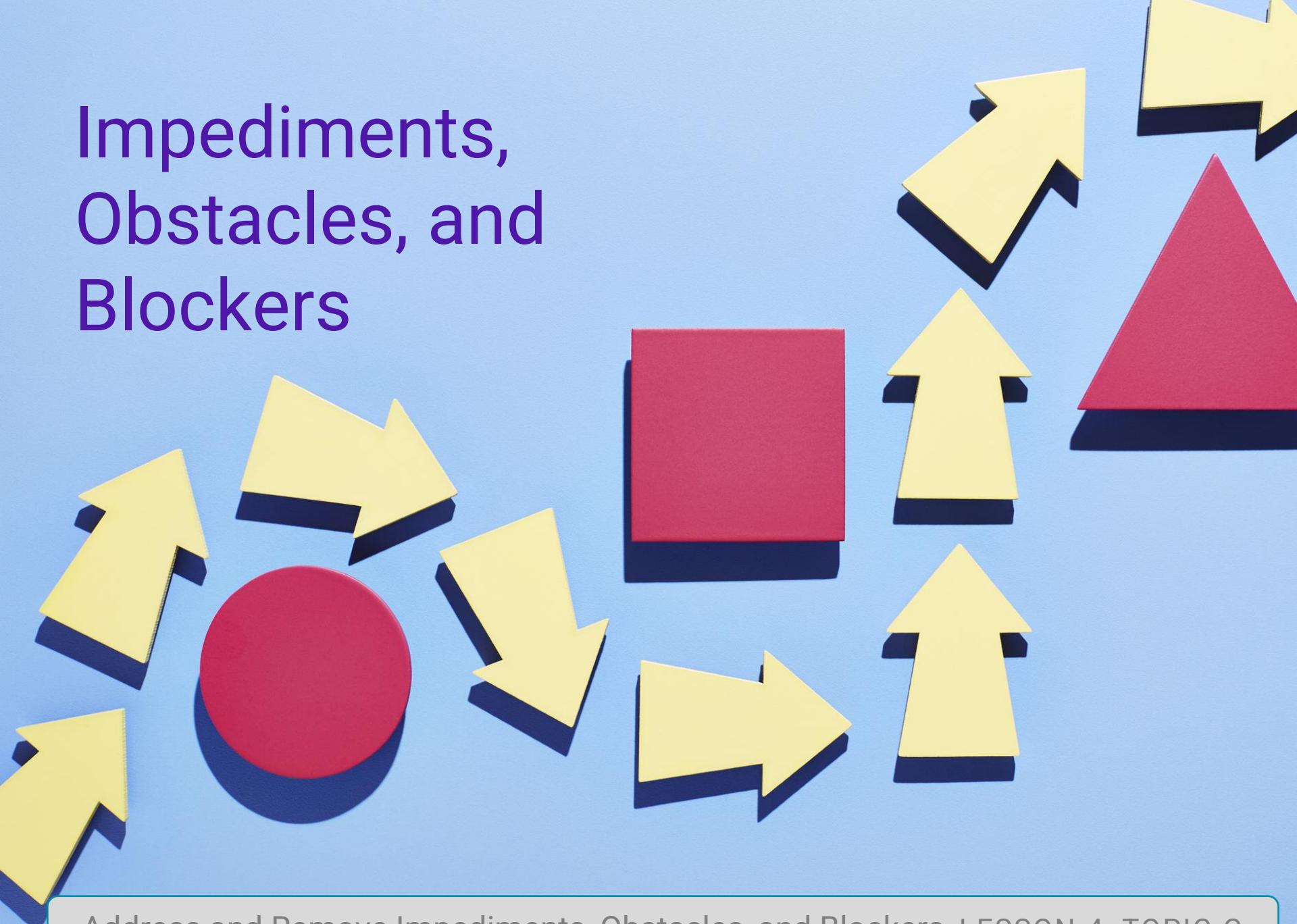


- Backlog (reprioritized)
- Updated risk register
- Action plans
- Updated impediment task board



- Daily standup
- Sprint reviews
- Risk reviews
- Backlog assessment

# Impediments, Obstacles, and Blockers



Address and Remove Impediments, Obstacles, and Blockers, LESSON 4, TOPIC C

# Impediments, Obstacles, and Blockers

The team can't agree on a solution!



