Section III

Domain I: People

In this section, which covers 42% of the exam, we will look at the most important aspects of leadership you will need to know for the exam. The People domain concerns skills and methods that help you succeed as a project manager and that you can use to help others succeed on projects. We will focus on specific tasks listed in the ECO, appropriate to each of the following chapters. First, we discuss models related to leadership and communication. Then, we talk about how a good leader creates a high-performing team.

In this section, we cover:

- Servant leadership
- Emotional intelligence
- Critical thinking
- Communication skills and models
- The skillful use of communication technology
- Communication methods
- Motivation models
- Models of skill mastery
- Situational leadership models
- Team development models
- Conflict management
- Leadership responsibilities
- Resource managment plan
- Team charter
- Estimating resource requirements
- Acquiring resources
- Types of team configurations
- Methods for developing a high-performing team
- Colocation and virtual teams
- Individual and team assessments, and project performance appraisals
- Key performance indicators (KPIs)
- Methods for managing the team

5 Leadership Skills

Introduction

Much of a project manager's job involves interacting and communicating with people, so it's important for you to have good interpersonal and team skills, including cultural awareness and conflict management. You need to be a leader, motivator, and team builder. You need to be able to establish trust on a project, be approachable and influential, and be an effective listener. Your job as project manager is to orchestrate and facilitate the success of other experts in their fields. You should also keep in mind going into this chapter that while these related *Examination Content Outline* (ECO) tasks tend to focus on the team, these skills apply to working with all stakeholders.

Without people skills, as a project manager you will lose opportunities to learn about issues before they become serious problems. In addition, you need to be willing to address conflict directly and in a timely manner. Conflict is inevitable. Always assume you will approach conflict as an opportunity to improve the project and relationships with stakeholders.

So-called "people skills" are so important that the ECO has an entire domain devoted to it. By building these skills and effectively working with the team, you can be successful in creating a high-performing team. In this chapter we present various models and theories related to learning, motivation, and other foundational skills you need to understated and apply as you lead people and projects.

Many students think this is all intuitive and do not study these sections carefully. They usually end up struggling on the exam, or even scoring below target as a result. Pay careful attention to this chapter and make sure you understand the concepts presented here.

Overview of Leadership

Project managers must be effective leaders and communicators and have the ability to inspire others. There is no one right way to lead. You need to know the science of project management and be able to utilize different leadership skills and styles based on any given situation throughout the project life cycle. This means you should also be able to make expert decisions about what you are doing, even when it comes to interacting with and managing people. For example, you may sometimes need to coach team members, and at other times simply delegate work. In some cases, you may solicit the team's input or involve the team in making decisions. Whatever the case may be, a project manager must be intuitive when leading team members in order to achieve the best possible project performance.

Leadership involves a sophisticated approach to working with people. We don't manage people; we get work done through others. When leading a project team, consider skills, learning styles, and motivations of the team and align project tasks and goals accordingly. This will create more productivity.

The following chart shows some key differences between management and leadership.

Management Focus	Leadership Focus
Tasks/things	People
Control	Empowerment
Efficiency	Effectiveness
Doing things right	Doing the right things
Speed	Direction
Practices	Principles
Command	Communication

QUICKTEST

- Leadership
- Management vs. leadership
- Critical thinking
- Emotional intelligence
- Servant leadership
- Centralized vs. distributed management and leadership
- Flow of communication
- Communication types
- Five Cs of Communication
- Communication models
- Active listening
- Gulf of execution
- Gulf of evaluation
- Communication blockers
- Communication technology
- Communication methods
- Communication channels
- Intrinsic vs. extrinsic motivation
- Motivation models
  - Theories of X, Y, Z
  - Maslow's Hierarchy of Needs
  - McClelland's Theory of Needs
  - Herzberg's Two-factor Theory of Motivation
- Models of Skill Mastery
  - Shu-Ha-Ri
  - Dreyfus Model of Adult Skill Acquisition
- T-shaped skills
- Situational leadership models
  - Situational Leadership II®
  - OSCAR
- Team development models
  - Tuckman's Ladder of Team Formation
  - Drexler/Sibbet Team Performance Model
- Trust
- Negotiation
- Influencing
- Training
- Coaching
- Recognition and rewards
- Conflict management
- Conflict model

Leadership Skills FIVE

Is leadership independent of management? Do you practice one and not the other when managing a project? A project manager must be able to both manage and lead on projects, with the emphasis on leadership that aids a team and other stakeholders in performing at their best.

