



# **PMP® EXAM PREP**

## PMI Authorized Training Partner

# **BOOTCAMP**

## **Session 4**

**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)

# Scheduled Breaks



|                          |                             |
|--------------------------|-----------------------------|
| <b>Part 1</b>            | <b>Periodic breaks</b>      |
| <b>1 –hour<br/>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.**



# House Keeping

- If you haven't attended the first or second session, please do the following.
- Please use the Q&A **only** to get help with technical issues, to locate your resources or recordings for the sessions, to ask about attendance requirements and how to get the PMP Learner Kit, to ask questions about the content, or for any other questions. As the session comes to an end the survey link can be provided in the Q&A.
- Use the chat before the session starts for salutations. Once the session begins the chat may be closed throughout the session to minimize disruptions and to provide important information. The chat will be opened periodically to respond to the instructor's questions. As the session comes to an end the survey link can be provided in the chat. The chat may be opened to allow for goodbyes.

# 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 session by watching the replay.**
- **A missed session means** you are logged out of a session for **more than 15mins**.
- If you miss more than 15 mins at any time during any additional sessions (including during breaks) beyond the one session allowed, you will need to make it/them up by attending the live session(s) in a different 5-day cohort\*.

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



# IN CASE OF ABSENCE

You can access a replay online for a previous session by following these steps 24 to 48 hours after the session ends.

Step 1. Go to: <https://github.com/Skillsoft-Content/PMPReplay>

Step 2. Click on the PMP Replay Zoom Links file for the year you attended the Bootcamp. And then click the Download option.

Step 3. When the file opens, and you are prompted enter the following password. Those are zero's not the letter O. The password is case sensitive.

pmpB00tcampReplay!

Step 4. Locate the worksheet that corresponds with the Cohort you attended and use the provided link and passcode on the worksheet to access the Replay through your browser.

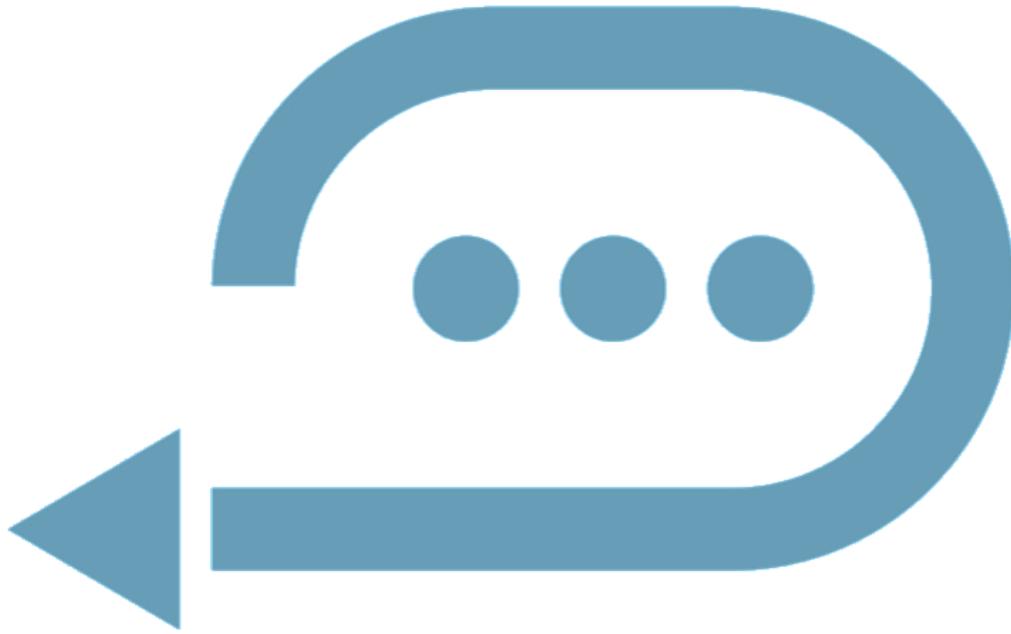
Note: The password to open the Excel file is NOT the passcode to access the replay.

**\*Replays will be available for 1 year. They are not available for download.**

## NO LIMIT FOR REPLAYS:

For the Bootcamp you are attending, there is no limit on accessing the replays for study purposes.

## Recap Session 3



# Mapping this course to the Student Workbook

| Business Environment<br>Lesson 1 |   | Start the Project<br>Lesson 2         | Plan the Project<br>Lesson 3 | Lead the Project Team<br>Lesson 4                    | Support Project Team Performance<br>Lesson 5 | Close the Project/Phase<br>Lesson 6 |
|----------------------------------|---|---------------------------------------|------------------------------|--|--|-------------------------------------|
| Topic A                          | (1A) Foundation                                   | (2A) Identify and Engage Stakeholders | (3A) Planning Projects       | (4A) Craft Your Leadership Skills                    | (5A) Implement Ongoing Improvements          | (6A) Project Phase/Closure          |
| Topic B                          | (1B) Strategic Alignment                          | (2B) Form the Team                    | (3B) Scope                   | (4B) Create a Collaborative Project Team Environment | (5B) Support Performance                     | (6B) Benefits Realization           |
| Topic C                          | (1C) Project Benefits and Value                   | (2C) Build Shared Understanding       | (3C) Schedule                | (4C) Empower the Team                                | (5C) Evaluate Project Progress               | (6C) Knowledge Transfer             |
| Topic D                          | (1D) Organizational Culture and Change Management | (2D) Project Approach                 | (3D) Resources               | (4D) Support Team Member Performance                 | (5D) Manage Project Issues and Impediments   |                                     |
| Topic E                          | (1E) Project Governance                           |                                       | (3E) Budget                  | (4E) Communicate and Collaborate with Stakeholders   | (5E) Manage Project Changes                  |                                     |
| Topic F                          | (1F) Project Compliance                           |                                       | (3F) Risks                   | (4F) Training, Coaching and Mentoring                |  |                                     |
| Topic G                          |   |                                       | (3G) Quality                 | (4G) Manage Conflict                                 |  |                                     |
| Topic H                          |   |                                       | (3H) Integrate Plans         |  |  |                                     |

LESSON 3

# PLAN THE PROJECT

- Planning Projects
- Scope
- Schedule
- Resources
- Budget
- Risks
- Quality
- Integrate Plans



# Learning Objectives

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- Explain the importance of a project management plan.
- Provide an overview of scope planning in both predictive and adaptive projects.
- Provide an overview of schedule planning in both predictive and adaptive projects.
- Discuss resource planning for a project, including human and physical resources and the role of procurement.
- Determine the budgeting structure/method for a project
- Explain the importance of tailoring a budget.
- **Identify strategies for dealing with risks and risk planning.**
- **Assemble a toolkit of possible responses to risks.**
- **Define quality and how it relates to the outcomes and deliveries for a project.**
- **Discuss the importance of integrating project management plans and tailoring a change management process.**



# Risks

## TOPIC F

# Risk

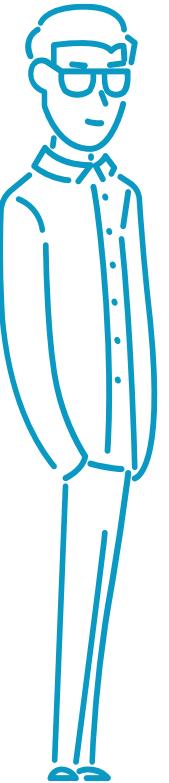
## Conditions of Uncertainty

- 
- Risk originates from a wide range of known and unknown causes within and outside the business environment.
  - Risk development is indicated by a **trigger condition**.
  - Risks can be positive (**opportunities**) or negative (**threats**).
  - If a risk becomes an **issue**, you must act!



# Project Risks

## SLC Examples



### Project Risks

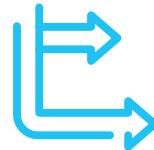
- **Working with new vendors and building processes**
- **Supply chain issues for correct bricks**
- **Building code compliance**
- **Key stakeholder conflict**
- **Retail market changes – decline of in-store shopping**
- **Site survey shows risk of slippage from coastal erosion < 25 years**

# Risk

## Business Context

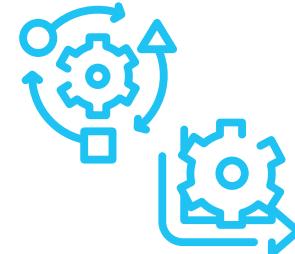


- *Likelihood of a risk event vs. the potential impact*
- *Opportunity vs. threat*



**Business risks** represent an opportunity for gain or loss.

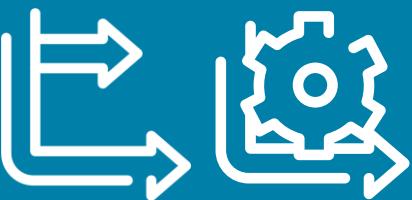
**Project risk management** systematically maximizes the probability of positive events and minimizes the probability and consequences of negative events.



As project uncertainty increases, the risk of rework increases; adaptive life cycles use smaller increments of work to enable **feedback** and **progressive elaboration** of scope.

# Create Risk Strategy

First, understand risk parameters for the organization and the project!



How would you describe the organization/ project's **risk appetite**?

- Risk-seeking?
- Risk-neutral?
- Risk-averse?

The **risk threshold** is tied to individual and organizational risk appetites. Do you know:

- Which are too high to accept?
- Which are low enough to just be accepted?

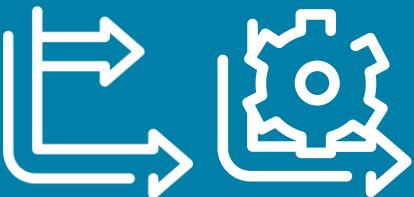


- What criteria determines inclusion in the **risk register**?

## Management Guidelines

- *Use qualitative (high, medium, low, etc.) or quantitative (numerical) ratings*
- *Set a maximum risk exposure level that can be managed without escalation*

# Define/Refine Risk Management Approach



Set initial risk strategy, then define and refine it!

Factor in project characteristics:

- Size
- Complexity
- Importance
- Development approach

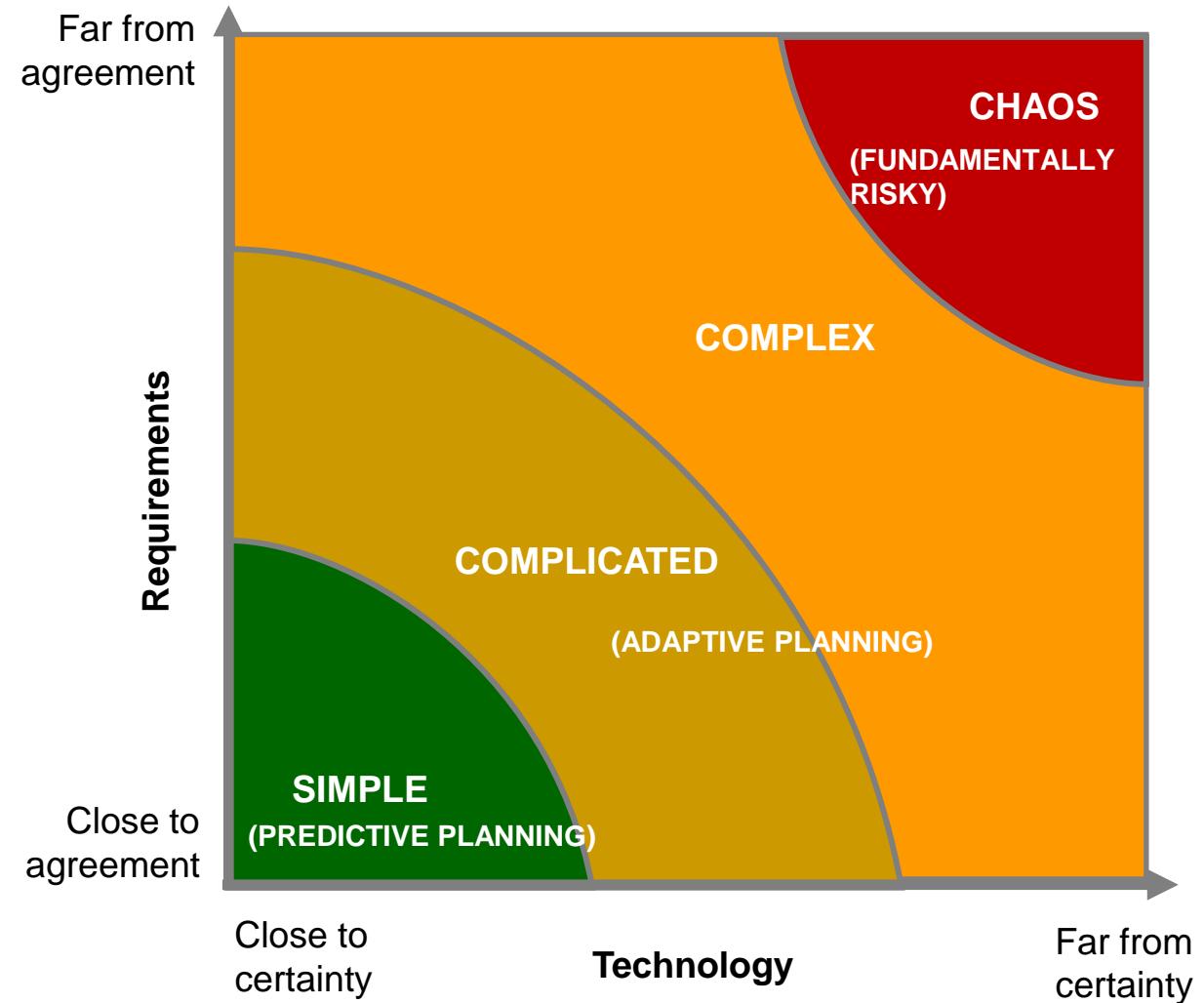
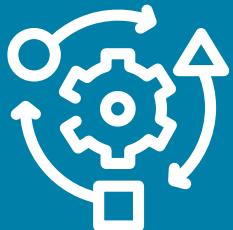
Create a **risk management plan!**

In the plan:

- Risk strategy
- Methodology
- Roles and responsibilities
- Funding
- Timing
- Risk categories
- Stakeholder risk appetite
- Definition of risk probability and impact
- Probability and impact matrix
- Reporting formats
- Tracking documents

# Inherent Risk

- Agile projects include risks in user stories and as part of backlog work items
- Teams discuss risks at planning meetings, during the normal course of work
- Teams place risks in a **risk register**, use **information radiators** to ensure visibility and a **backlog refinement** process that includes constant risk assessment



# Risk Identification Techniques



Use a ***prompt list*** to evaluate the external environment for risks.



## Data Gathering and Analysis

- Risk breakdown structure (RBS)
- Brainstorming
- Nominal group technique
- SWOT analysis
- Affinity diagram
- Assumption analysis
- Document review
- Delphi technique
- Monte Carlo simulation (larger organizations)

# Risk Breakdown Structure

Uses typical categories, such as:

- Technical
- Management
- Commercial
- External



| RBS Level 0                    | RBS Level 1        | RBS Level 2   |
|--------------------------------|--------------------|---|
| 0. All Sources of Project Risk | 1. Technical Risk  | 1.1 Scope definition<br>1.2 Requirements definition<br>1.3 Estimates, assumptions, and constraints<br>1.4 Technical processes<br>1.5 Technology<br>1.6 Technical interfaces               |
|                                | 2. Management Risk | 2.1 Project management<br>2.2 Program/portfolio management<br>2.3 Operations management<br>2.4 Organization<br>2.5 Resourcing<br>2.6 Communication  |
|                                | 3. Commercial Risk | 3.1 Contractual terms and conditions<br>3.2 Internal procurement<br>3.3 Suppliers and vendors<br>3.4 Subcontracts<br>3.5 Client/customer stability<br>3.6 Partnerships and joint ventures |
|                                | 4. External Risk   | 4.1 Legislation<br>4.2 Exchange rates<br>4.3 Site / facilities<br>4.4 Environmental / weather<br>4.5 Competition<br>4.6 Regulatory  |

## Example RBS

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# Assess Risks

Qualitative *then*  
Quantitative

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Perform the subjective **qualitative assessment** first.

