



# **PMP® EXAM PREP**

PMI Authorized  
Training Partner

## **BOOTCAMP**

### **Session 6**

**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



Session

Periodic breaks

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



# Accessing Your Bootcamp Resources – Percipio Users

Check Your Specific Bootcamp Channel for Your Resources

- Project Management Professional (PMP) ATP Bootcamp: 5 Day Cohort
- Project Management Professional (PMP) ATP Bootcamp: 8 Day UK Cohort
- Project Management Professional (PMP) ATP: 8 Day NA Cohort
- Project Management Professional (PMP) ATP: 8 Day Australia Cohort

This screenshot shows a learning platform interface for a PMP ATP bootcamp. At the top, there is a banner with the text: "This Bootcamp provides Project Managers with the knowledge and skills needed to attain the Project Management Professional (PMP) certification. This course meets the 35-hour classroom requirement for...". Below the banner is a "View More" button.

The main navigation bar includes tabs for "Courses" (highlighted with a yellow box), "Books", "TestPrep", and "Register and Join Sessions". Below the navigation bar are four action buttons: "Watch" (red), "Read" (green), "Practice" (blue), and "Attend" (purple).

A sidebar on the right contains links for "Bootcamp Documents and Other Files" and "Resources".

The central content area features a course card for "PMP ATP Attendance 5-Day and 8-Day". The card includes a "Best Practices for attendance!" section with a pink background and a "You are here!" location pin icon. It also lists "DOs" and "DON'Ts" for attending the bootcamp.

The course card displays the following details:

- COURSE: PMP ATP Attendance 5-Day and 8-Day
- Duration: 8m 33s
- Description: Learn how attendance is tracked.

# Accessing Your Bootcamp Resources - All Other Users

Check Your Learning Portal for any Available Courses, Books or TestPrep exam

Check the Specific GitHub Link for Your Bootcamp Documents and Other Files

- Attending a 5-Day Bootcamp
- <https://github.com/Skillsoft-Content/PMP5Day>
- Attending an 8 Day Bootcamp
- <https://github.com/Skillsoft-Content/PMP8Day>

<a href="#">*Archive Resources Aug to Dec 2022</a>	Add files via upload	3 days ago
<a href="#">*Archive Resources July 2022</a>	Add files via upload	last week
<a href="#">5-Day Attendance and Certificates of...</a>	Add files via upload	last week
<a href="#">Class Links</a>	Add files via upload	last week
<a href="#">Documents (Syllabus, Exam Content ...)</a>	Add files via upload	yesterday
<a href="#">Lunch Break Videos</a>	Delete Placeholder	1 minute ago
<a href="#">PMP Learner Kit Information</a>	Delete PMP ATP Learner Kit Info Jan 6 2023.pdf	3 days ago
<a href="#">Slide Decks</a>	Delete Placeholder	yesterday
<a href="#">Vocabulary Slides</a>	Delete Placeholder	yesterday
<b>5-Day</b>		<b>Current Bootcamp Docs and Other Files</b>
<a href="#">*Archive Resources Aug to Dec 2022</a>	Delete Placeholder	3 days ago
<a href="#">*NA Cohort Aug Sep Oct 2022 Bootc...</a>	Delete Test.txt	4 months ago
<a href="#">*NA Cohort Jun Jul Aug 2022 Bootca...</a>	Delete Test	4 months ago
<a href="#">*UK and APAC Cohort Jul Aug Sep 20...</a>	Delete Test.txt	4 months ago
<a href="#">8-Day Attendance and Certificates of...</a>	Delete Placeholder	3 days ago
<a href="#">Class Links</a>	Add files via upload	4 days ago
<a href="#">Documents (Syllabus, Exam Content ...)</a>	Add files via upload	4 days ago
<a href="#">PMP Learner Kit Information</a>	Delete Placeholder	3 days ago
<a href="#">Slide Decks</a>	Create Placeholder	3 days ago
<a href="#">Vocabulary Slides</a>	Create Placeholder	3 days ago
<b>8-Day</b>		<b>Current Bootcamp Documents and Other Files</b>

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

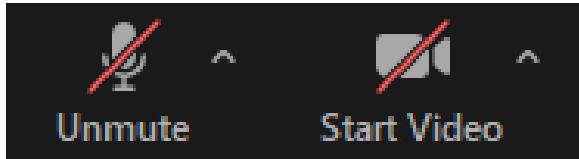
- Your name should be the same as in your Learning Platform (EX: Percipio, Skillport, etc.), Zoom account when joining through the Zoom app or client, or the name you input before joining directly using the Zoom link.
- Joining from Learning Portal: Check to make sure your first and last name is correct in your Learning Portal. If it is not, please reach out to Skillsoft Support for further assistance [support@skillsoft.com](mailto:support@skillsoft.com) in order to find out how it can be corrected.
- Joining through Zoom: If you join through Zoom using the Desktop Client or Phone App, please use a Zoom account created through Zoom that has your First and Last Name. If you join through the browser link, please enter your First and Last Name when prompted.

# Issues With Staying Connected

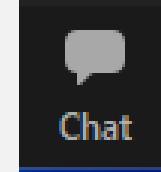
- If you are having issues with Percipio or Skillport with being disconnected from the session, please contact Customer Support directly <https://support.skillsoft.com/bootcamps> for assistance.
- There is no need to notify us during the session that you have rejoined the session after being disconnected or that you have missed time. These messages will be dismissed if you have no question.
- If being disconnected is a regular occurrence, please ask for the Zoom details in the session through the Q&A so you can join directly through Zoom. These details are the same for all the sessions. So please make note of them in a file so you only need to ask once.
- Review the instructions in the **PMP Bootcamp 5-Day and 8-Day Attendance Tracker and Certificate Request Process.docx** file to track each time you join and leave the session for whatever reason.

# Ways to Participate in a Webinar

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



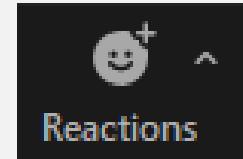
Find the Chat option in your Zoom command bar



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 your preferred tools and techniques
- Communicate with other participants
- Questions do not go in the chat
- The chat may be slowed as needed, to minimize disruptions

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

- Technical assistance – Begin with: Percipio or Non-Percipio student
- Guidance on how to access course material – Begin with: Percipio or Non-Percipio
- Clarification and questions on lecture points, if not answered by instructor

**Please be very patient, the support team responds to many inquiries per session.**

# Upvoting in the Q&A

- Questions will be visible to all participants
- Do you like a particular question? Click to upvote!
- Sort by “most upvotes” to see most popular questions
- Look at existing questions before typing a new one, to avoid duplicates
- Top questions will be selected and answered live (with instructor discretion)
- Priority will be given to managing technical issues.
- Not every question will be answered.