5.1 Exercise

Review the activities below, and determine whether they are mainly leadership or management based.

1. Human resource management
2. Career planning
3. Team time tracking
4. Team member recognition
5. Task assignment
6. Team brainstorming
7. Planning workshops
8. Negotiating a contract

Answer

1. Management
2. Leadership
3. Management
4. Leadership
5. Management
6. Leadership
7. Leadership
8. Management

Definitions Related to Leadership

Critical Thinking

It is the project manager's responsibility to apply critical thinking skills to effectively manage a project. Like solving a Rubik's Cube, the project manager should look at a project from all angles, and move the pieces to the right place at the right time. Different options will present themselves, emotions will arise, but the project manager thinks strategically about how to produce the best end result. Critical thinking involves the following:

- Gathering unbiased information
- Responding logically, and without bringing more emotion to the situation
- Resolving issues using analytical skills
- Analyzing data to address the issue and choose the right path
- Being aware of relationships and related patterns
- Identifying when someone is off-base with their reasoning

Emotional Intelligence

Emotional intelligence is a well-known set of interpersonal skills associated with having greater leadership success. It describes the ability to perceive, evaluate, and control emotions in self and others. For example, an emotionally intelligent project manager is able to establish and maintain positive relationships by adjusting communications and anticipating the needs of others. They understand how emotion can drive the behavior of others and are able to use this understanding when dealing with the issues and concerns of the team. Emotionally intelligent project managers are able to effectively use conflict resolution techniques (discussed later in this chapter) because they are perceived as being trustworthy and fair.

Emotional intelligence is something that can be learned and developed. It enables a project manager to bring out the best in coworkers and team members by making them feel valued and important. Figure 5.1 shows the quadrants of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. The core competencies are listed in each quadrant.

FIGURE 5.1 *Quadrants of emotional intelligence*

Servant Leadership

As compared to traditional hierarchical leadership where emphasis is on the authority of the leader, servant leadership means the leader shares power and helps enable those they lead to perform their best and to grow. A project manager as servant leader, for example, ensures team members can effectively do the work in order to deliver business value. There are certain aspects to this kind of leadership and the focus is always on maximizing team productivity by removing impediments and supporting the team's work. If you see an agile question on the exam that is dealing with leadership, think servant leadership.

There are four primary duties a leader performs in this role of serving the team:

1. The project manager will make sure team members stay on track and have no unnecessary interruptions, and that work unrelated to the project does not get added.
2. In the daily standup meeting team members name any impediments. These could be compliance- or documentation-related issues. The project manager works to remove impediments to keep the team moving forward.
3. The servant leader will continually communicate the project vision so team members have a good understanding of the final goal. By doing so, the team can make good decisions to produce the final product.
4. The servant leader gives the team everything they need to be productive and to stay motivated. The essentials can include everything from rewards, compensation, support, or encouragement.

Centralized vs. Distributed Management and Leadership

The *PMBOK® Guide* outlines the differences between centralized and distributed leadership. Centralized teams report to one leader, such as the project manager. Distributed management is when the team follows the leadership of several individuals. This could be the project manager plus the project management team. Or, the team could be self-organizing and no one person is leading the team but rather they share the responsibility.

Communication Skills

Communication is an important part of leadership, and effective communication underpins project success. You will need to understand the following aspects of communication for the exam.

The Flow of Communication

It's important to pay attention to how communication flows on a project.

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Project communications occur internally and externally to the core project team—vertically (up and down the levels of the organization) and horizontally (between peers). Make sure your planning includes communicating in all directions, as shown in figure 5.2.