Prioritize risks for further analysis by assessing and combining their probability of occurrence and impact in a **probability/impact matrix**.

Then, if further support is required, use a **quantitative assessment**.



*Not every risk needs quantitative assessment.*

# Create Risk Probability and Impact Definitions

## Example

### + / - IMPACT ON PROJECT OBJECTIVES

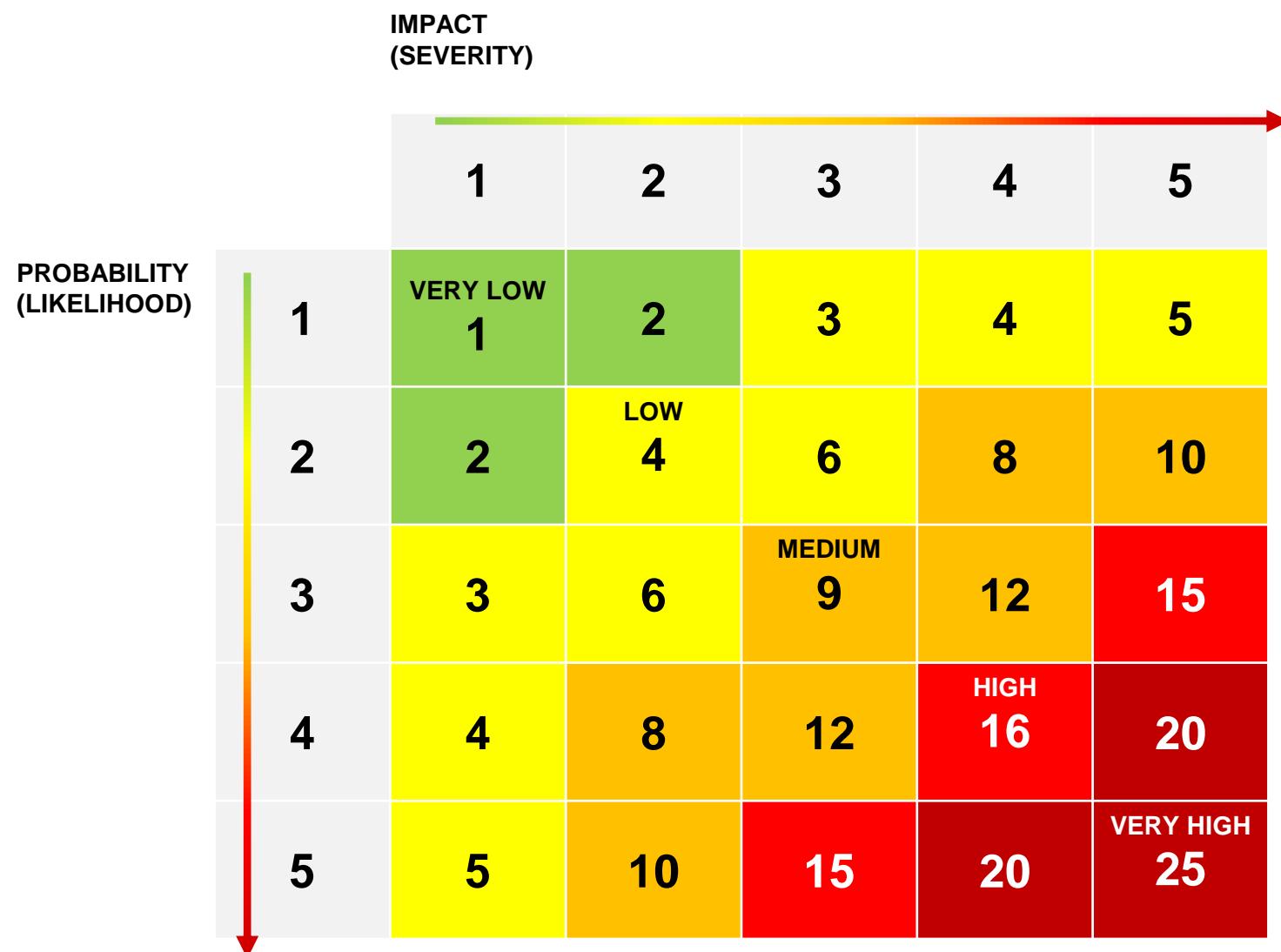
| SCALE     | PROBABILITY | TIME       | COST          | QUALITY  |
|-----------|-------------|------------|---------------|--|
| VERY HIGH | >70%        | >6 months  | >\$5m         | Very significant impact on overall functionality |
| HIGH      | 51-70%      | 3-6 months | \$1m-\$5m     | Significant impact on overall functionality      |
| MEDIUM    | 31-50%      | 1-3 months | \$501k - \$1m | Some impact in key functional areas              |
| LOW       | 11-30%      | 1-4 weeks  | \$100k-\$500k | Minor impact on overall functionality            |
| VERY LOW  | 1-10%       | 1 week     | <\$100k       | Minor impact on secondary functions              |
| NIL       | <1%         | No change  | No change     | No change in functionality                       |

# Probability and Impact Matrix

- Use numeric values and/or colors
- If using numbers, multiply them to give a probability impact score – this makes evaluating relative priority easier!



*This is NOT a quantitative evaluation.*



# Risk Register\*



| Risk Description                                | Impact Description   | Impact Level Score       | Probability Level Score  | Risk Score<br>(probability and impact multiplied) | Trigger Condition                   | Planned Response | Owner             |
|---|--|--------------------------|--------------------------|---|-------------------------------------|------------------|-------------------|
|   | <i>What will happen if the risk is not mitigated or eliminated</i> | Rate 1 (LOW) to 5 (HIGH) | Rate 1 (LOW) to 5 (HIGH) | (IMPACT X PROBABILITY)<br>Address highest first.  | What indicates the risk will occur. | Action plan      | Who's responsible |
| Supply chain issues for correct bricks          |  | 5                        | 1                        | 5   | Supplier notification               |                  | L. De Souza       |
| Building code compliance                        |  | 5                        | 2                        | 10  | Pre-checks fail                     |                  | K. Ayoung         |
| Working with new vendors and building processes |  | 3                        | 3                        | 9   | Delays or conflict                  |                  | K. Ayoung         |



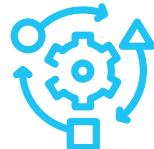
# Risk List



| Risk   | Probability<br>(1-10) | Impact<br>(1-10) | Magnitude |
|--|-----------------------|------------------|-----------|
| • Working with new vendors and building processes                    | 5                     | 6                | 30        |
| • Supply chain issues for correct bricks                             | 5                     | 10               | 50        |
| • Building code noncompliance  | 5                     | 10               | 50        |
| • Key stakeholder conflict (Josie Bynoe)                             | 4                     | 6                | 24        |
| • Retail market declining  | 8                     | 10               | 80        |
| • Site survey shows risk of slippage from coastal erosion < 25 years | 5                     | 3                | 15        |

Teams can add (tailor) columns for:

- Owner
- Status
- Date identified
- Date resolved
- Days active
- Resolution strategy

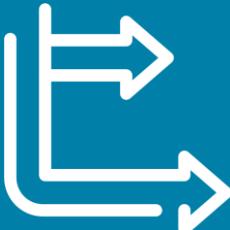


*In addition to a risk list or a risk register, teams use information radiators and a backlog refinement process with risks added, which are discussed at various planning meetings.*

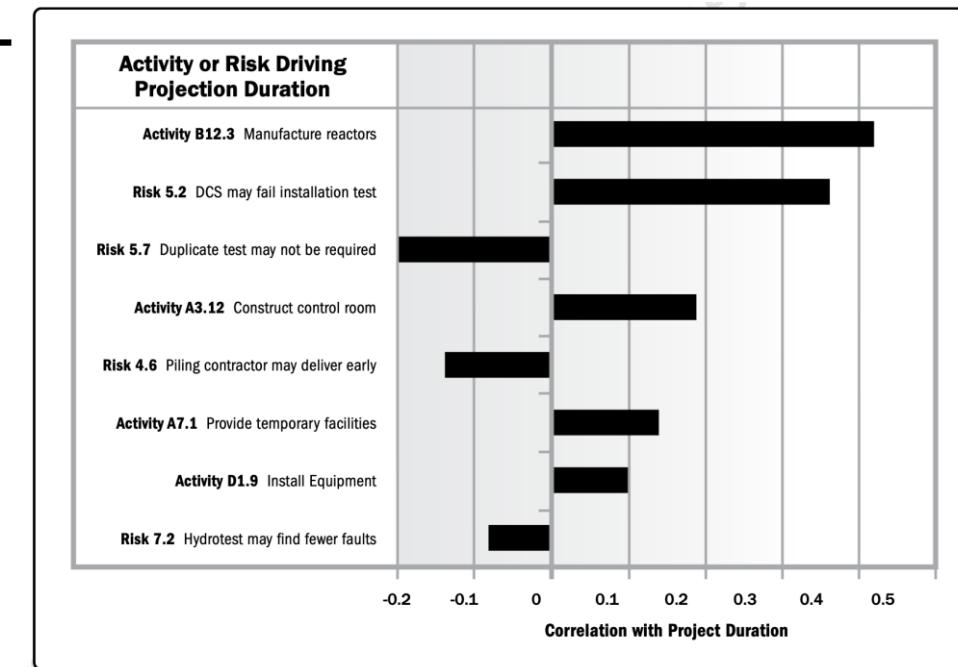
# Quantitative Risk Analysis Methods

(1 of 2)

- **Simulations**
- **Sensitivity analysis**
- *Decision tree analysis*
- *Influence diagrams*
- *Expected monetary value (EMV)*



- **Simulations** - Use computer models to determine risk factors
  - **Monte Carlo simulations** produce a quantitative risk analysis model by using schedule and/or cost inputs to produce an integrated quantitative cost-schedule risk analysis
- **Sensitivity analysis** -
  - Output is the **Tornado diagram**, a horizontal bar chart comparing relative importance of various risks, highest on top



# Quantitative Risk Analysis Methods

## (2 of 2)

- *Simulations*
- *Sensitivity analysis*
- **Decision tree analysis**
- **Influence diagrams**
- **Expected monetary value (EMV)**



### Decision tree analysis

- Branches represent decisions or events, each with associated costs and risks
- The end-points of branches represent the outcome (negative or positive)

### Influence diagrams

- Quality management graphical aid
- Shows elements of uncertainty caused by risks using ranges or probability distributions



*Used when decision trees are too complex.*

### Expected Monetary Value (EMV)

- Multiply the monetary value of a possible outcome with its probability of occurrence to calculate the EMV of each branch
- Select the optimal one

# Risks

## Time, Cost and Life Cycle



*Do you agree or disagree?  
Why?*

“Predictive projects are most often affected by the impact of cost-related risks, whereas adaptive projects are affected by the impact of time-related risks.”



*Do you think each of these typical risks is more typical of predictive or adaptive project? Can you explain why?*

### Typical Risks

- Delivery date slips
- Stretched resources
- Lack of clarity
- Scope creep

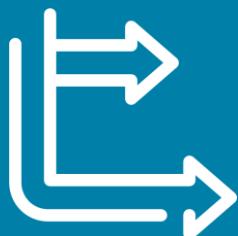


# Risk Response

## Good Practice

Risk responses should be:

- Appropriate for the significance of the risk
- Cost effective
- Realistic within the project context
- Agreed to by relevant stakeholders
- Owned by a responsible person



# Plan Risk Response

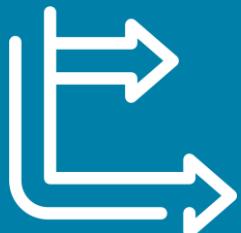
## Guidelines and Terminology



- A trigger condition signals a risk can develop
- Team implements a risk response
- A **secondary risk** can arise as a direct result of the risk response implementation
- **Residual risk** can remain after risk responses have been implemented
- Have a **contingency (fallback) plan** ready in case the primary risk response fails
- The **contingency reserve (or allowance)** is the budget within the cost baseline that is allocated for identified risks and their response strategies

# Risk Response Strategies

Prepare strategies for threats (negative) as well as opportunities (positive) and for individual project risks and overall project risk.



## THREAT

ESCALATE

AVOID

TRANSFER

MITIGATE

ACCEPT

## OPPORTUNITY

ESCALATE

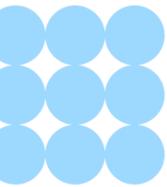
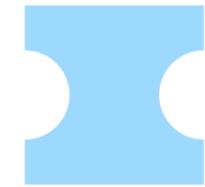
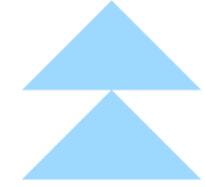
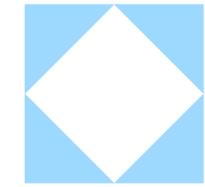
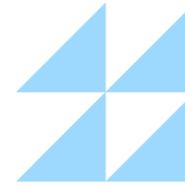
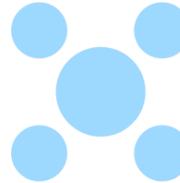
EXPLOIT

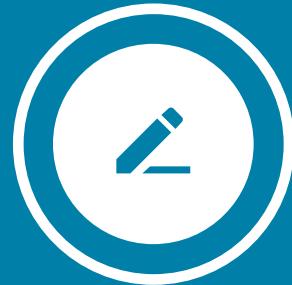
SHARE

ENHANCE

ACCEPT

# ECO Coverage





# Quality

## TOPIC G

# Quality

The degree to which a set of inherent characteristics fulfill requirements.

Include:

- Stakeholder expectations and end-user satisfaction
- Compliance with standards and regulations
- Continuous improvement



# Cost of Quality (CoQ)

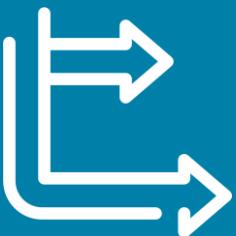
**Money spent during project to avoid failure**

- **Prevention costs (Build a quality product)**
  - Training
  - Document processes
  - Equipment
  - Time to do work “right” – resources, infrastructure expenses
- **Appraisal (quality assessment)**
  - Testing
  - Inspections

**Money spent during/after project because of failures**

- **Internal failure costs**
  - Rework
  - Scrap
- **External failure costs**
  - Liabilities
  - Warranty work
  - Lost business

# Stakeholder and Customer Expectations of Quality



## PRODUCT/DELIVERABLE

Identify quality requirements during requirements elicitation; create **quality management plan**.