Great questions:

- are related to the course content
- include topics that everyone would benefit from learning
- are not spread across multiple posts

The screenshot shows a digital interface for a Q&A session. At the top, there are three colored circles (red, yellow, green) followed by the text "Q&A". Below this, there are two tabs: "All questions (3)" (which is blue and highlighted) and "My questions (2)". To the right of these tabs is a button labeled "Most Upvotes" with a dropdown arrow, which is circled in yellow. The main area displays three questions listed vertically. The first question is from "Lena Oxton" at 9:14 AM, asking if anyone has used all the new webinar features, with a blue thumbs-up icon and the number "2" indicating it has been upvoted twice. The second question is from "David Lu" at 9:10 AM, asking how many people can watch the webinar, with a blue thumbs-up icon and the number "1" indicating it has been upvoted once. The third question is from "Ana Amari" at 9:13 AM, asking if the webinar is being recorded, with a blue thumbs-up icon and no numerical count shown. At the bottom of the screen is a light gray input field with the placeholder text "Type your question here...".

# 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 8 Day Bootcamp – You are allowed to miss up to two sessions if you make up the sessions by watching their replays.
- If you miss more than 15 mins at any time (including during breaks) beyond the two sessions allowed, you will need to make it/them up by attending the live session(s) in a different 8-day cohort\*.
- Check your Bootcamp documents for the PMP Bootcamp 5-Day and 8-Day Attendance Tracker and Certificate Request Process file that explains manually tracking your attendance and how to get your PDU Certificate.

\*Please see the Bootcamp calendar at <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!

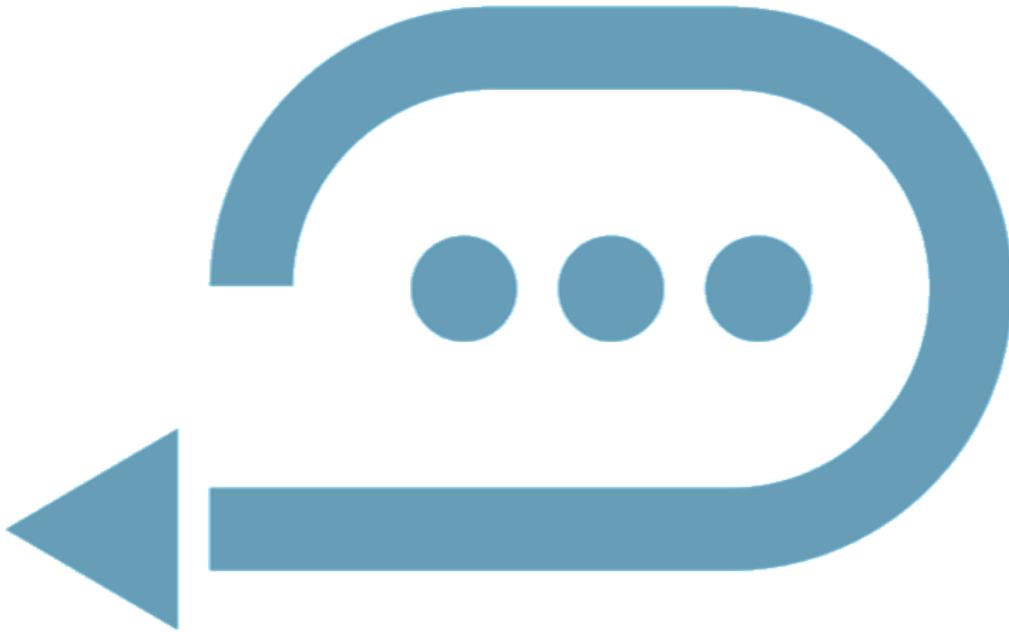
Step 4. Locate the worksheet that corresponds with the Cohort you attended and use the provided link and password for the replay.

**\*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 requesting the replays for study purposes.

## Recap Session 5



# Mapping this course to the Student Workbook

	<b>Business Environment Lesson 1</b>	<b>Start the Project Lesson 2</b>	<b>Plan the Project Lesson 3</b>	<b>Lead the Project Team Lesson 4</b>	<b>Support Project Team Performance Lesson 5</b>	<b>Close the Project/Phase Lesson 6</b>
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 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





# 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?*

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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

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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