Construction can't begin before permits are granted!



The company has halted the use of the product until a new contract is signed!





# Tracking Impediments

Tracking impediments as they are raised, addressed, and resolved, to ensure communication and oversight.

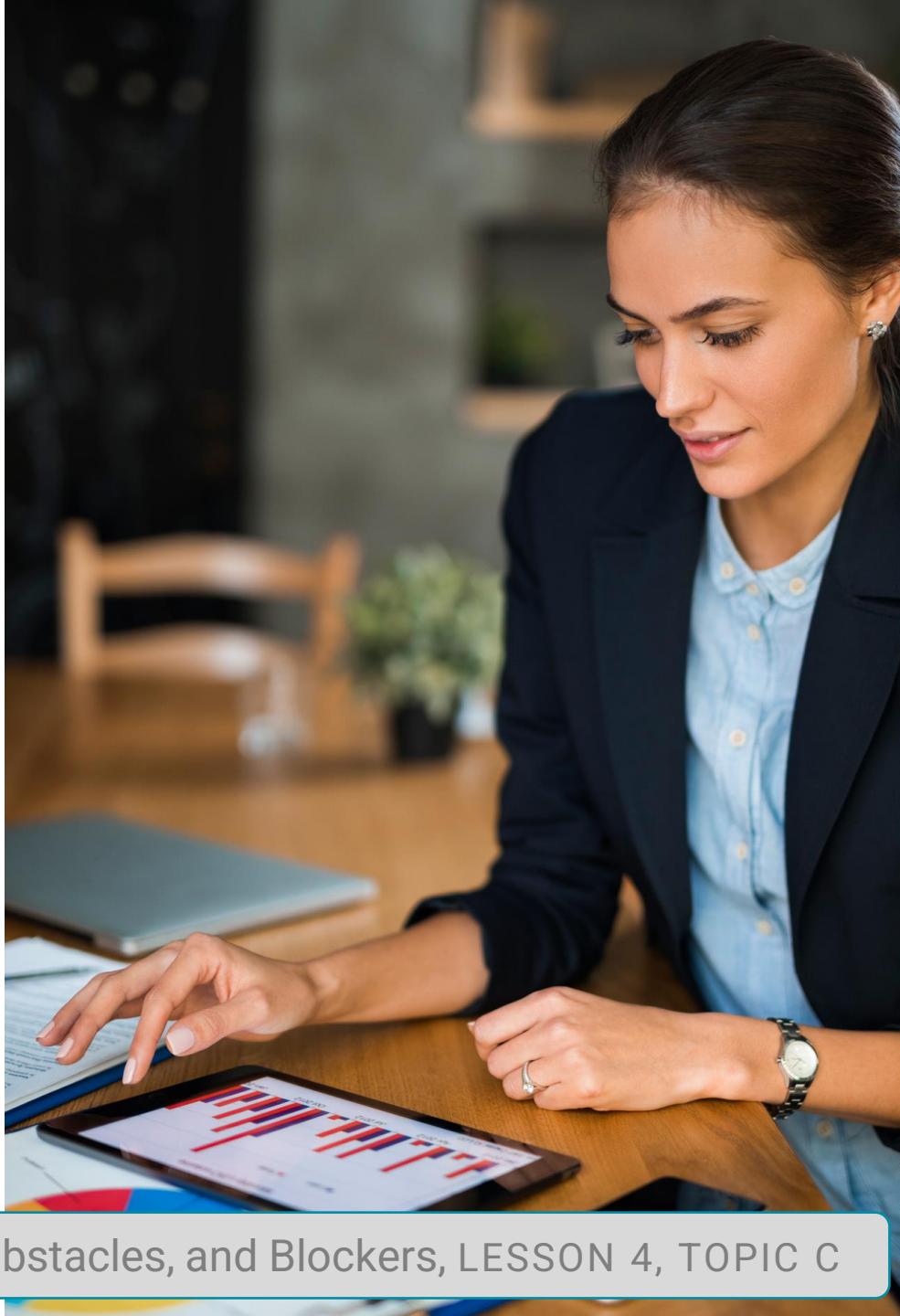
Track impediments with:

- ✓ Issue log
- ✓ Kanban (task) board
- ✓ Software applications

Capture the status and efforts associated with the identified impediments.