## PROCESSES

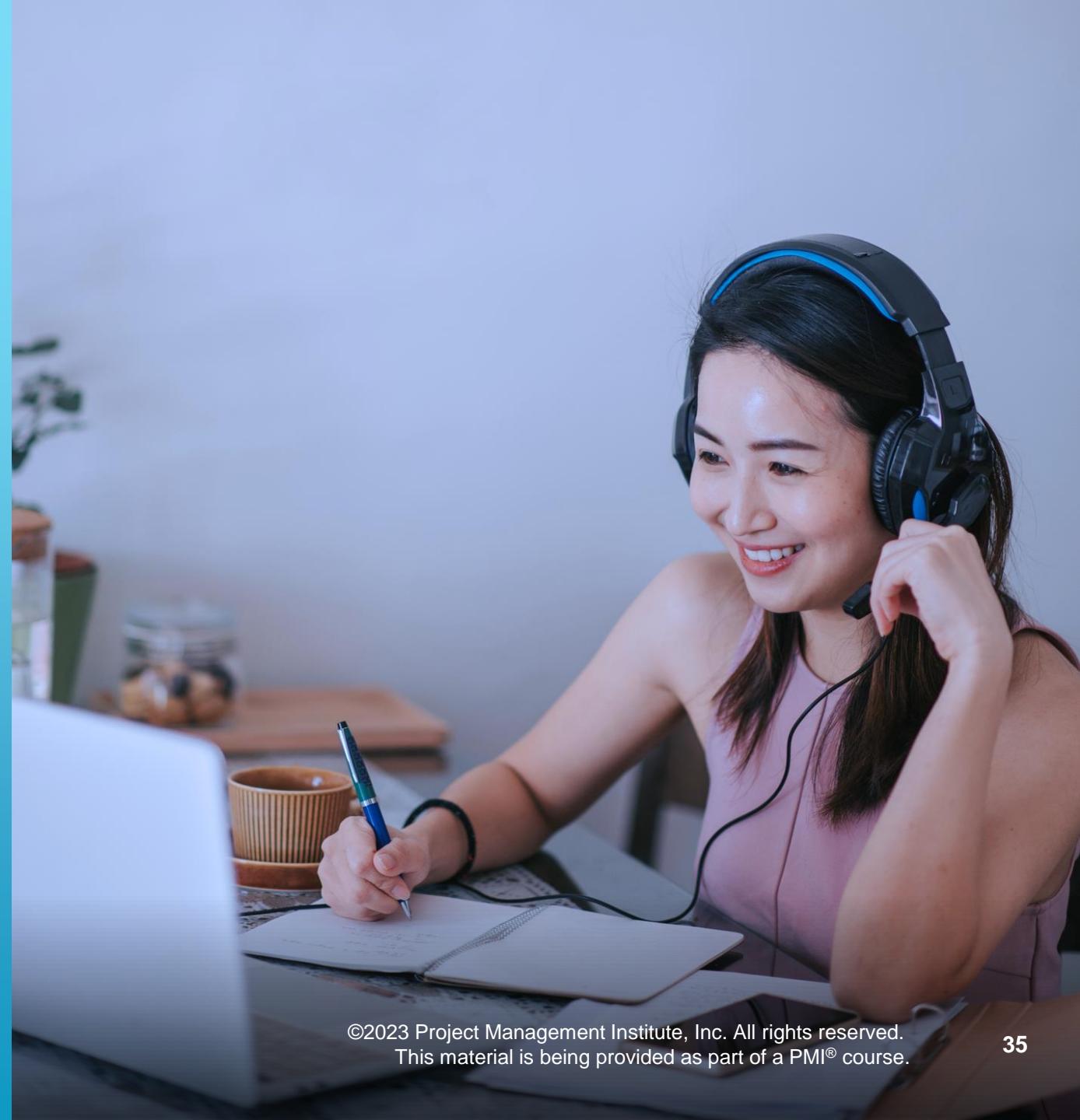
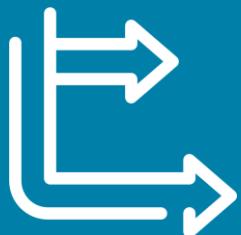
Ongoing observation and checking of processes stated in quality management plan; overseen by a **quality policy**.



*Your organization should have a **quality policy** which applies to all projects. If your organization does not have a quality policy, then your project needs to create one.*

# Quality Management Plan

- Activities and resources that achieve the quality objectives
- Formal or informal, detailed or broadly framed
- Reviewed throughout the project
- Benefits:
  - Sharper focus on the project's value proposition
  - Cost reductions
  - Mitigated schedule overruns from rework



# Compliance Requirements

Internal and external standards, such as:

- Appropriate government regulations
- Organizational policies
- Product and project quality requirements
- Project risk

Compliance actions:

- Classify compliance categories
- Determine potential threats to compliance
- Analyze the consequences of noncompliance
- Determine necessary approach and action to address compliance needs

# Quality Standards and Regulations

|  |   | Example  |
|--|---|--|
| <b>Standards</b>                         | Documents established as a model by an authority, custom, or by general consent.  | Dictionary   |
| <b>Regulations</b>                       | Requirements that can establish product, process, or service characteristics, including applicable administrative provisions with government-mandated compliance. | Language rules   |
| <b>De facto standards or regulations</b> | Widely accepted and adopted through use, but not yet. . . .   | Words are used widely in groups, like slang or jargon. |
| <b>De jure standards or regulations</b>  | Mandated by law or approved by a recognized body of experts.  | Word enters dictionary and becomes a defined word.     |



A number of *international institutes* are devoted to quality, including:

- *American Society for Quality (ASQ) - ISO 9000 Series*
- *The Chartered Quality Institute (CQI)*
- *ASTM International*

# Discussion

## Quality Standards and Regulations

What standards and regulations are relevant in your industry?



# Quality Metrics, Checklists, and Processes

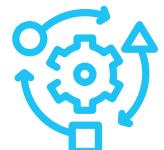


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**Metrics** measure desired quality attributes for your product or project through testing, use of tools, processes.

Include a tolerance level that factors in what the customer will accept and describe the desired quality level in the acceptance criteria and DoD.

Include **checklists**, **templates** and **quality artifacts** in the quality management plan.



Adaptive teams use retrospectives and small batch cycles to ensure quality.

# Quality Methods for Continuous Improvement

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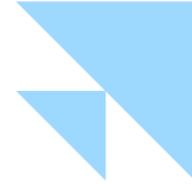
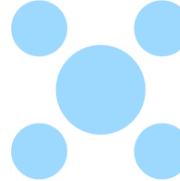
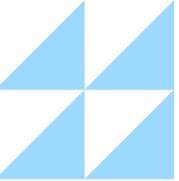
**Six Sigma (aka Lean Six Sigma)** – DMAIC framework (Define, Measure, Analyze, Improve, Control) – focus on removing waste

**Kaizen** – “change for better/improve”

**(PDCA) Plan – Do – Check – Act** – Shewhart/Deming

**Agile methods - Scrum, Kanban, Crystal Methods** (software), etc.

# ECO Coverage

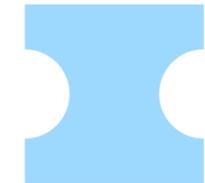
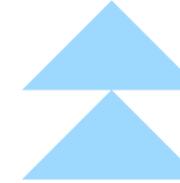
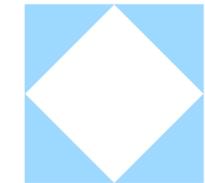
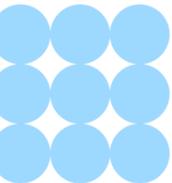


## 2.7 Plan and manage quality of products / deliverables

- Determine quality standard required for project deliverables (2.7.1)

## 3.1 Plan and manage project compliance

- Use methods to support compliance (3.1.4)
- Measure the extent to which the project is in compliance (3.1.7)



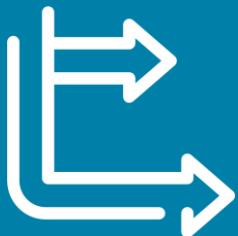


# Integrate Plans

TOPIC H

# Integrating Plans

## An Important Step



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Overall, the scope, schedule, budget, resources, quality and risk plans must support desired outcomes.

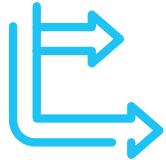
An integrated view of all plans can:

- Identify and correct gaps or discrepancies
- Align efforts and highlight how they depend on each other — so your team works better!
- Help assess and coordinate the project during its life cycle



*The result of this step is an **integrated project management plan!***

# Integrate Plans



At the end of the planning stage, combine all planning results from knowledge areas.



*Specific to project manager role, this task cannot be delegated.*



Reframe the approach to “plan integration” and figure out a way forward to work with the various planning elements – adapt it while working!



Adaptive processes and agile ceremonies provide a structure to continuously integrate plans or aspects of a project.

# Change Control

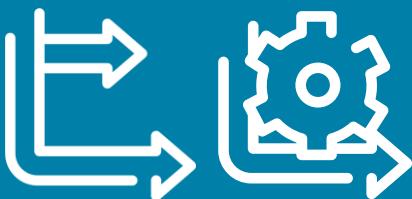
Use a **change management plan** to set a process and assigned roles for change



| Questions about Change  | Typical Answers   |
|---|---|
| Who can propose a change?   | Roles are assigned  |
| What exactly constitutes a change?  | A change is proposed or an event changes one of the project baselines or measures |
| What is the impact of the change on project objectives?   | Recommend evaluation method   |
| What are steps to evaluate a <b>change request</b> before approving or rejecting it?            | Required steps per quality policy   |
| Who has the authority to approve various types and levels of change?                            | Change control board, other approvals   |
| When a change request is approved, what project documents will record the next steps (actions)? | Change log  |
| How will you monitor these actions to confirm completion and quality?                           | Quality metrics, RAM/RACI charts, information radiators                           |

# Plan for Complexity and Change

- Organization's system
- Human behavior
- Uncertainty or ambiguity



## Systems-based

- **Decoupling:** Disconnect parts of the system to simplify it and reduce the number of connected variables
- **Simulation:** Use similar, unrelated scenarios to try to understand the complexity

## Reframe the Problem

- **Diversity:** View the system from different perspectives
- **Balance:** Reconsider the type of data used

## Process-Based

- **Iterate:** Plan iteratively or incrementally; add features one at a time
- **Engage:** Really engage with stakeholders
- **Fail safe:** Plan for failure

# How to Approach Complex Plans

## Fail Fast and Self-Correct!

Instead of planning, rely on **tailoring**,  
**adaptability** and **resilience**

Adopt mindsets and frameworks that  
prioritize **collaboration** over instruction  
and control



# ECO Coverage

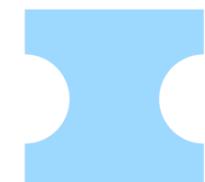
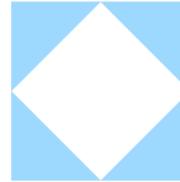
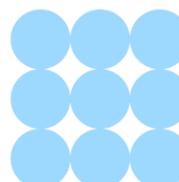
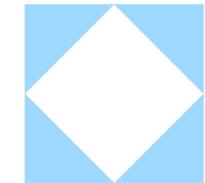
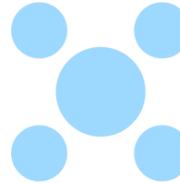
## 2.9 Integrate project planning activities

- Consolidate the project/phase plans (2.9.1)
- Assess consolidated project plans for dependencies, gaps, and continued business value (2.9.2)
- Analyze the data collected (2.9.3)
- Collect and analyze data to make informed project decisions (2.9.4)
- Determine critical information requirements (2.9.5)

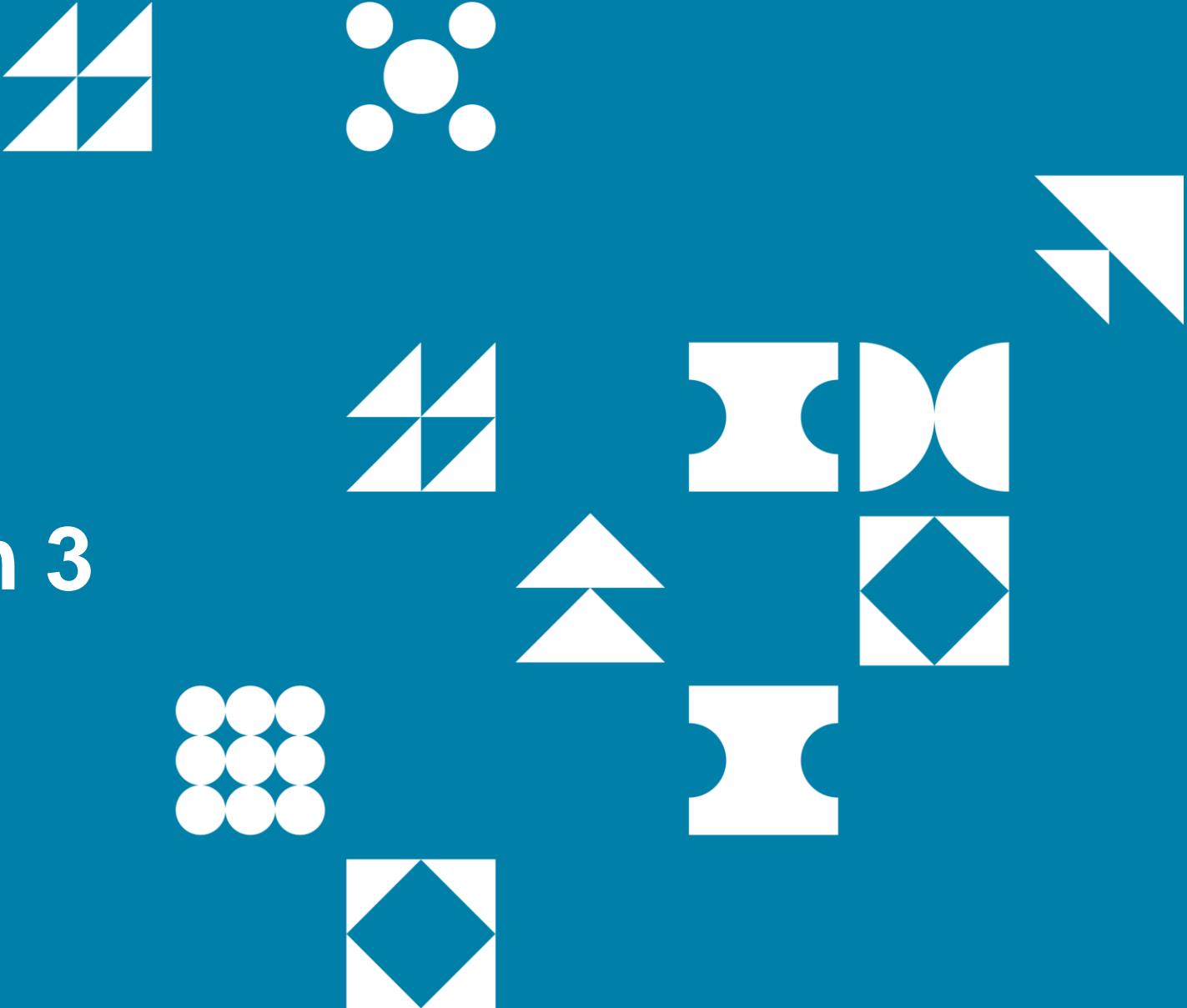


## 2.10 Manage project changes

- Determine strategy to handle change (2.10.2)



# End of Lesson 3



LESSON 4

# LEAD THE PROJECT TEAM

- Craft Your Leadership Skills
- Create a Collaborative Project Team Environment
- Empower the Team
- Support Team Member Performance
- Communicate and Collaborate with Stakeholders
- Training, Coaching and Mentoring
- Manage Conflict



# Learning Objectives

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- Discuss the guidelines for developing leadership competencies and skills.
  - Address leadership styles, and the components of leading a successful team, either in person or virtually.
- Describe artifacts and the strategies for their use.
- Identify the characteristics and core functions of empowered teams.
- Explain strategies and forms of communication for collaborating in a project team environment.
- Learn the value of training, coaching and mentoring for a team.
- Explain the importance of conflict management.
- Discuss the causes and levels of conflict and their outcomes.



# Craft Your Leadership Skills

## TOPIC A

# Power Skills

Project professionals use interpersonal “power skills,” including collaborative leadership, communication, an innovative mindset, for-purpose orientation and empathy.

Teams with these skills can maintain influence with a variety of stakeholders — a critical component for making change.