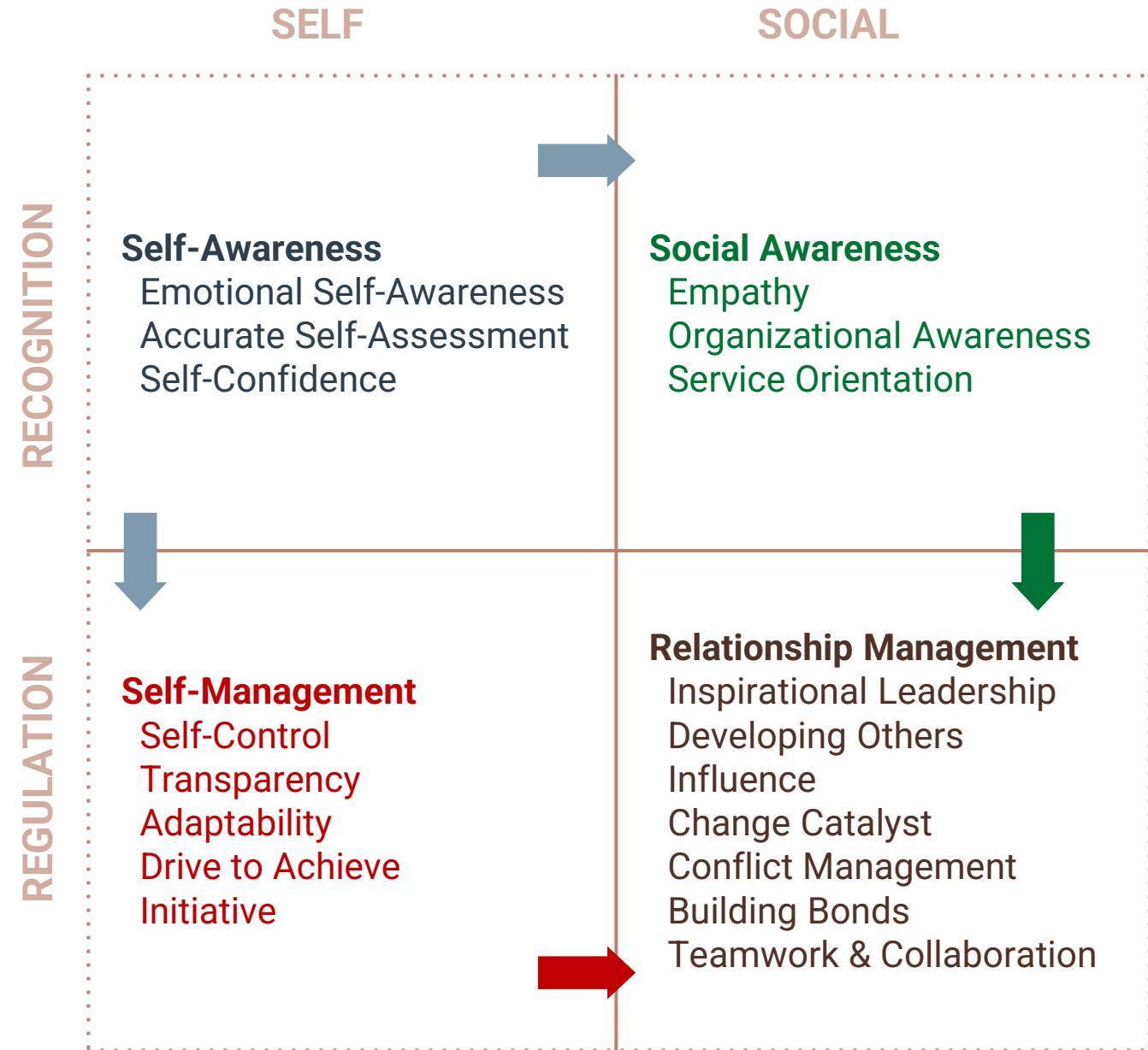


Empathy



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

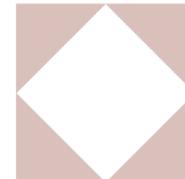
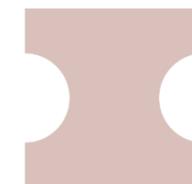
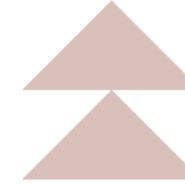
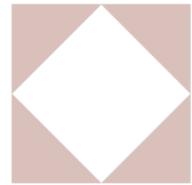
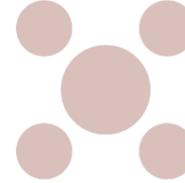
- Work hard toward goals
- Inspire others through extraordinary feats
- Seize opportunities



## 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.”

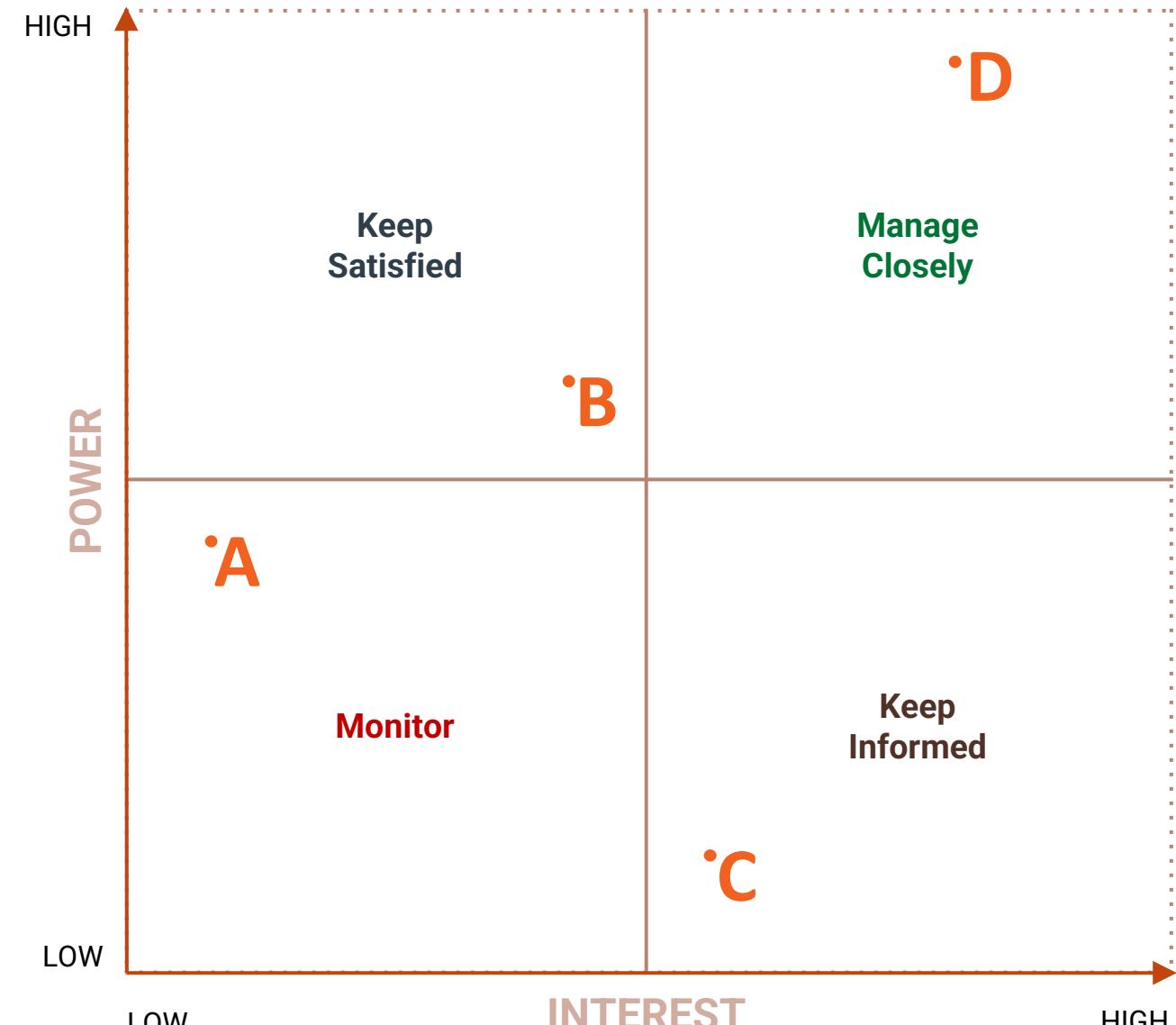
- Nitin Nohria  
Dean of the Harvard Business School, 2010-2020