# Risk Reviews/ Risk Register

- ✓ Impediments may be due to, or a result of, project risks or issues.
- ✓ Risks raised formally during the daily standup meetings, iteration reviews, or informally, are added to the risk register.
- ✓ Newly identified and existing risks are updated based on the current knowledge and situation.



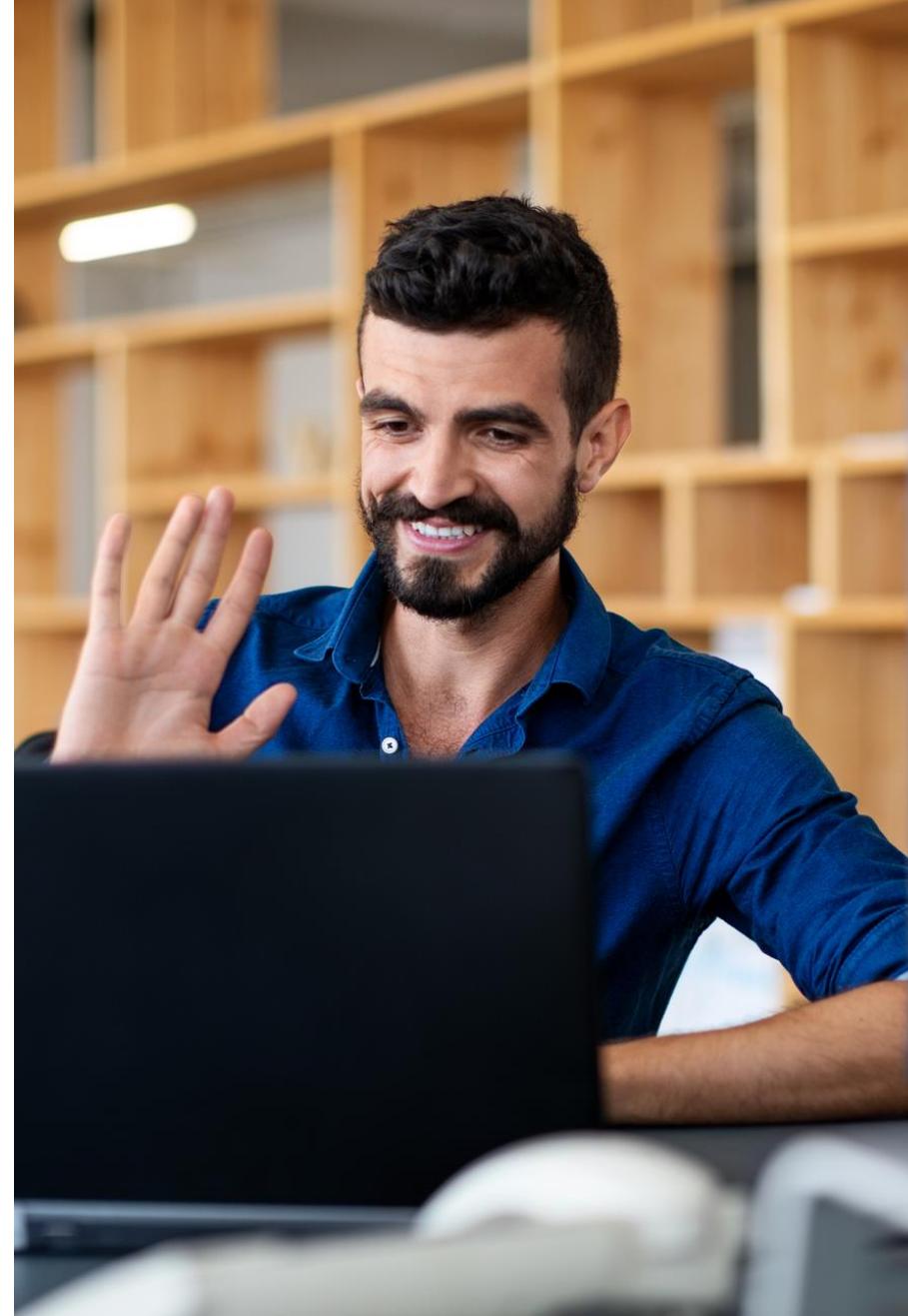
# Handle Impediments as a Servant Leader