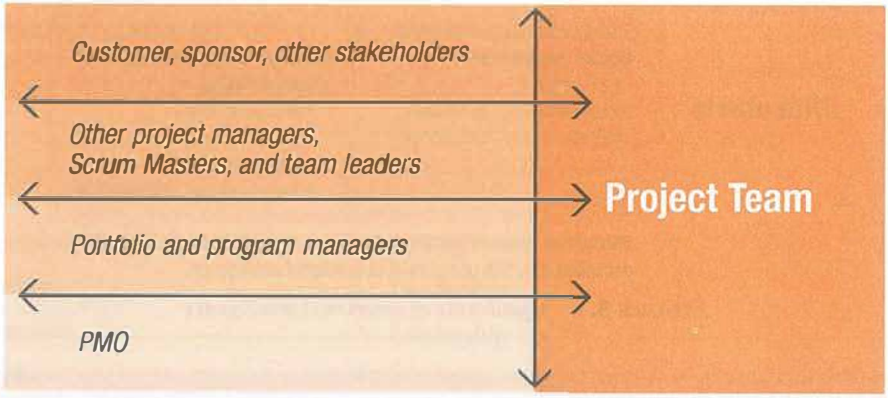

FIGURE 5.2 *Flow of communication on a project*

Communication Types

The first step in effective communication is choosing the best type of communication for each situation. Information can be expressed in different ways—formally or informally, written or verbal. You need to decide what approach to use for each instance of communication. Make sure you understand the following chart.

Communication Type	When Used
Formal written	Project charter, planning documentation, backlogs, contracts, and reports; can be physical and electronic
Formal verbal	Planned meetings and stakeholder briefings; standup meetings and retrospectives; can be face-to-face or remote
Informal written	Email, handwritten notes, text messages, instant messaging, social media, and websites
Informal verbal	Unscheduled meetings, conversations, and other casual discussions

5.2 Exercise

Test yourself! What is the best type of communication in the following situations?

Situation
1. Updating project communications strategies
2. Giving presentations to management
3. Trying to solve a complex problem
4. Updating the product backlog
5. Making notes regarding a telephone conversation
6. Making changes to a contract
7. Scheduling a meeting
8. Clarifying a work package
9. Requesting additional resources
10. Trying to discover the root cause of a problem
11. Sending an email to ask for clarification of an issue
12. Holding a milestone party
13. Conducting an online bidder conference

Answer

Imagine these as situational questions. Exam questions may have more words, but they will boil down to straightforward situations like the ones described in the exercise table.

1. Formal written
2. Formal verbal
3. Formal written
4. Formal written
5. Informal written
6. Formal written
7. Informal written
8. Formal written
9. Formal written
10. Informal verbal
11. Informal written
12. Informal verbal
13. Formal written

The Five Cs of Communication

Certain qualities of written communication enhance the likelihood that communications will be correctly interpreted and understood by the recipients. The following qualities should be incorporated by the project manager to ensure that messages are effective:

- Correct grammar and spelling
- Concise and well-crafted
- Clear and purposeful
- Coherent and logical
- Controlled flow of words and ideas

Communication Models

The most basic communication model only ensures that a message has been delivered, but excellent project communication requires a more complete approach to communications. A more comprehensive communication model, interactive communication, includes three main components: the sender, the receiver, and the confirmation that the message is correctly understood. Each message is encoded by the sender and decoded by the receiver. The receiver acknowledges receipt of the message, and both the sender and receiver are responsible for confirming that it has been properly interpreted by the receiver.

Factors such as working with different languages and cultures are important, but even the receiver's perception of the message, everyday distractions, or a lack of interest can affect the way the receiver decodes a message. Communication models often refer to these types of factors as "noise" because they can interfere with the receiver's ability to understand the message.

More complicated communication models exist, and different models may be appropriate for different projects or components of a single project. Keep the interactive model of communication, as shown in figure 5.3, in mind when answering questions on the exam related to communications.