# 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



*Can you think of some examples?*



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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

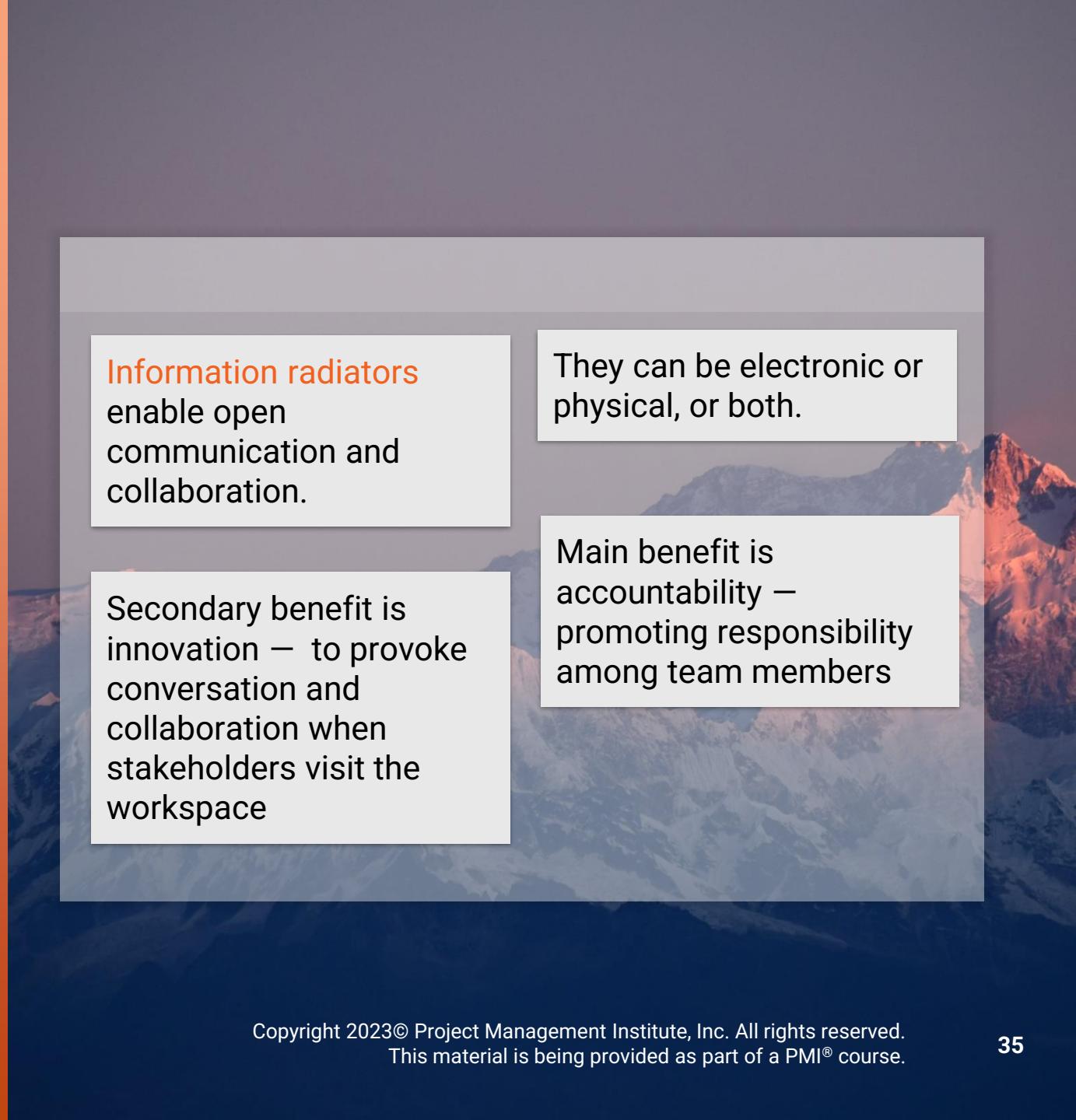
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- Optimize understanding of aims and expectations through open dialogue and meaningful communication
- Engage continuously
- Accept that engagement levels may fluctuate
- Keep discussions transparent
- Ensure stakeholders are knowledgeable and expectations 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

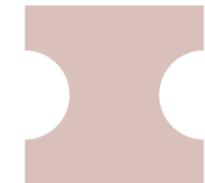
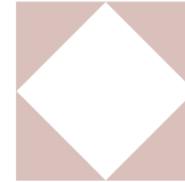
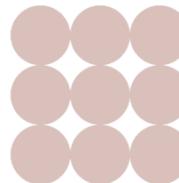
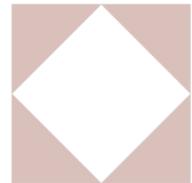
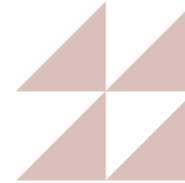
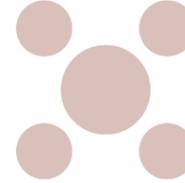
- Engage stakeholders by category (2.4.3)