# Guidelines for Developing Inclusive Leadership Competencies

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- Tailor your **leadership approach and style**
- Lead with **empathy**
- Understand that **motivations and working styles** vary
- Maintain **transparency** and **openness** to build trust
- Ensure **external resources** are included

# Leadership Skills & Competencies

- Communication
- Conflict management
- Critical thinking
- Cultural awareness
- Decision-making
- Emotional Intelligence Technique (EQ or EI)
- Ethical approach (PMI Code of Ethics and Professional Conduct)
- Expert judgment
- Facilitation
- Meeting management
- Negotiation
- Networking
- Team-building



# Interpersonal and Team Skills

- Active listening
- Communications styles assessment
- Emotional intelligence
- Influencing
- Motivation
- Nominal group technique
- Political awareness
- Transparency



# Leadership Styles

## Tailoring Considerations

- Experience with project type
- Team member maturity
- Organizational governance structures
- Distributed project teams

| Style                    | Characteristic   |
|--------------------------|--|
| Direct                   | Hierarchical, with project manager making all decisions      |
| Consultative             | Leader factors in opinions, but makes the decisions          |
| Servant Leadership       | Leader models desired behaviors                              |
| Consensus/ Collaborative | Team operates autonomously                                   |
| Situational              | Style changes to fit context and maturity/experience of team |

# Leadership ≠ Management

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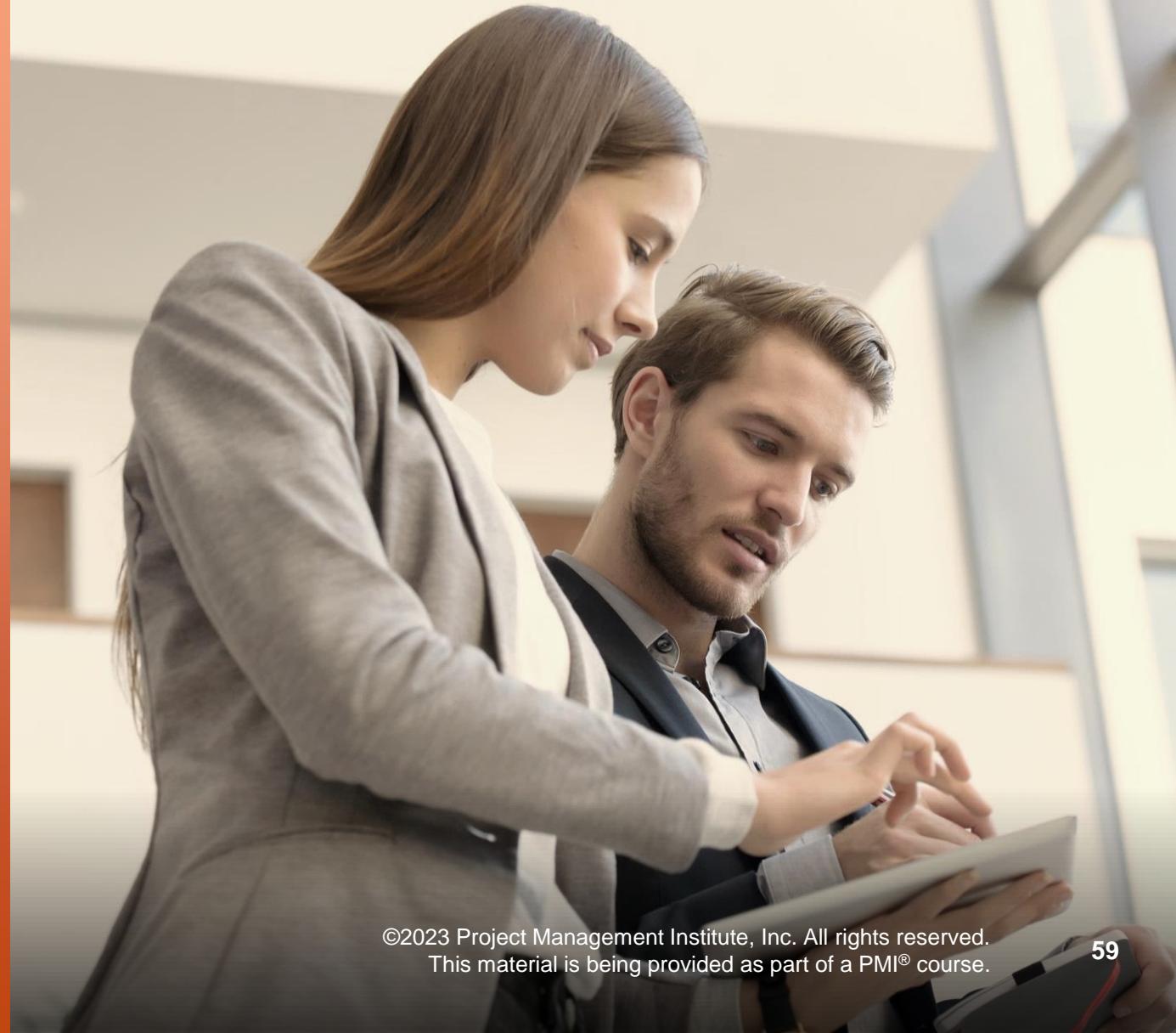
**Leadership** - Guiding the team by using discussion and an exchange of ideas

**Management** - Directing actions using a prescribed set of behaviors

- Adapt leadership style to situations and stakeholders
- Be aware of individual and team aims and working relationships
- Use political awareness and emotional intelligence

# Servant Leadership\*

- Facilitate rather than manage
- Provide coaching and training
- Remove work impediments
- Focus on accomplishments
- Encourage every team member to be a servant leader



# Adopt a Growth Mindset\*

- Let past experiences and processes provide guidance for, but not dictate, your actions
- Commit to continuously improve and innovate, to find new ideas and perspectives
- Discover the best approach through discussion and introspection
- Avoid complacency and blind acceptance

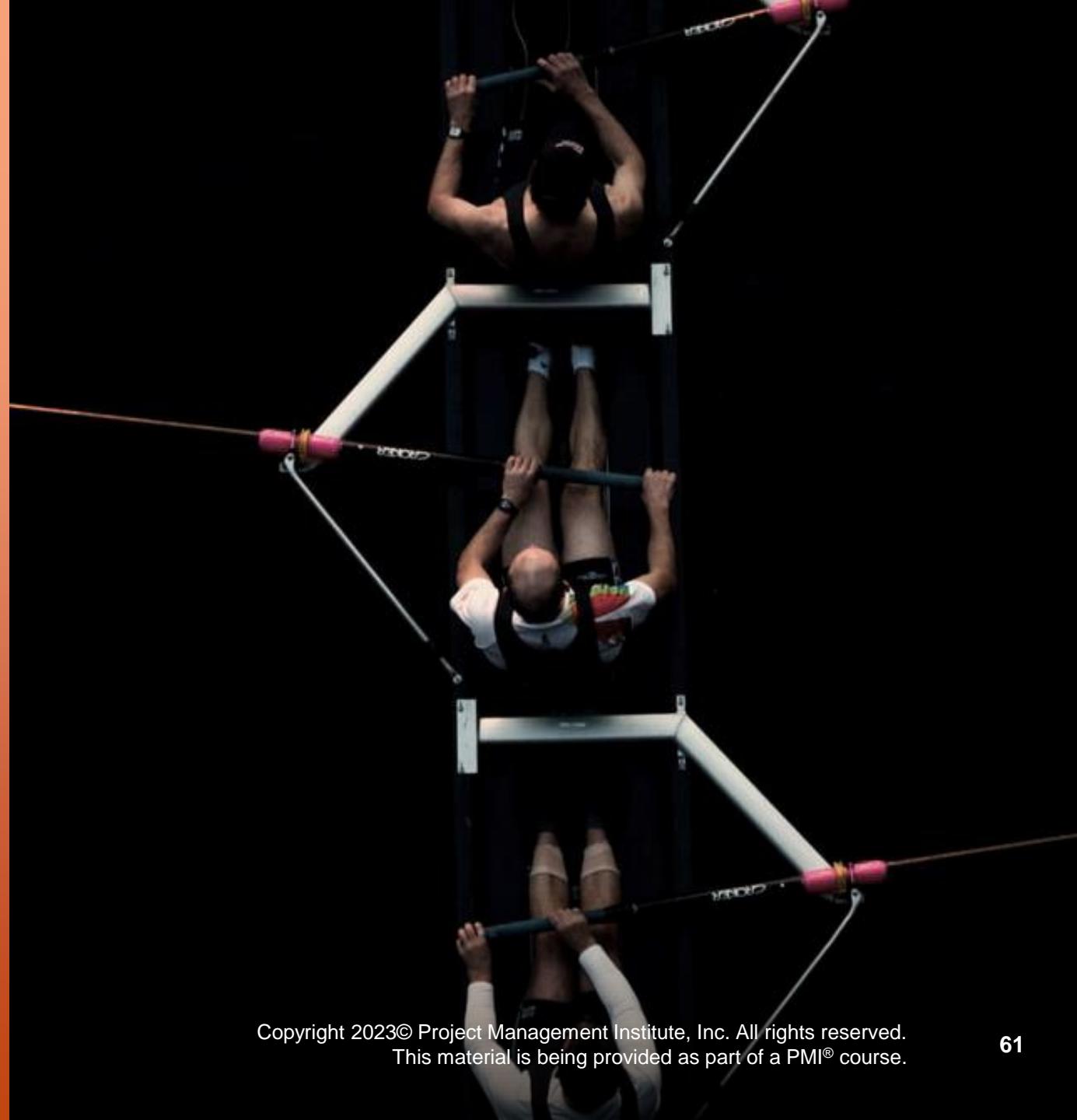


# Team-Building

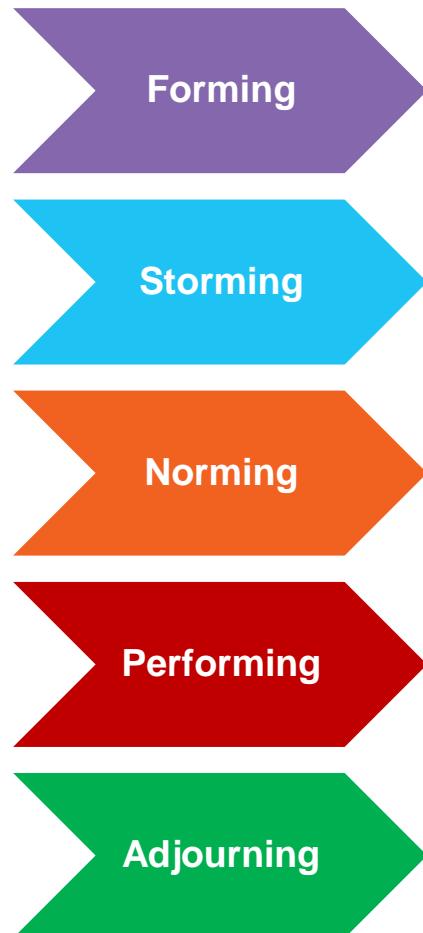
- Cohesion and solidarity help teams perform better.
- Good leadership facilitates bonding between project team members.
- Team-building activities build unity, trust, empathy and focus on the team over the individual. They can be:
  - Formal or informal
  - Brief or extended
  - Facilitated by yourself or a professional facilitator



*Can you share an example of a positive team-building experience?*



# Tuckman Stages of Team Development



**Team members** meet and begin to trust one another.

**Team members** begin to assert themselves and take control of emerging issues.

**Team** begins to work productively, without worrying about personal acceptance or control issues.

**Team** is working at optimum productivity and is collaborating easily, communicating freely, and solving its own conflicts.

**Team members** complete their assigned work and shift to the next project or assigned task.

*Source: Dr Bruce Tuckman*

# Balance Team Tone with Sense of Urgency



## TONE

- Use **fluid communication** and engagement
- Promote **positive interactions**

## URGENCY

- Emphasize the project's vision and value
- Commit to and be accountable for delivering value
- Envision team as active participant in delivering the organization's strategic vision

# Virtual Team Member Engagement

- Manage engagement by focusing on:
  - Team dynamics
  - Transparency
  - Accountability
  - Attention to effective communication
- Use and adapt videoconferencing tools
- Check for active participation, assess body language and tone
- Enable visibility of work and work status with tools (e.g., Kanban-style boards)

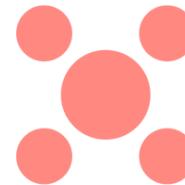
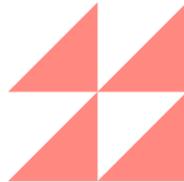


# Virtual Team Best Practices

- Manage risk of “feeling isolated”
- Focus on shared commitments and team goals vs. individual accomplishments
- Instill a sense of shared commitment

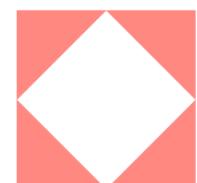
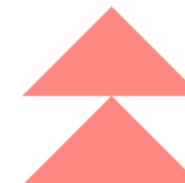
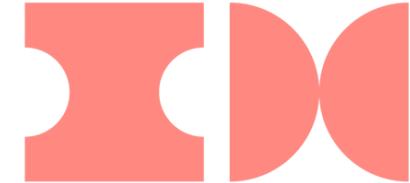
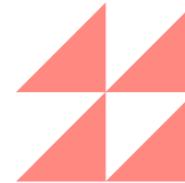


# ECO Coverage



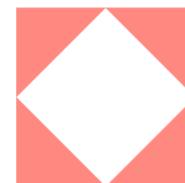
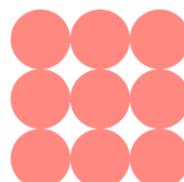
## 1.2 Lead a team

- Value servant leadership (e.g., relate the tenets of servant leadership to the team) (1.2.3)
- Determine an appropriate leadership style (e.g., directive, collaborative) (1.2.4)
- Distinguish various options to lead various team members and stakeholders (1.2.7)

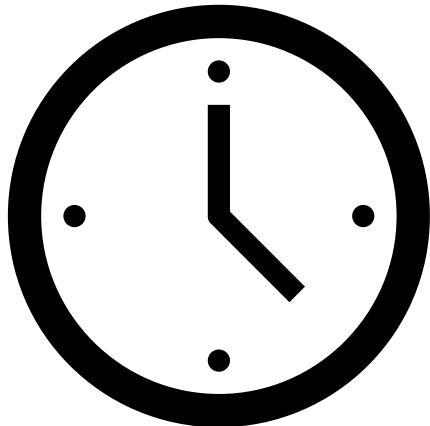


## 1.11 Engage and support virtual teams

- Implement options for virtual team member engagement (1.11.3)



# 1-Hour Break!



**See you back after one  
hour!**



# Create a Collaborative Project Team Environment

TOPIC B

# Where and How the Team Works

- **Colocation**, if possible, is best!
- Factor in **environment and location** to team performance
- Foster **meaningful interaction** to support autonomy
- Respect agreed team working hours and practices (**ground rules**)



# “Agile” Space for Hybrid Teams

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Create a team space that encourages colocation, collaboration, communication, **transparency** and visibility

*Ensure private spaces for those who need to work in solitude.*

# Work Information Management Systems

## Project Management Information System (PMIS)

- Gather, integrate and share project data
- Ensure consistency in collection and reporting

*Microsoft Project or similar*



## Artifacts Management Systems

Store and maintain project artifacts

- *Microsoft SharePoint or Teams*
- *Google Drive*

# Importance of Artifacts



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Artifacts enable reconstruction of the history of the project and to benefit other projects.



---

Project teams create and maintain many artifacts during the life of the project.

# Information Storage and Distribution Good Practices

- Select an accessible location
- Use information radiators to make work visible
- The storage and distribution system should match the complexity of the project
- Use cloud-based systems for larger projects, especially if team members are geographically distributed



# Standardize Artifacts

## What to Include

- A simple way to produce and control documents
- Standardized formats and templates
- A structured process for the review and approval of documents
- Version control and security
- Timely distribution of documents



# Tailor Artifacts

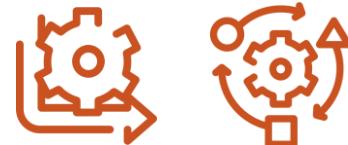


*These lists are typical,  
not exclusive or  
prescriptive.*

**Tailor** the artifact type  
and use to your project.



- Project management plan
- Project charter
- Change requests
- Scope baseline
- Schedule baseline
- Cost baseline
- Subsidiary project management plans



- Project management plan
- Product roadmap
- Task boards
- Experiments
- Product backlog
- Sprint backlog

## Configuration management plan

- Project management plan component
- States how project information (and which items) will be recorded and updated
- Facilitates consistency of the product, service or result of the project and/or operability

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**Configuration management system** - How a project manager tracks project artifacts and monitors, and controls changes to them



This is a subset of configuration management related to documents and digital record keeping.