Aim to **create an unobstructed path** for the team so they can contribute and deliver.

**Optimize the workplace** to be free of obstacles and other impediments.

- ✓ Create the right team space
- ✓ Focus efforts on work
- ✓ Remove distraction, non-value work, and other confusion

Take on most of the burden of **addressing and removing impediments** so the team can do their best work.



Address and  
Remove  
Impediments,  
Obstacles,  
and Blockers,  
LESSON 4,  
TOPIC C

## GUIDELINES

# Working with External Stakeholders, Other Projects, and Work Demands

- Work with the team to assess and evaluate the impediment.
- Review previous attempts or efforts to fix the problem.
- Discuss impact and solutions.
- Connect the impediment to the external source.
- Establish a single point of contact (SPOC) within the team, typically the project manager or person with the most subject matter knowledge.
- Shield the rest of the team to focus on other work.
- Create action plan and schedule.
- Follow up and communicate per agreements.
- Document resolution and lessons learned for future reference.



Address and Remove Impediments, Obstacles, and Blockers, LESSON 4, TOPIC C

## GUIDELINES

# Prioritize Critical Impediments, Obstacles, and Blockers

- Define the prioritization categories appropriate for team, project, and/or organization.
- Redefine levels as needed.
- Anchor the priority levels with real examples.
- Clarify the new and still open impediments.
- Review the impact or potential impact to the team and to the project objectives.
- Assign a priority to each impediment as a team or a selected subgroup based on connection to the impediment
- Communicate the priorities in a visible place, such as an information radiator.
- Create action plans for the highest priority impediments.
- Continually reassess for impediments, obstacles, and blockers.



# MASTERY BUILDER

What is true of lessons learned during the project?

- Should be documented only in the closeout report.
- Should consist of only project data.
- Should be documented throughout the project.
- Should consist of only things that went well during project execution.

Creating a  
high  
performing  
team



# MASTERY BUILDER

What is true of lessons learned during the project?

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Creating a  
high  
performing  
team



# MASTERY BUILDER

What is the difference between a lessons-learned register and a lessons-learned repository?

- The two terms mean the same thing.
- The register applies to a single project, and the repository applies to many projects.
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- The register contains only areas that need improvement in future projects, and the repository contains areas of improvement as well as positive findings.

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# MASTERY BUILDER

The product owner is unavailable to make a decision about a product feature. What is this considered?

- Work request
- Impediment
- Backlog refinement
- Priority

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# MASTERY BUILDER

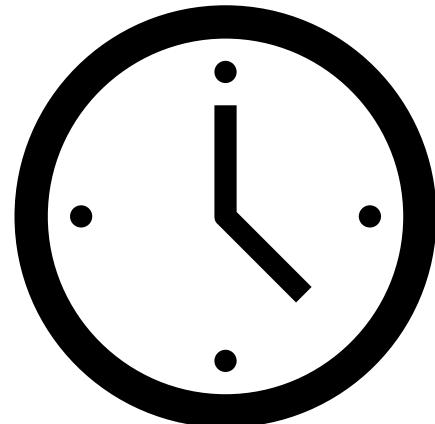
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# **1-Hour Break!**



**Class resumes at  
2:30pm Eastern Time**