## 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

- Apprise 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

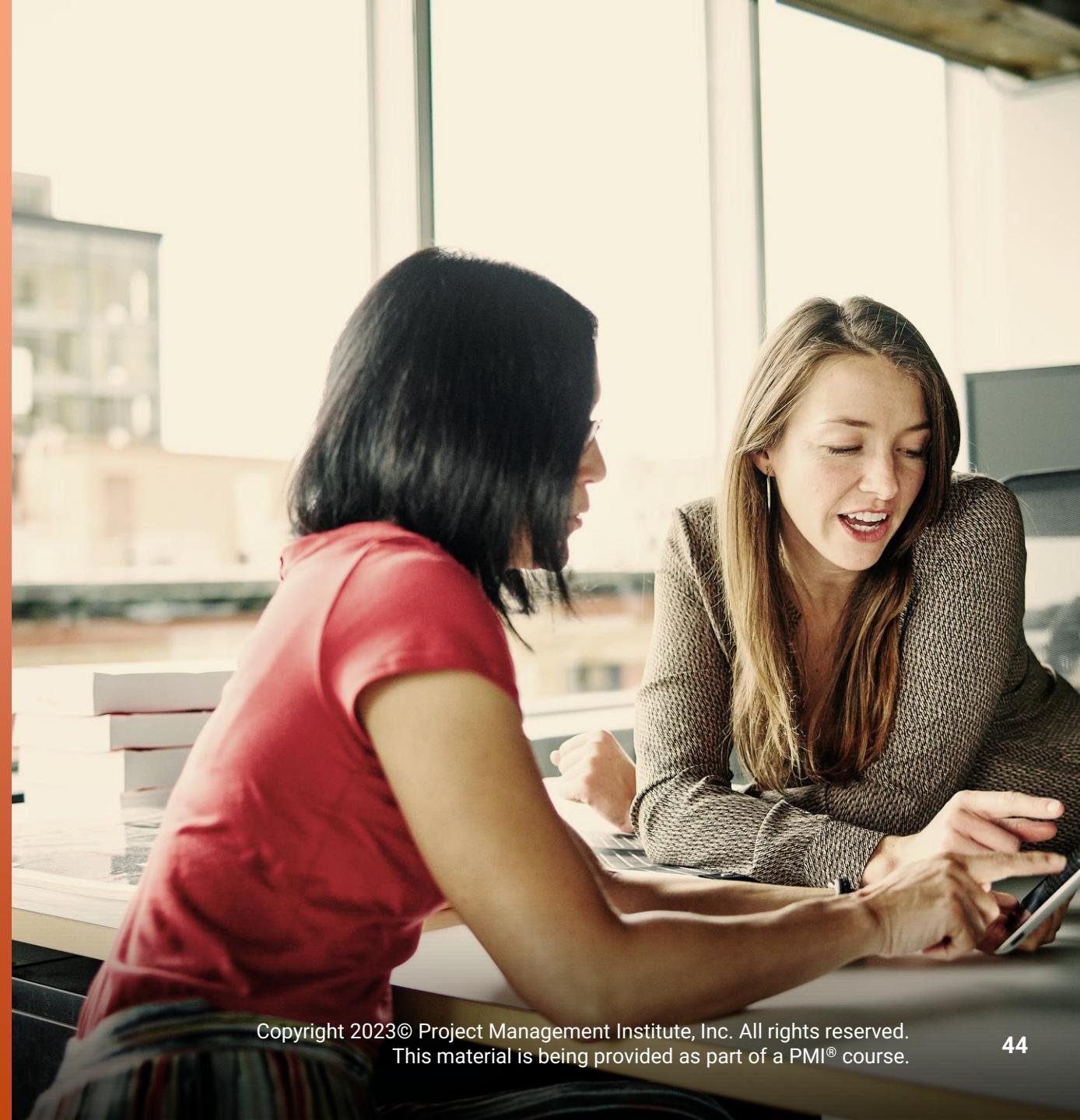
<b>Training</b>	Learn skills for use in the present	<ul style="list-style-type: none"><li>• Individually or as a group</li><li>• aka “upskilling”</li><li>• On any topic</li></ul>
<b>Coaching</b>	Learn how to apply new skills or improve existing ones	<ul style="list-style-type: none"><li>• Individually 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?*

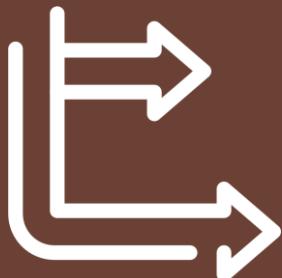


# Elements of Training

- 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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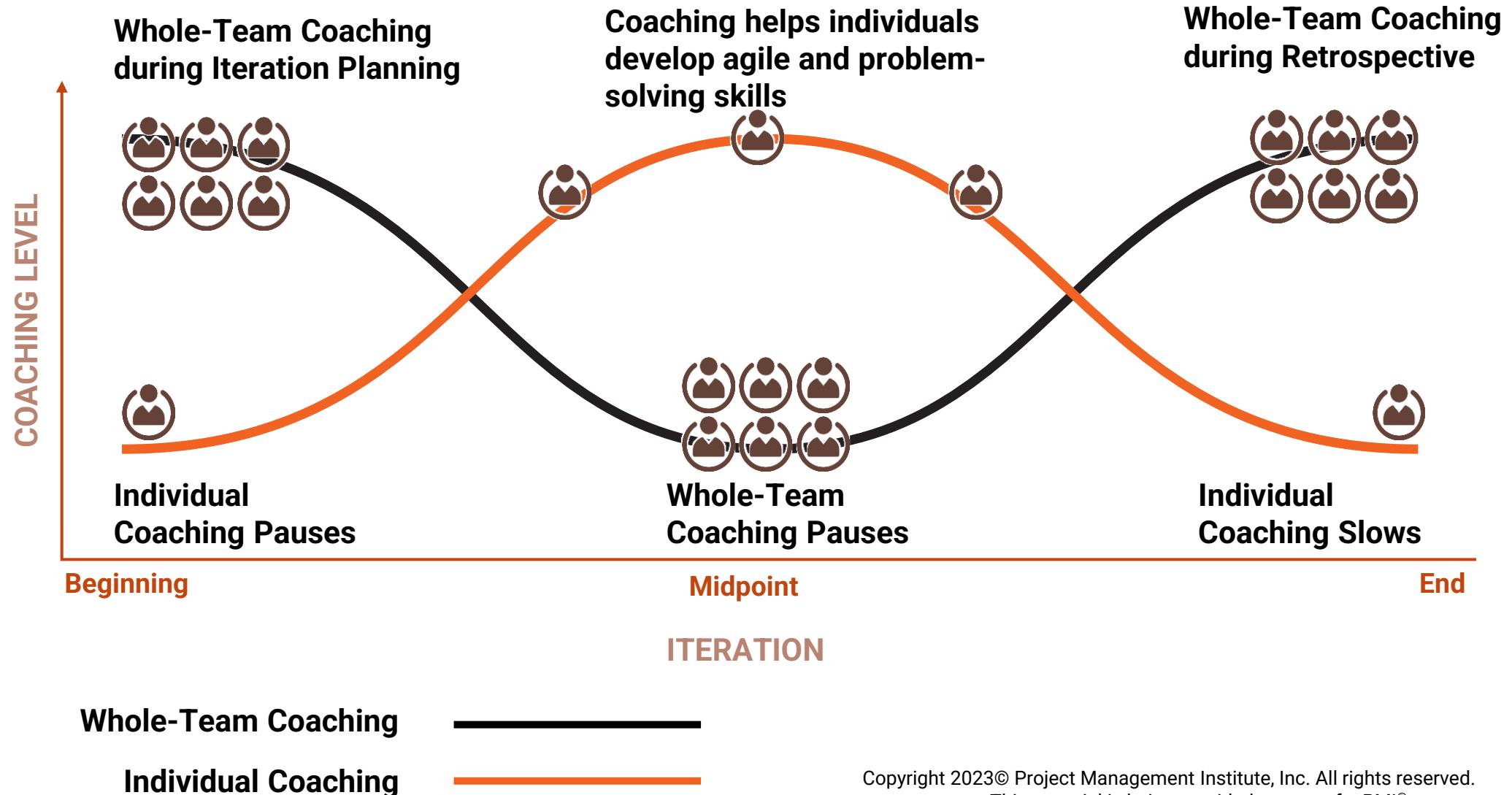
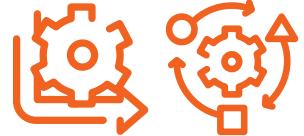
Acknowledge informal opportunities that may already be happening:

- 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

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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.



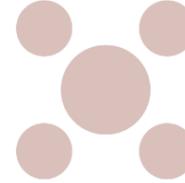
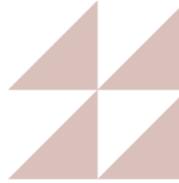
*If desired outcomes are not achieved, record this in the lessons learned and try to find out why.*

# 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

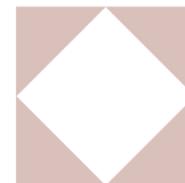
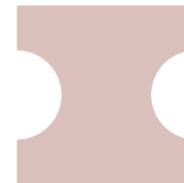
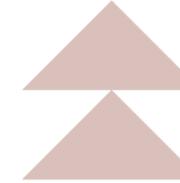
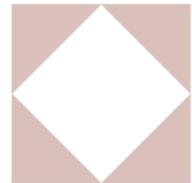
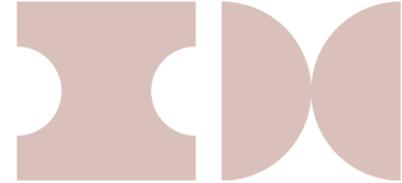
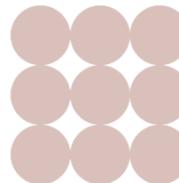
- Appraise stakeholder skills (1.6.1)

## 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)





# Manage Conflict

TOPIC G

# Why Conflict Management Matters



## Ineffective conflict management leads to:

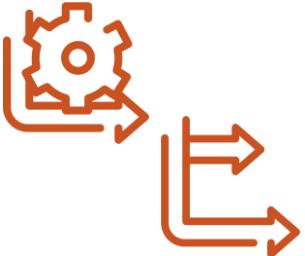
- Destructive behavior
- Animosity
- Poor performance
- Reduced productivity

## Effective conflict management leads to:

- Improved understanding
- Better performance
- Higher productivity

# Conflict Management

## Roles



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All team members and stakeholders are responsible for managing conflict  
Project managers **influence the direction and handling of conflict through interpersonal skills and servant leadership**



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The team is empowered to resolve conflicts; the team lead can facilitate resolution.

# Causes of Conflict

## Context

- Competition
- Differences in objectives, values, and perceptions – this can be ideological
- Disagreements about role requirements, work activities and individual approaches
- Communication breakdowns
- Projects are unique and team members not worked together before



# Conflict as Part of Team Culture

In a **psychologically safe** work environment:

- View disruption and innovation as connected
- Encourage exchanges and disagreement
- Prevent escalation to conflict



# How to Handle Conflict

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Use preferred ways of managing conflict from the **team charter** and **ground rules**. Provide guidance and resources to help the team.

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Agile teams include conflict management strategies in their way of working (WoW) and are supported by a culture of trust.