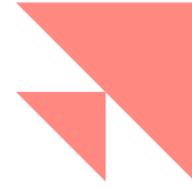
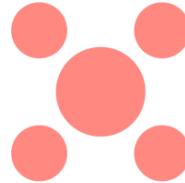
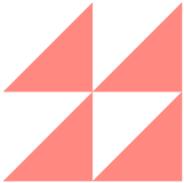
For each update, include:

- A new **version number**
- A **date/time stamp**
- **Name** of user who made the changes



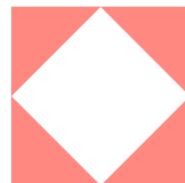
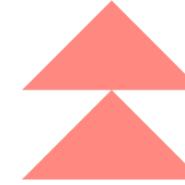
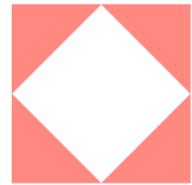
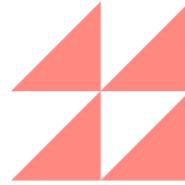
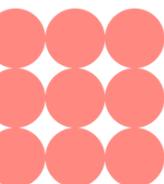
*Apply version control to all artifacts, especially important ones, like the project management plan.*

# ECO Coverage



## 2.12 Manage project artifacts

- Determine the requirements (what, when, where, who) for managing the project artifacts (2.12.1)
- Validate that the project information is kept up to date (i.e., version control) and accessible to all stakeholders (2.12.2)





# Empower the Team

## TOPIC C

# Empower Teams with EI and Fluid Communication

*In 2016, “After years of analysing interviews and data from more than 100 teams, [Google researchers] found that the drivers of effective team performance are the group’s average level of emotional intelligence and a high degree of communication between members.”*



# Empowerment, Unity, Autonomy

- Empower teams to feel a sense of ownership of work, make decisions collaboratively and share responsibility
- Prioritize team unity over individual contributions
- Grant autonomy to teams to show trust, inspire and boost productivity

**Goal** - Team recognizes their power and influence. As an empowered, cohesive unit, they depend on each other to make decisions and solve problems to deliver desired value quickly.



# Support Diversity, Equity & Inclusion (DE&I)

- Empower teams as a cohesive unit, but respect individuals
  - Create an environment that acknowledges diversity in a positive way and builds mutual trust by:
    - Following organizational or other relevant standards for DE&I
    - Supporting trust- and morale-building initiatives
    - Fostering a collaborative culture
    - Acting and leading with empathy



# Create Psychological Safety and Embrace Diversity

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**Psychological safety** is a psychosocial condition, required for high-performing project teams.

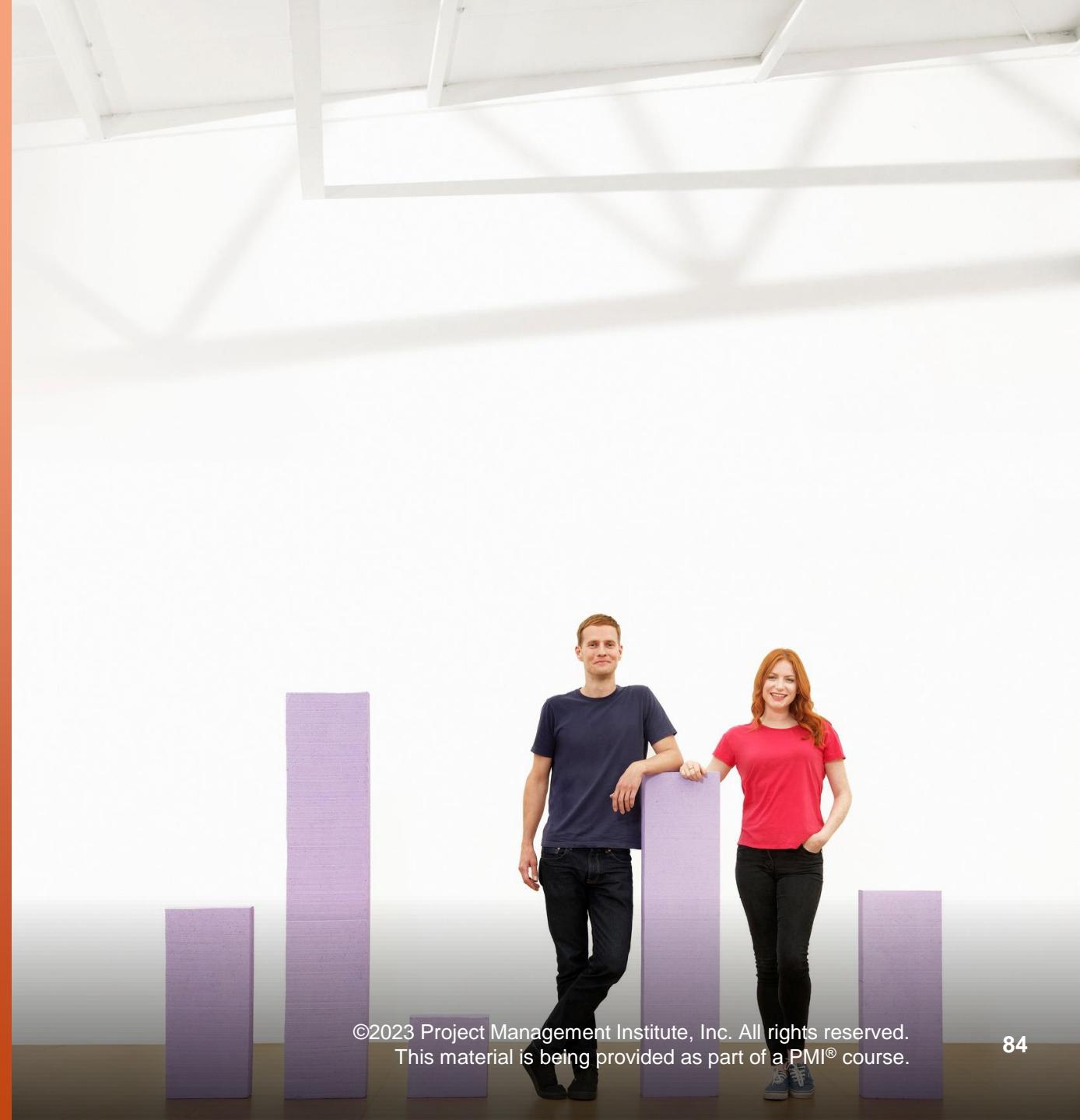
Team members should be comfortable being themselves at work.

Healthy work settings:

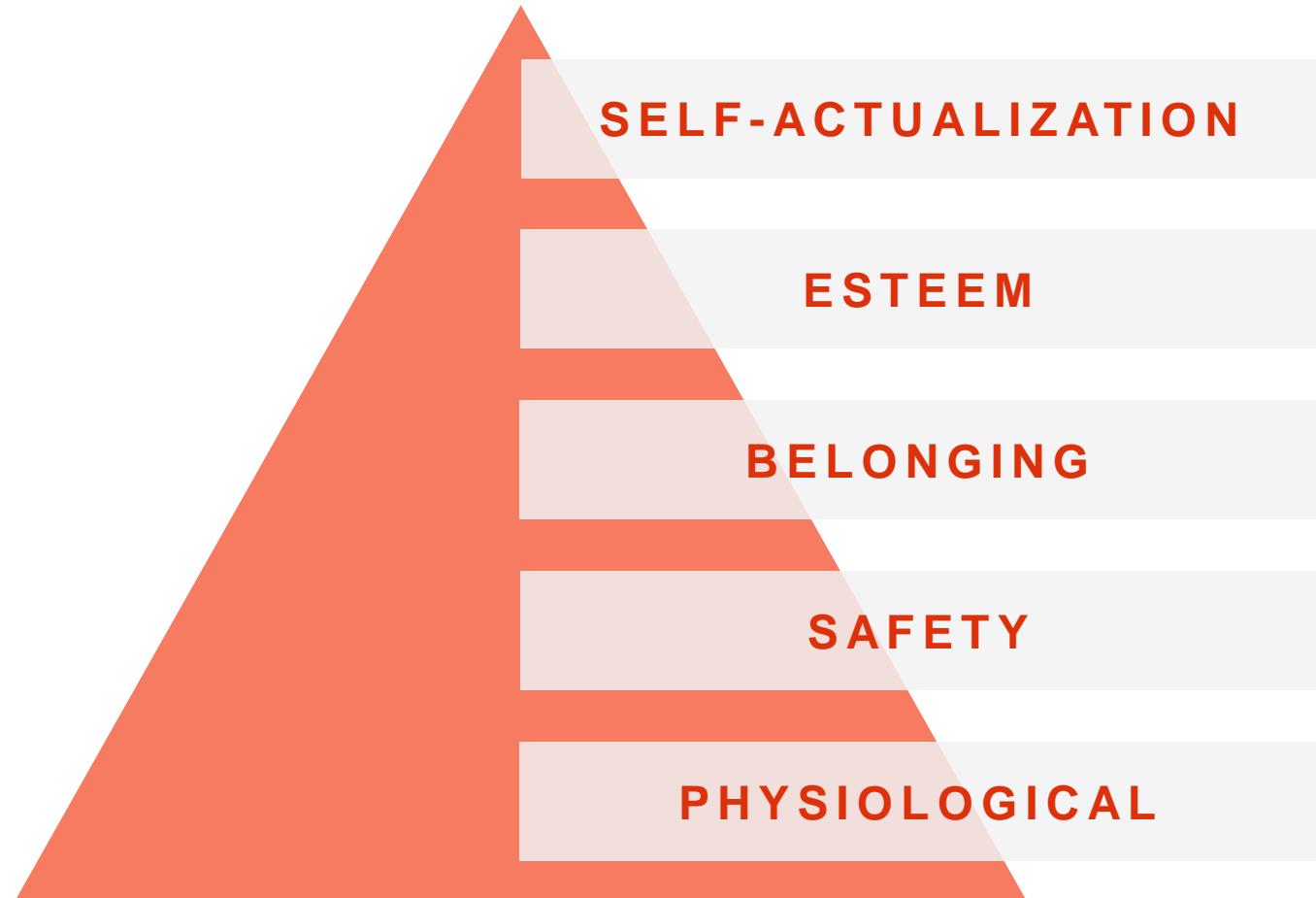
- Embrace **diversity**
- Are built on **trust and mutual respect**
- Ensure **ethical decision-making**

# Motivational Theories/ Approaches

- Maslow's Hierarchy of Needs
- Herzberg's Motivation-Hygiene Theory
- McGregor's Theory X and Y
- McClelland's Achievement Motivation Theory

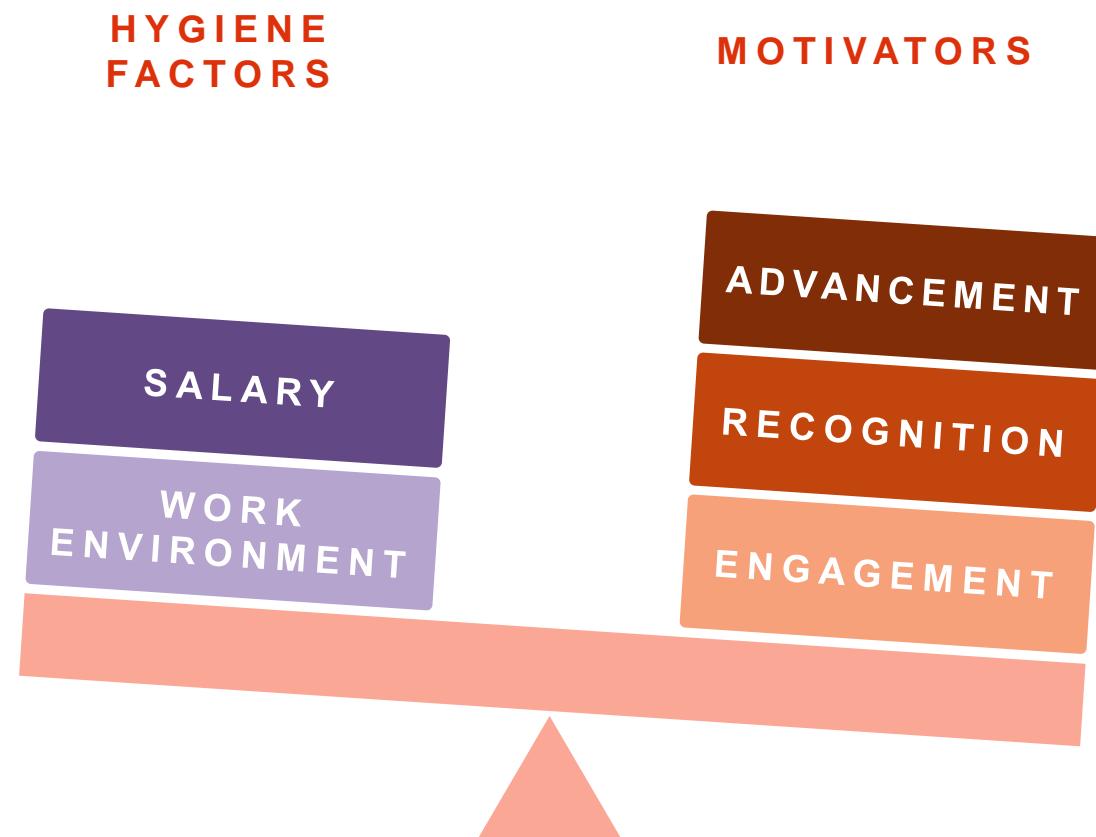


# Maslow's Hierarchy of Needs



# Herzberg's Motivation-Hygiene Theory

aka Two-Factor Theory



# McGregor's Theory X and Theory Y



*Theory X managers are often called “old-fashioned,” but can you think of a modern context in which this management style is helpful?*

## Theory X (authoritarian)

- Workers dislike and avoid work
- People avoid increased responsibility
- People need to be directed

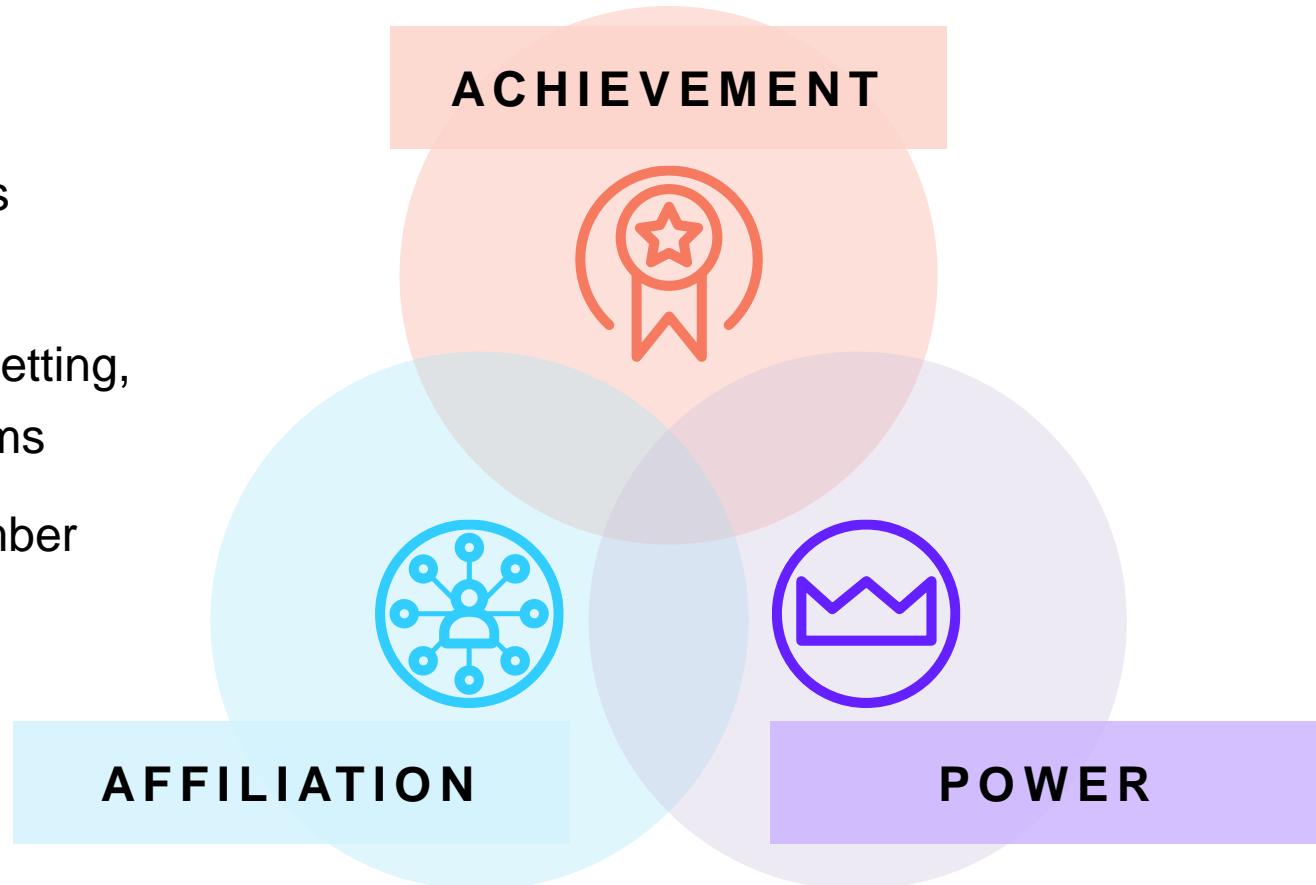
## Theory Y (participative)

- People want to be active
- Workers seek job satisfaction
- They do not require direction

# McClelland's Achievement Motivation Theory

An individual's needs are shaped by life experiences in three areas; one becomes dominant:

- Use this information to influence goal setting, feedback and motivation/reward systems
- Design or craft roles around team member strengths
- Identify need for balance to create T-shaped people and high-performing project teams



# Uphold Team Charter and Ground Rules

## CHECKLIST

- Are the rules visible?
- Do any rules need updating because of changing circumstances?
- Are new team members inducted properly?



*Team goes through the “forming” stage after any change*

- Has a ground rule been violated or broken?
  - Ensure the appropriate response
  - Remind about mutual agreement
  - Coach team members
  - Use servant leadership
  - Save harsh disciplinary action for severe violations

# Use Rewards and Recognition

## REWARDS

- Tangible, consumable items
- For a specific outcome or achievement
- Use to motivate toward a specific outcome
- Never reward without recognition!

## RECOGNITION

- Intangible, experiential event
- Acknowledge person's behavior rather than an outcome
- Use to increase recipient's feeling of appreciation
- Can be given without a reward



*Be transparent and judicious when using rewards and recognition. Monitor for any negative effects resulting from misplaced competitiveness or animosity.*

# Decision-Making

## Empower the Team to Act

- Team charter identifies decision-making and conflict resolution criteria
- Teams establish their own norms or Way of Working (WoW) for making decisions and conflict resolution
- Teams always try to achieve **consensus**



# Decision-Making:

## Opportunities to Empower the Team



*Can you think of other challenges that can be addressed by team decision-making?*

### Activities

- Clarify and prioritize requirements or user stories
- Split requirements into tasks
- Estimate effort

### Risks

- Classification
- Response/action

# Decision-Making Methods

## Voting

*Consensus-driven, based on data*

- Collective decision-making and assessment
- Determines several alternatives, with future actions as the expected outcome
- Use to generate, classify, and prioritize product requirements
- Method - Establish criteria in decision matrix – e.g. *risk levels, uncertainty and valuation*
- Uses a systematic, analytical approach
- Evaluate and rank many ideas

## Multicriteria decision analysis

*Data-driven*

## Autocratic decision making

*Leadership-driven, based on data*

One team member decides for the group.

# Decision-Making Methods

## Voting

### UNANIMITY

Everyone agrees on a single course of action. Useful in project teams with great cohesion.

*Example: Delphi technique*

### MAJORITY

Decision reached with > 50% of group support

*Create groups of an uneven number of participants to ensure decisions are made and avoid tie votes/draws!*

### PLURALITY

Decision reached with largest block in a group deciding, even if majority is not achieved. Use this method when more than two options are nominated.



### Voting methods to reach consensus

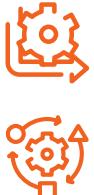
- Fist of Five
- Planning poker
- Dot voting
- Roman voting (thumbs)
- Polling

# Display Task Accountability

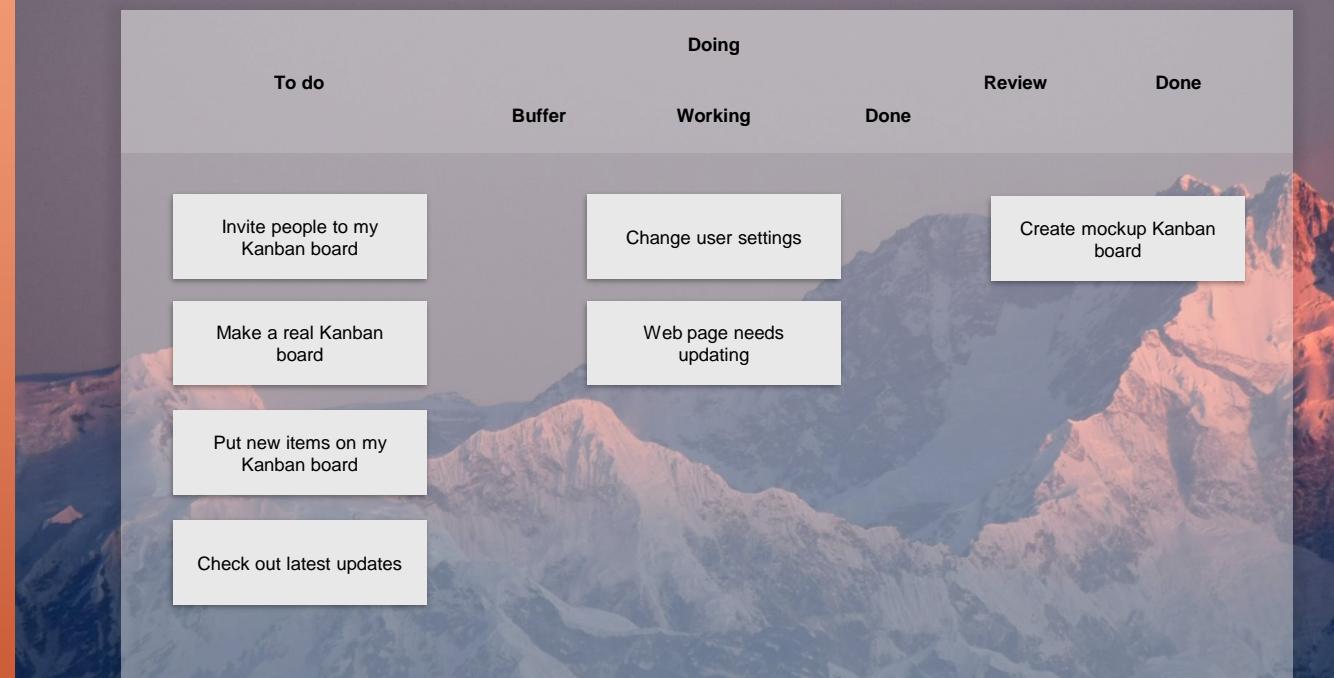


Keep work and progress visible to demonstrate transparency of work completed.

- WBS dictionaries and work package descriptions document tasks and the assignee
- **RACI charts** display roles and responsibilities

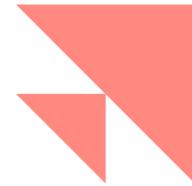
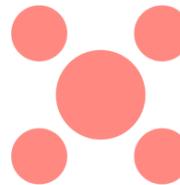


Encourage team members to self-organize continuously in determining accountability standards.



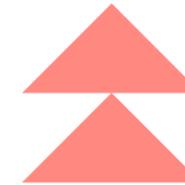
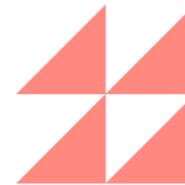
\*Kanban board mockup

# ECO Coverage



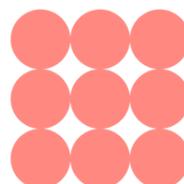
## 1.2 Lead a team

- Support diversity and inclusion (e.g., behavior types, thought process) (1.2.2)
- Inspire, motivate, and influence team members/stakeholders (e.g., team contract, social contract, reward system) (1.2.5)



## 1.4 Empower team members and stakeholders

- Determine and bestow level(s) of decision-making authority (1.4.4)





# Support Team Member Performance

## TOPIC D

# Manage and Lead

## Management by Objectives

- Uses clear objectives to guide productivity and encourage aspiration
- Set objectives collaboratively with team members
- Create challenging, yet attainable, objectives
  - At the start of a project or phase
  - Throughout the project life cycle, as in an iteration planning session

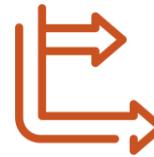
## Servant Leadership

Three steps:

1. Define vision
2. Align people to that vision
3. Motivate people to pursue the vision

# Assess Team Member Performance to...

- Identify **strengths, weaknesses, aspirations and preferences**
- Discover opportunities for **improvement**



- Use formal and informal assessment methods
- Conduct assessments when team members join and then monitor progress



- Self-organized agile teams in psychologically safe environments assess and regulate their own performance.
- The focus is the team, rather than individuals.

# 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 monitor individual training plans
- Establish future goals



# Personality Indicators

## Look Beyond Introvert / Extrovert



### Commonly used Measurement Tools

- Big Five Personality Model (OCEAN)
- Myers-Briggs Type Indicator
- DISC

### DO

- Use the exercise as an ice-breaker or team-building activity
- Use results as predictors, not absolutes
- Always seek permission and explain use

### DON'T

- Make fixed assumptions or judgments based on results
- Share anyone's personal information without permission

# Use Personality Research to Coach Team Members



(Optional)

*Using this list of psychological team roles, which types of project tasks or process roles would you associate them with?*

---

Personality can affect:

- What role you have within the team
  - How you interact with the rest of the team
  - Whether your values (core beliefs) align with the team's
- 

Psychological team roles:

- Results-oriented
- Relationship-focused
- Innovative and disruptive thinkers
- Process and rule-followers
- Pragmatic

# Emotional Intelligence

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Five main components:



Emotional self-awareness



Self-regulation



Motivation



Empathy



Social skills

# Emotional Intelligence: Overview



# Empathy\*

Provides a foundation for understanding the motivations of other people.

Empathetic traits that make individuals more able to contribute to collaborative, high-performing teams:

## Inward (helps individuals)

- Understanding of others
- Service orientation

## Outward (helps teams)

- Develop others
- Leverage diversity
- Have political awareness



# Social Skills

High-performing team members are adept at:

- Communicating
- Building bonds
- Collaboration and cooperation
- Catalyzing change
- Managing conflict
- Influencing
- Leadership



# Motivation Elements



## Achievement/Drive

- Set tough goals, take chances
- Strive for success
- Discover how to upskill
- Minimize uncertainty



## Commitment

- Make decisions based on team core principles
- Realize benefits of holistic participation
- Sacrifice to fulfill company goal
- Search for opportunities to achieve team mission



## Initiative

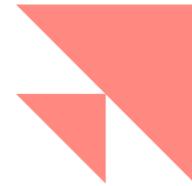
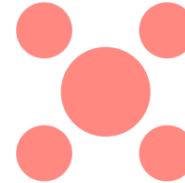
- Work hard toward goals
- Inspire others through extraordinary feats
- Seize opportunities



## Optimism

- Hope to succeed; don't fear failure
- Perceive reversals as under your control
- Work toward goals regardless of barriers

# ECO Coverage

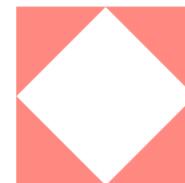
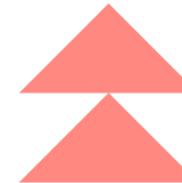
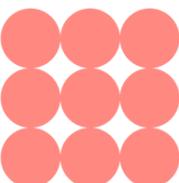


## 1.3 Support team performance

- Appraise team member performance against key performance indicators (KPIs) (1.3.1)
- Support and recognize team member growth and development (1.3.2)
- Determine appropriate feedback approach (1.3.3)
- Verify performance improvements (1.3.4)

## 1.14 Promote team performance through the application of emotional intelligence

- Assess behavior through the use of personality indicators (1.14.1)
- Analyze personality indicators and adjust to the emotional needs of key project stakeholders (1.14.2)





# Communicate and Collaborate with Stakeholders

TOPIC E

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“Communication is the real work of leadership.”

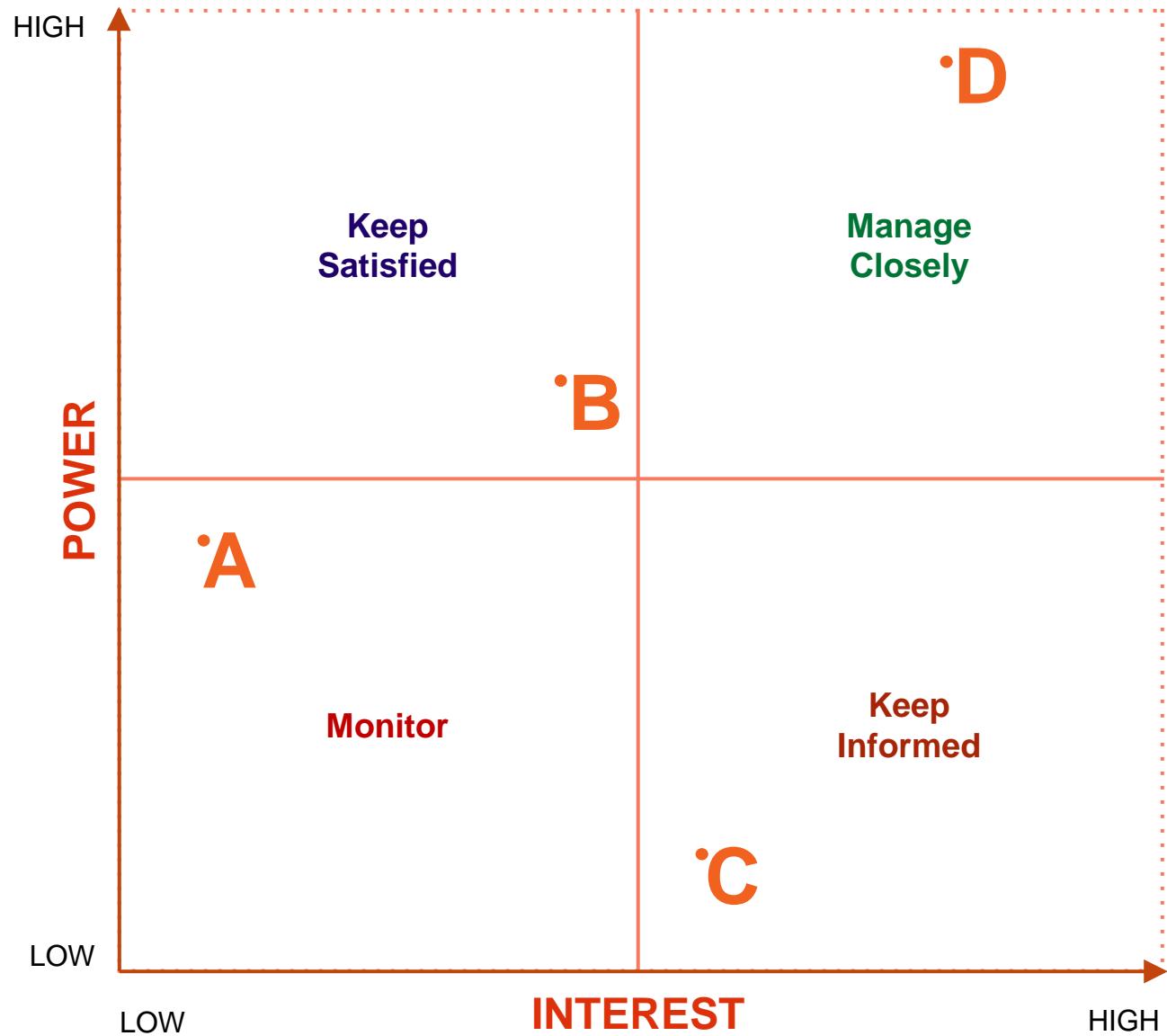
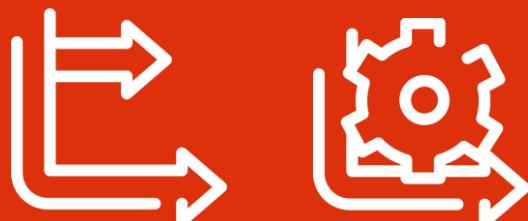
- Nitin Nohria  
Dean of the Harvard Business School, 2010-2020