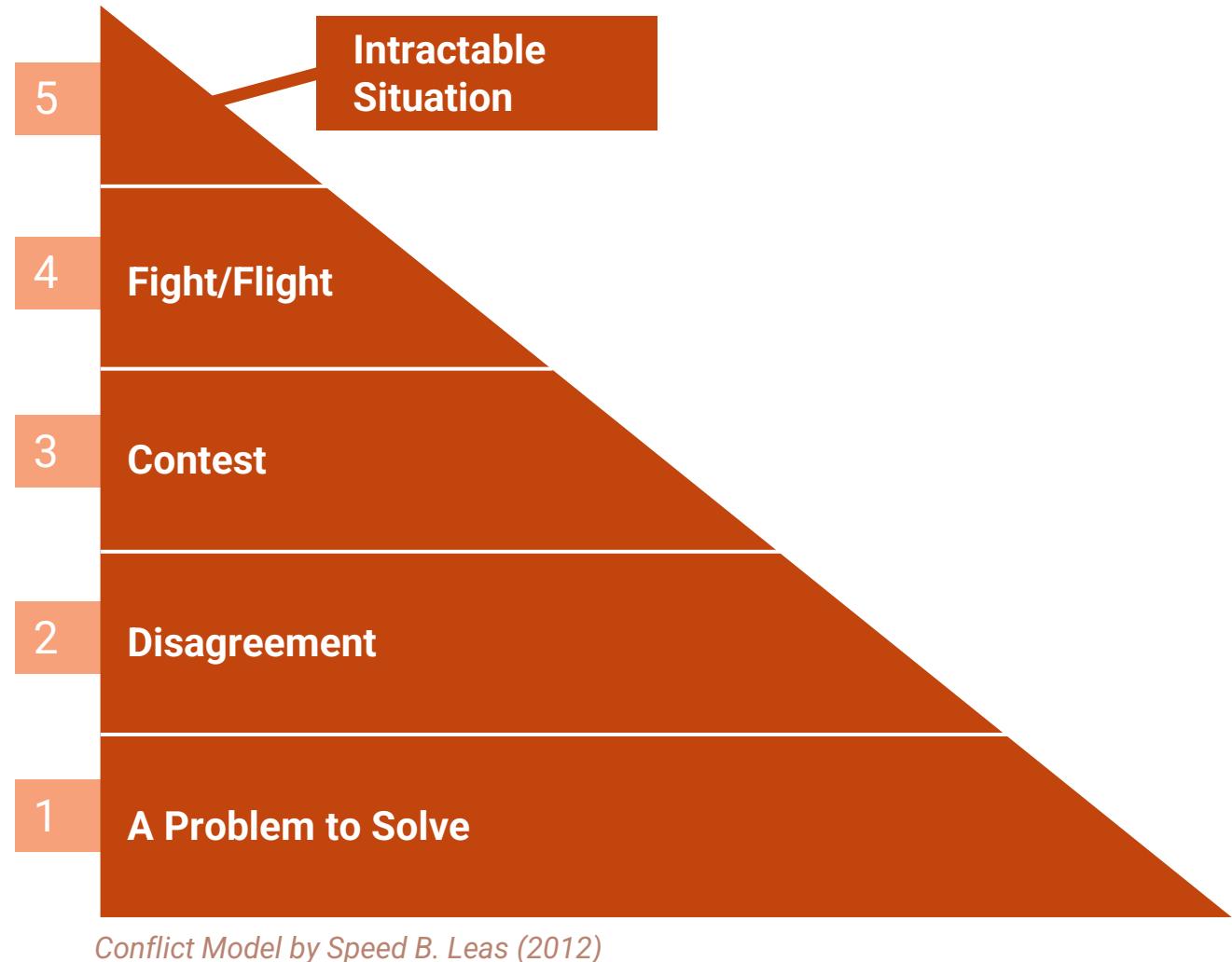


*Focus on the issues and not on individuals.*

# Use Leas' Levels of Conflict

Conflict intensifies from level 1 to 5

From task-orientated with possible resolution to a personal or relationship orientation, where **the focus on issues is lost.**



# Use Interpersonal Skills to Manage Conflict

## Emotional Intelligence

Use empathy to understand and diffuse situations

## Influencing

Persuade parties to reconsider or change their tone, approach, or mindset

## Leadership

Steer others in a more positive direction

## Decision-Making

Offer a solution to move the situation forward

## Active Listening

Listen for personalized, accusing language and bitter or caustic tone, defensive or aggressive physical postures

# Conflict Management Approaches

## Smooth/ Accommodate

- Emphasize areas of agreement
- Concede position to maintain harmony and relationships

## Withdraw/ Avoid

- Retreat from the situation
- Postpone the issue

## Compromise/ Reconcile

- Incorporate multiple viewpoints
- Enable cooperative attitudes/open dialogue to reach consensus and commitment

## Force/Direct

- Pursue your viewpoint at the expense of others
- Offer only win/lose solutions

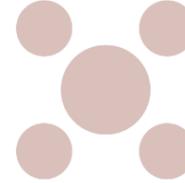
## Collaborate/ Problem Solve

- Incorporate several viewpoints and insights from varying perspectives
- Requires cooperative attitude and open dialogue
- Search for solutions that typically lead to consensus and commitment



Root cause analysis – **5 Whys Method**

# ECO Coverage



## 1.1 Manage conflict

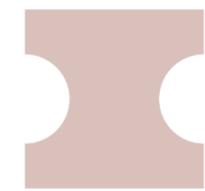
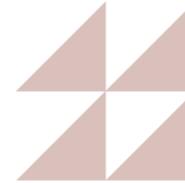
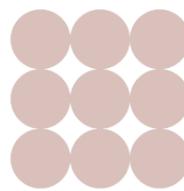
- Interpret the source and stage of the conflict (1.1.1)
- Analyze the context for the conflict (1.1.2)
- Evaluate/recommend/reconcile the appropriate conflict resolution solution (1.1.3)

## 1.12 Define team ground rules

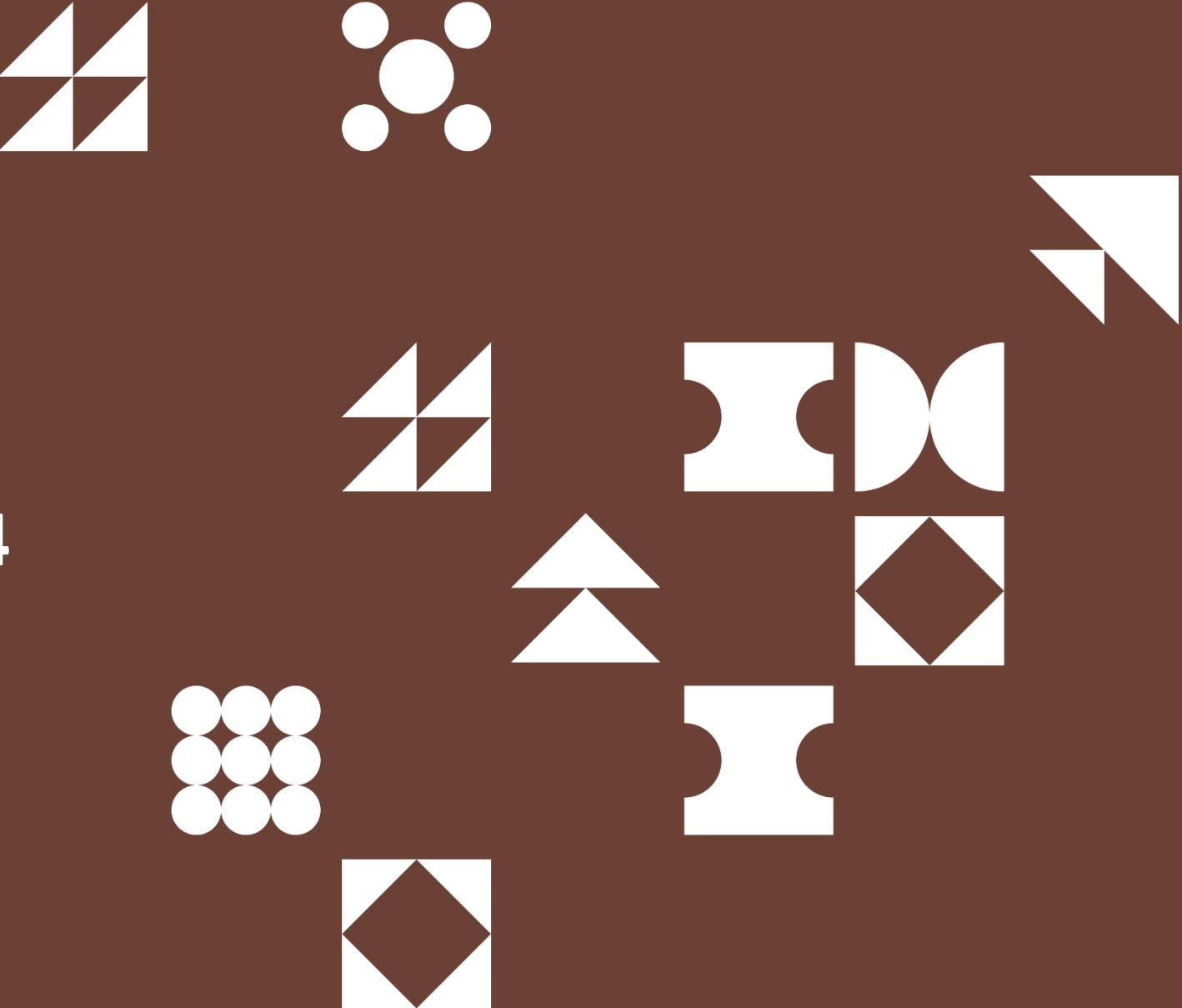
- Discuss and rectify ground rule violations (1.12.3)