# Monitor Stakeholders and Their Engagement

- Update grids at key intervals
- Use analysis and expert judgment
- Keep a record of the reasons for placement to enable needed change or improvement
- Tailor management strategies and actions to individuals, in addition to their place in the grid



*Never use names on power/influence or power/interest grids.*



# Communications Management Plan



- Identifies team members and stakeholders as:
  - Senders
  - Receivers
  - Authorizing person (confidential information)
- Lists stakeholders' communication requirements, including:
  - Type of information
  - Reason for communication
  - Language, format, content and level of detail
  - Time frame and frequency
  - Whether receipt/ acknowledgment or response is required
- Processes/guidance/templates for:
  - Escalation
  - Updating/refining the plan
  - Running project status meetings, project team meetings, sending emails, using website and PMIS
- Project information:
  - Communications methods/technologies to use
  - Allocated resources (time and budget)
  - Glossary
  - Flow charts, workflows, list of reports, meeting plans
  - Constraints

# Managing Project Communications: Communications Matrix



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Abbreviation of communications management plan that includes:

- Identified team members and stakeholders as:
  - Senders
  - Receivers
  - Authorizing person (confidential information)
- Stakeholder communication requirements:
  - Type of information
  - Reason for communication
  - Language, format, content and level of detail
  - Time frame and frequency
  - Whether receipt/ acknowledgment or response is required
- Processes/guidance/templates for **escalation**
- Project information - **Communications methods/technologies** to use

# Communication:

## Two Ways

### Active Listening

- Enables collaboration
- Requires listener to provide feedback about what they heard by:
  - Re-stating
  - Paraphrasing
  - Using body language such as nodding the head
- Confirms understanding and builds trust
  - *Consider lack of feedback as an implicit acceptance of the message by the receiver.*
  - *Communication failures are threats to projects, so discuss communications issues openly with team members directly, during team retrospectives. In the case of key stakeholders, you might need to escalate as appropriate.*



### Effective feedback is:

- Clear, specific and offered in a timely manner
- Objective and critical
- Positive if received and understood as objective
- Negative if misunderstood or there is a lack of trust and psychological safety.

# Reports and Formal Communication

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*Can you think of some examples?*



Formal reporting at appropriate milestones is a proven way of maintaining continuous communication with stakeholders.

It's also needed to obtain "sign-off" or approval on work.

Recipients of reports and the desired frequency are noted on the **stakeholder engagement plan** and the **communications management plan**.

# How to Collaborate

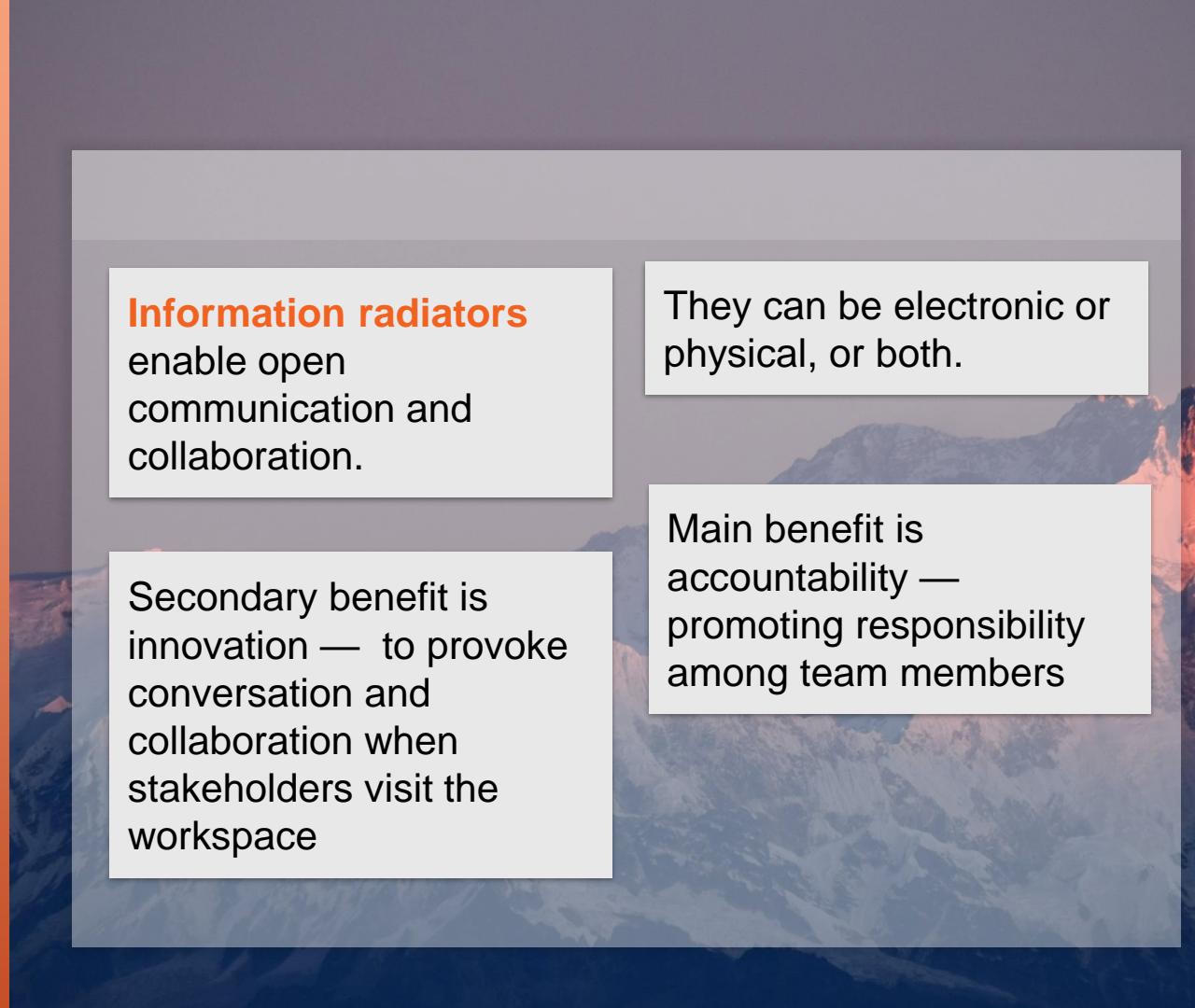
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- Optimize understanding of aims and expectations through open dialogue and meaningful communication
- Engage continuously
- Accept that engagement levels may fluctuate
- Keep discussions transparent
- Ensure stakeholders are knowledgeable and expectations are set
- Leverage communication and interpersonal skills, feedback and meeting management
- Maximize the feedback loop – gain meaningful insights
- Use effective tools – e.g., shared whiteboards

# Use Information Radiators

## Keep Information Visible

- Kanban boards
- White boards
- Wikis
- Fishbowl windows



**Information radiators** enable open communication and collaboration.

They can be electronic or physical, or both.

Secondary benefit is innovation — to provoke conversation and collaboration when stakeholders visit the workspace

Main benefit is accountability — promoting responsibility among team members



# Collaboration Activities

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- Daily stand-up meetings
- Colocated or face-to-face working
- Scheduled sessions — e.g., milestone reviews, backlog refinement sessions, project update meetings
- Pairing or coaching, as in knowledge transfer
- Negotiations

# Communicate and Collaborate to Negotiate

- Think of **negotiations as conversations** with internal and external parties toward reaching agreements.
- Use **effective communication methods** to ensure collaboration with the other party is aimed at reaching consensus.
- Keep negotiations **positive** to increase the likelihood of success.



# Meetings

Everyone's time is **valuable**. Run and participate in meetings **efficiently**.

- Be **organized!** Provide a clear agenda with purpose and desired outcomes
- **Timebox** discussions
- Practice **active listening** and **feedback**
- Facilitate **collaboration**



# Stakeholder Engagement Assessment Matrix (SEAM)



- Use **expert judgment, emotional intelligence, and interpersonal skills** to assess stakeholders
- Update the SEAM regularly and often



*Engage stakeholders by category to coach them and find solutions!*

# ECO Coverage

## 2.2 Manage communications

- Communicate project information and updates effectively (2.2.3)
- Confirm communication is understood and feedback is received (2.2.4)

## 1.2 Lead a team

- Analyze team members' and stakeholders' influence (1.2.6)

## 2.4 Engage stakeholders

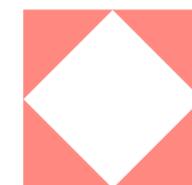
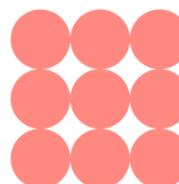
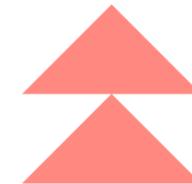
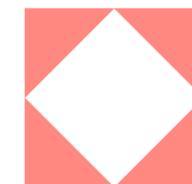
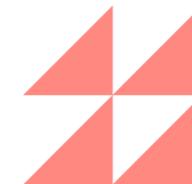
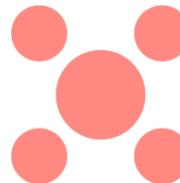
- Engage stakeholders by category (2.4.3)

## 1.9 Collaborate with stakeholders

- Optimize alignment between stakeholder needs, expectations, and project objectives (1.9.2)
- Build trust and influence to accomplish project objectives (1.9.3)

## 3.2 Evaluate and deliver project benefits and value

- Appraise stakeholders of value gained by the project (3.2.5)





# Training, Coaching and Mentoring

## TOPIC F

# Foster a Knowledge-Sharing Culture

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Training, coaching, and mentoring are all forms of knowledge-sharing that advance projects and organizations.

- Team members learn from **and** teach others
- It's **for everyone**, including stakeholders, team members, and customers as part of project work and **continuous improvement** efforts
- Some **project roles** are dedicated to knowledge-sharing — e.g., **agile coaches** or scrum masters
- It's essential in **product delivery** and **transition planning!**



# Training, Coaching and Mentoring

## Descriptions

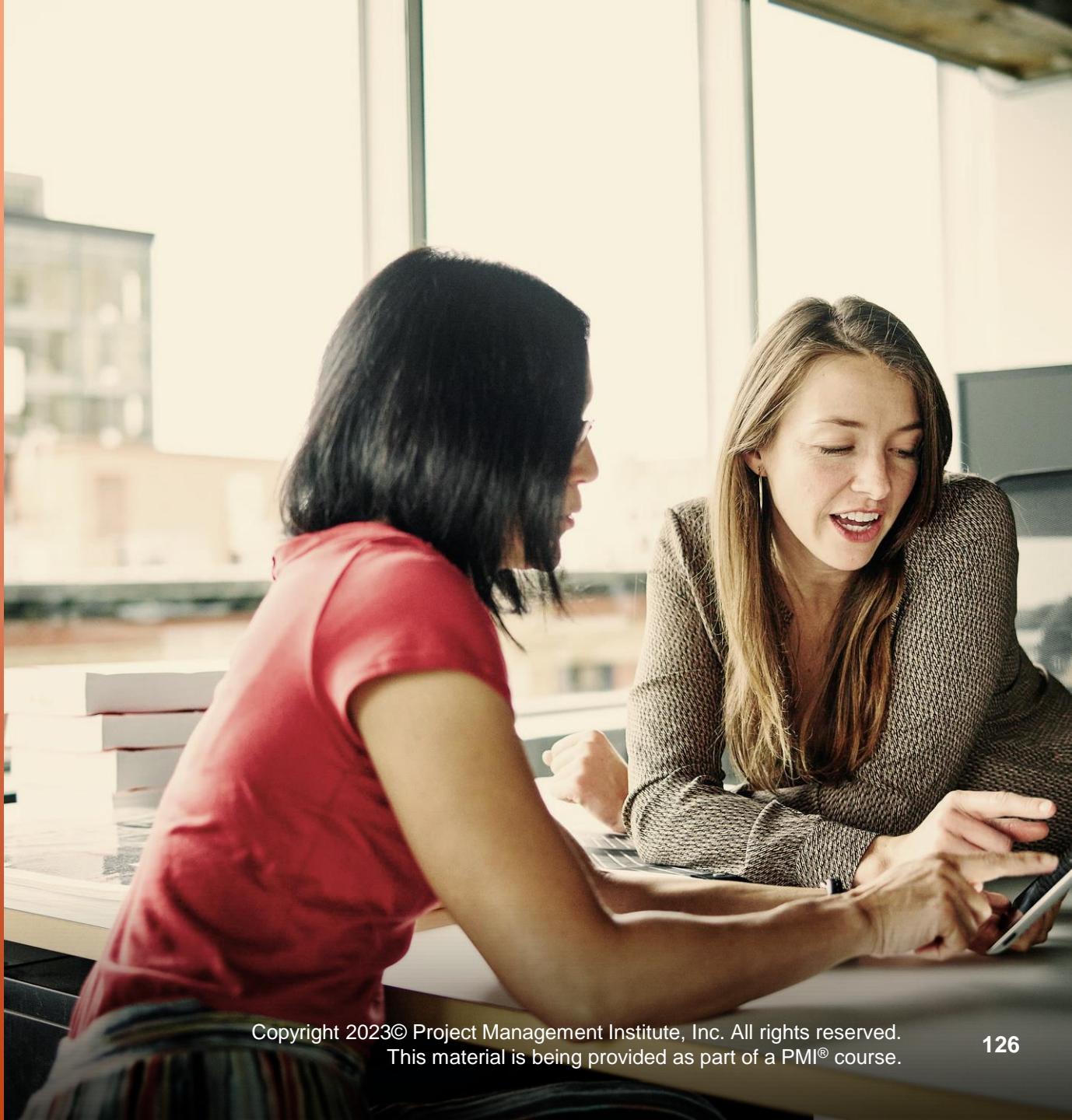
|                  |   |  |
|------------------|---|--|
| <b>Training</b>  | Learn skills for use in the present   | <ul style="list-style-type: none"><li>• Individually or as a group</li><li>• aka “upskilling”</li><li>• On any topic</li></ul>                               |
| <b>Coaching</b>  | Learn how to apply new skills or improve existing ones  | <ul style="list-style-type: none"><li>• Individually or as a group</li><li>• Puts learning into practice</li></ul>   |
| <b>Mentoring</b> | Development of personal and professional growth through long-term professional relationships. | <ul style="list-style-type: none"><li>• Between a novice and a more experienced person</li><li>• Internal or external to projects or organizations</li></ul> |

# How to Acquire Required Competencies

- Discover current skill sets and competencies
- Identify what's desired
- Take action!
  - Meet unique needs — e.g., topics, depth, schedule, format
  - Coach on the customer's business, culture, desired outcomes, and project context
  - Encourage mentorships



*Use and update the SEAM to facilitate easier collaboration.*



# Plan for Training, Coaching and Mentoring

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- Perform a **gap analysis** to identify required knowledge, skills, or attributes.
- Plan for a suitable **diversity of training and coaching offerings.**
  - Soft skills
  - Technical skills
  - Part of team-building or fun/informal activity
- **Schedule training** close to the time of solution implementation
- Consider **upskilling or certification** for team members
- Encourage valued stakeholders to become mentors

# Know the Value of Training, Coaching and Mentoring

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Treat knowledge as an asset!