## 1.10 Build shared understanding

- Investigate potential misunderstandings (1.10.4)
- Break down situations to identify the root cause of a misunderstanding (1.10.1)



# End of Lesson 4



LESSON 5

# SUPPORT PROJECT TEAM PERFORMANCE

- Implement Ongoing Improvements
- Support Performance
- Evaluate Project Progress
- Manage Issues and Impediments
- Manage Changes



# Learning Objectives

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- Explain the various methods for implementing improvement.
- Explain the various methods for performance measurement.
- Compare these methods with a focus on communication and accountability.
- Identify the methods for implementing a project and the issues and impediments that arise during a project.
- Describe the methods for implementing changes during a project.



# Implement Ongoing Improvements

TOPIC A

# Continuous Improvement (CI)

- An ongoing effort to improve products, services or processes through small, incremental improvements or large breakthroughs
- A business strategy developed at the organizational level for projects to adopt and use
- Typically implemented by an organization's PMO and/or a "structured learning" approach or CI framework such as Agile or Six Sigma

KAI



KAI= Change

ZEN



ZEN=Good

# Kaizen



# Assess Current CI Methods

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How well are the team and organization equipped for CI?



*Use the risk register to assess current CI measures. It includes how the team is prepared to act to address threats to project quality, so it can be a helpful way of assessing current CI measures.*

- Is the **lessons learned register** up to date? Is the team having regular **retrospectives**? Are team members **Lean Six Sigma** or certified in an **agile method**?
- Do they know about **Kaizen, Lean, Crystal Methods** or **Capability Maturity Model Information (CMMI)**?
- Also check the **process improvement plan** and the **project management plan!**

# Conduct Retrospectives

## Review and Improve Methods



- Prepare topics for inspiration
- On a board, make two columns: “What Went Well” and “What Could Be Improved”
- Ask attendees to add items to these lists
- Allow each participant to identify the reason for the improvement
- Decide common items that need improvement and mark them
- Narrow the list to those improvement areas that will bring value in the next sprint
- Get team consensus on the plan improvement
- Update these tasks on the backlog after a discussion with the product owner
- Implement changes

Went Well	Need to Improve
<ul style="list-style-type: none"><li>• On-time completion</li></ul>	<ul style="list-style-type: none"><li>• Retrospective method</li><li>• Keep workspace tidy</li></ul>

# Improve Your Improvement Methods



In addition to using the **lessons learned register** and **retrospectives** properly, try:

## Experiments

- Use **A/B testing** and team **feedback** to identify improvements
- **Experiments** provide a way to improve team efficiency and effectiveness
- Apply controls – do them one at a time – to isolate the results

## Pareto chart, or the **80/20 rule**

- Directs efforts where they can make the biggest impact
- Takes a big problem and breaks it down into smaller pieces

# Update Processes and Standards

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Use what you learned from successful experimentation to fashion and recommend CI steps

Can lessons learned at the project level apply to the organization's continuous improvement process?

If so, escalate these lessons as an opportunity for adoption at the organizational level

# Interactive/Discussion



*What are improvement procedures in your organization?*

*What methods do you use?*

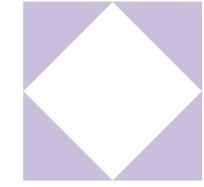
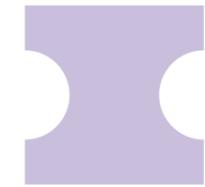
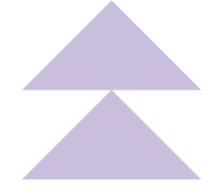
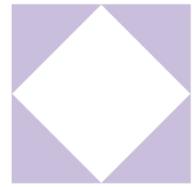
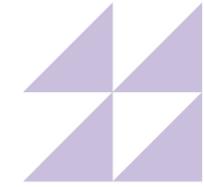
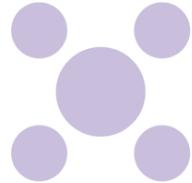


# Lead With an Improvement Mindset

- Educate yourself
- Encourage a “fail fast” mindset
- Identify material improvements, training, processes or equipment
- Measure the effect of any change
- Then repeat!



# Topics Covered



# 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

# 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.



## LEAN SIX SIGMA

A collaborative team method that provides an enhanced ability to target customer needs and measure performance during project execution and monitoring. It was introduced by American engineer Bill Smith while working at Motorola in 1986.

# A/B TESTING

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## A/B TESTING

A marketing approach used to determine user preferences by showing different sets of users' similar services—an 'Alpha' and a 'Beta' version—with one independent variable.

# PARETO CHART

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## PARETO CHART

A histogram that is used to rank causes of problems in a hierarchical format. See also “80/20 Rule”.

# 80/20 RULE

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## 80/20 RULE

A general guideline with many applications; in terms of controlling processes, it contends that a relatively large number of problems or defects, typically 80%, are commonly due to a relatively small number of causes, typically 20%. See also “Pareto Chart”.