- Conduct a **cost-benefit analysis** to determine the potential value in cost savings — e.g., replacing outsourced labor
- Help others or yourself to **improve skills and knowledge**
- Increase the team's ability to **increase quality, output, and value**
- **Build relationships and trust** with stakeholders and team members

# Training, Coaching and Mentoring Discussion



*Have you ever had a valuable trainer, coach or mentor?*

- *Describe why they were effective.*

*Would people think YOU are a valuable trainer, coach or mentor? Why?*



# Elements of Training

- Provided to teams, small groups or individuals
- Covers management, technical or administrative topics
- Delivery models:
  - Instructor-led classroom
  - Virtual classroom
  - Self-paced eLearning
  - Document reviews
  - Interactive simulations
  - On-the-job training



# Coach Teams and Individuals in Project Management



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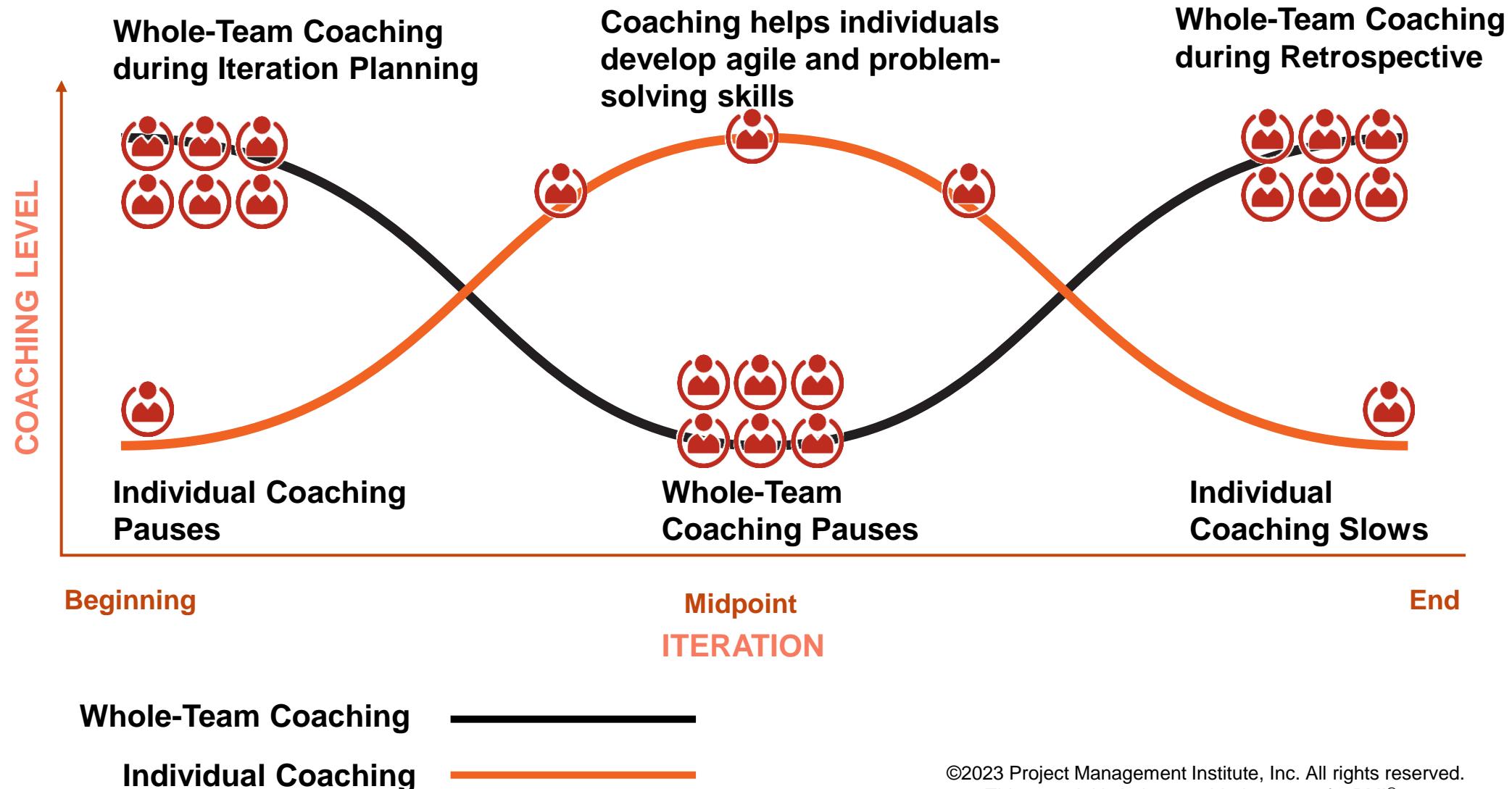
Acknowledge informal opportunities that may already be happening:

- Delegate tasks, observe and provide feedback
- Encourage others to take the lead on activities
- Collaborate on a project management task

Introduce formal opportunities:

- Facilitate meetings and sessions
- Transfer skills by pairing individuals
- Model behaviors

# Coach Groups and Individuals



# Self-Organizing Teams Collaborate and Learn

- Encourage **self-organization** and **initiative** in daily work life
- Coach individuals on **how to contribute** to other project roles
- Coach an individual with **tacit knowledge**
- Use **servant leadership**
- Use **job shadowing, coaching or mentoring** during transitions to transfer knowledge and skills from project team to organization



# Measure Training Outcomes

Measurement of training includes noting improvements with:

- Post-training performance assessments
- Observation of knowledge or skill improvement
- Certifications – badges, letter from awarding body
- Discuss and share training outcomes in team retrospectives

Augment training through coaching to **convert learning into active use of knowledge**. Try pairing team members in knowledge-sharing relationships.



*If desired outcomes are not achieved, record this in the lessons learned and try to find out why.*

# Maintain Mentorships

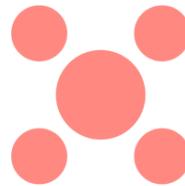
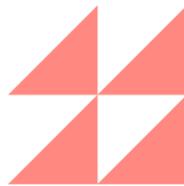
- Longer-term partnerships that enable professional growth
- Job-shadowing engagements enable transfer of explicit and tacit knowledge
- Tailor to context and desired engagement — e.g., some organizations use mentorships to train project managers and may use reporting to guide development, while others use an informal approach



# ECO Coverage

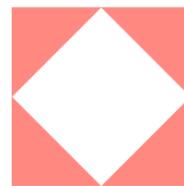
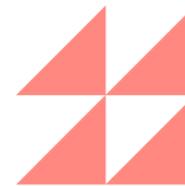
## 1.6 Build a team

- Appraise stakeholder skills (1.6.1)



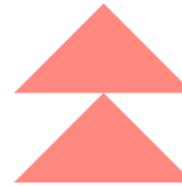
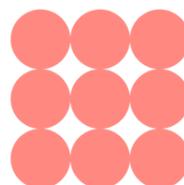
## 1.5 Ensure team members/stakeholders are adequately trained

- Determine required competencies and elements of training (1.5.1)
- Determine training options on training needs (1.5.2)
- Allocate resources for training (1.5.3)
- Measure training outcomes (1.5.4)



## 1.13 Mentor relevant stakeholders

- Allocate the time for coaching mentoring (stakeholders) (1.13.1)
- Recognize and act on coaching mentoring opportunities (1.13.2)



# 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

# TRIGGER CONDITION



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## TRIGGER CONDITION

An event or situation that indicates that a risk is about to occur.

# OPPORTUNIT Y



## OPPORTUNITY

A risk that, if developed, would create a positive effect on one or more project objectives.

# THREAT

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## THREAT

A risk that would have a negative effect on one or more project objectives.

# ISSUE

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## ISSUE

A current condition or situation that may have an impact on the project objectives.

# BUSINESS RISK

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## BUSINESS RISK

The inherent risk in any business endeavor that carries the potential for either profit or loss. Types of business risks are competitive, legislative, monetary, and operational.

# RISK APPETITE

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## RISK APPETITE

The degree of uncertainty an organization or individual is willing to accept in anticipation of a reward.

# RISK THRESHOLD



## RISK THRESHOLD

The level of risk exposure above which risks are addressed and below which risks may be accepted.

# RISK MANAGEMEN T PLAN

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## RISK MANAGEMENT PLAN

A component of the project, program, or portfolio management plan that describes how risk management activities will be structured and performed.

# PROMPT LIST

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## PROMPT LIST

A checklist for a specific category of risk. This tool is a simple series of broad risks, for example environmental or legal, rather than specific risks, such as flooding or regulatory changes. The idea is to push (prompt) the team to think and brainstorm the risks in groups and eventually prioritize the same.

# RISK BREAKDOWN STRUCTURE (RBS)



## **RISK BREAKDOWN STRUCTURE (RBS)**

A hierarchical representation of potential sources of risk.

# AFFINITY DIAGRAM

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## AFFINITY DIAGRAM

A technique that allows large numbers of ideas to be classified into groups for review and analysis.

# DELPHI TECHNIQUE



## DELPHI TECHNIQUE

A form of gathering expert opinions in which members of a group are asked or polled anonymously.

# PROBABILITY AND IMPACT MATRIX

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## PROBABILITY AND IMPACT MATRIX

A grid for mapping the probability of occurrence of each risk and its impact on project objectives if that risk occurs.

# RISK REGISTER



## RISK REGISTER

A repository in which outputs of risk management processes are recorded. As the central planning document for project risk analysis and control, the risk register contains a list of the most important risks to the project's completion. For each risk, it identifies the likelihood of occurrence, the impact to the project, the priority, and the applicable response plans.

# SIMULATION

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## SIMULATION

An analytical technique that models the combined effect of uncertainties to evaluate their potential impact on objectives.

# MONTE CARLO SIMULATION (RISK ANALYSIS)



## MONTE CARLO SIMULATION (RISK ANALYSIS)

A risk management technique, which project managers use to estimate the impacts of various risks on the project cost and project timeline. Using this method, one can easily find out what will happen to the project schedule and cost in case any risk occurs. It is used at various times during the project life cycle to get the idea on a range of probable outcomes during various scenarios.

# SENSITIVITY ANALYSIS

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## SENSITIVITY ANALYSIS

An analysis technique to determine which individual project risks or other sources of uncertainty have the most potential impact on project outcomes, by correlating variations in project outcomes with variations in elements of a quantitative risk analysis model.

# DECISION TREE ANALYSIS



## DECISION TREE ANALYSIS

A diagramming and calculation technique for evaluating the implications of a chain of multiple options in the presence of uncertainty.

# INFLUENCE DIAGRAM

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## INFLUENCE DIAGRAM

Used in quality management decisions. A graphical representation of situations showing causal influences, time ordering of events, and other relationships among variables and outcomes.

# EXPECTED MONETARY VALUE (EMV)

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## EXPECTED MONETARY VALUE (EMV)

A quantitative method of calculating the average outcome when the future is uncertain. The calculation of EMV is a component of decision tree analysis. Opportunities will have positive values and threats will have negative values.

# SECONDARY RISK

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## SECONDARY RISK

A risk that arises as a direct result of implementing a risk response.

# RESIDUAL RISK

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## RESIDUAL RISK

The risk that remains after risk responses have been implemented.

# CONTINGENCY PLAN

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## CONTINGENCY PLAN

A risk response strategy developed in advance, before risks occur; it is meant to be used if and when identified risks become reality.

# CONTINGENCY RESERVE

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## CONTINGENCY RESERVE

Time or money allocated in the schedule or cost baseline for known risks with active response strategies.

# QUALITY MANAGEMEN T PLAN

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## QUALITY MANAGEMENT PLAN

A component of the project or program management plan that describes how applicable policies, procedures, and guidelines will be implemented to achieve the quality objectives.

# QUALITY POLICY

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## QUALITY POLICY

The basic principles that should govern the organization's actions as it implements its system for quality management.

# CHANGE MANAGEMEN T PLAN

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## CHANGE MANAGEMENT PLAN

A component of the project management plan that establishes the Change Control Board, documents the extent of its authority, and describes how the change control system will be implemented.

# CHANGE REQUEST (CR)



## CHANGE REQUEST (CR)

Request for change sent to upper management or the Change Control Board (CCB) for its evaluation and approval.

# ACTIVE LISTENING

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## ACTIVE LISTENING

A communication technique that involves acknowledging the speaker's message and the recipient clarifying the message to confirm that what was heard matches the message that the sender intended.

# COMMUNICATION STYLES ASSESSMENT

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## COMMUNICATION STYLES ASSESSMENT

A technique to identify the preferred communication method, format, and content for stakeholders for planned communication activities.

# SERVANT LEADERSHIP

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## SERVANT LEADERSHIP

A leadership style used in agile and other types of projects which encourages the self-definition, self-discovery, and self-awareness of team members by listening, coaching, and providing an environment that allows them to grow.

# GROWTH MINDSET

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## GROWTH MINDSET

A growth mindset, as conceived by Stanford psychologist Carol Dweck and colleagues, is the belief that a person's capacities and talents can be improved over time.

# TRANSPAREN CY

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## TRANSPARENCY

One of the three pillars of empirical process (transparency, inspection, and adaptability) that promotes real-time, accurate progress on every aspect of the project. See also “Visibility”.

# CONFIGURATION MANAGEMENT PLAN

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## CONFIGURATION MANAGEMENT PLAN

A component of the project management plan that describes how to identify and account for project artifacts under configuration control, and how to record and report changes to them.

# CONFIGURATION MANAGEMENT SYSTEM

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## CONFIGURATION MANAGEMENT SYSTEM

A collection of procedures used to track project artifacts and monitor and control changes to these artifacts.

# VERSION CONTROL

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## VERSION CONTROL

A system that records changes to a file, in a way that allows users to retrieve previous changes made to it.

# PSYCHOLOGICAL SAFETY

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## PSYCHOLOGICAL SAFETY

Being able to show and employ oneself without fear of negative consequences of status, career, or self-worth—we should be comfortable being ourselves in our work setting.



## CONSENSUS

Group decision technique in which the group agrees to support an outcome even if the individuals do not agree with the decision.

# EMPATHY

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## EMPATHY

Part of emotional intelligence (EQ or EI). The ability to understand others' viewpoints and be a team player. It enables us to connect with others and understand what moves them.

# INFORMATION RADIATOR

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## INFORMATION RADIATOR

The generic term for visual displays placed in a visible location so everyone can quickly see the latest information. Also known as “Big Visible Chart” in agile.



## AGILE COACH

A process role on a project team that helps organizations achieve true agility by coaching teams across the enterprise on how to apply agile practices and choose their best way of working. See also “scrum master.”

# TACIT KNOWLEDGE

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## TACIT KNOWLEDGE

Personal knowledge that can be difficult to articulate and share such as beliefs, experience, and insights.