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Sending Effective Communication The sender should determine which communication method to use to send a message, and then encode the message carefully and confirm that it is understood. When encoding the message, the sender needs to be aware of the following communication factors:

- **Nonverbal** A significant portion of in-person communication is nonverbal; this can include gestures, facial expressions, and body language.
- **Verbal** There are two important aspects of verbal communication:
  - ✓ The words and phrases a sender chooses are essential components of the message, but their meaning can be obscured by the accompanying nonverbal factors.
  - ✓ Pitch and tone of voice also help to convey a spoken message.

To confirm the message is understood, it's helpful for the sender to ask for feedback using questions such as, "Could you rephrase what I've said in your own words?" But it's also up to the receiver to make sure they have received and understood the entire message.

This is especially true in situations involving cross-cultural communication. Senders and receivers of communications must be aware of cultural differences, including age, gender, and nationality, and take those factors into account when planning, transmitting, and interpreting communications.

If a message is not understood, the receiver should acknowledge the message by saying something like, "I'm not sure I understand. Can you explain that again?" Like the sender, the receiver needs to encode their response carefully, keeping in mind the potential effects of verbal and nonverbal communication, when giving feedback to the sender, as illustrated in figure 5.3.

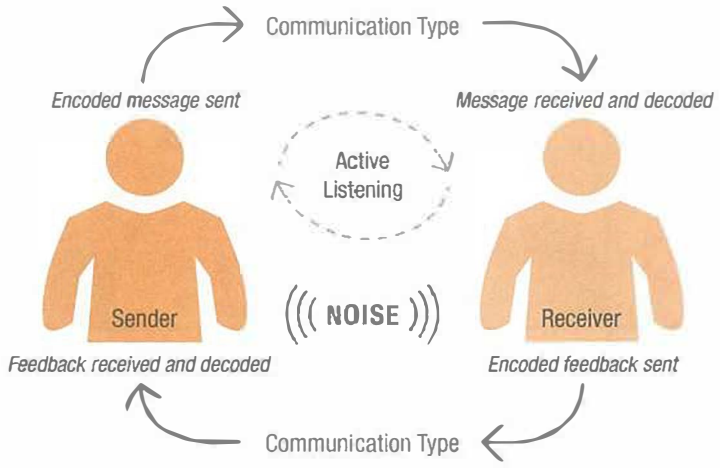

FIGURE 5.3 *The interactive communication model*

These factors apply to individual interactions as well as to project communications. It's possible to plan not just the types of communications to be used, but also ways for the sender to confirm the receiver has interpreted the message as intended. A project manager provides guidance to stakeholders regarding what to communicate and when to communicate it. It can be included in planning documents, information radiators, and verbally, and may also include direction on how to confirm the understanding of communications.

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Effective Listening So what should a receiver do during in-person communication to accurately decode a message and confirm it has been understood? The receiver should pay attention to the sender's gestures and facial expressions, and try to focus on the content of the message without distraction. It's also important that a receiver practices active listening. Active listening means the receiver confirms they are listening, accurately reflects back on the speaker's remarks, expresses agreement or disagreement, and asks for clarification as necessary.

A gap in communication can cause something known as the gulf of execution or gulf of evaluation.

The gulf of execution is related to how closely a feature or product can actually be implemented compared to what the user wants. For example, content developers for a zoo website want users to be able to find content related to a search on a particular topic, such as "bears." The content developers want the user to be able to get images, information, blog posts, etc., in just one click of the mouse. Because of the massive amount of content their database holds, developers discover that users will have to select the type of bear they want more information on. Will it be a polar bear, a black bear, a grizzly bear? There is a gap, or gulf, in what the content developers envisioned and what is actually possible. The one-click operation is actually more than one click.

The gulf of evaluation is a communication gap between the user and the developer. It's a bit like a game of "telephone." What one person hears is different from what they tell the next person. This reinforces the need to have a good interactive model of communication. Figure 5.4 shows what happens when there is a gulf of evaluation on the project.

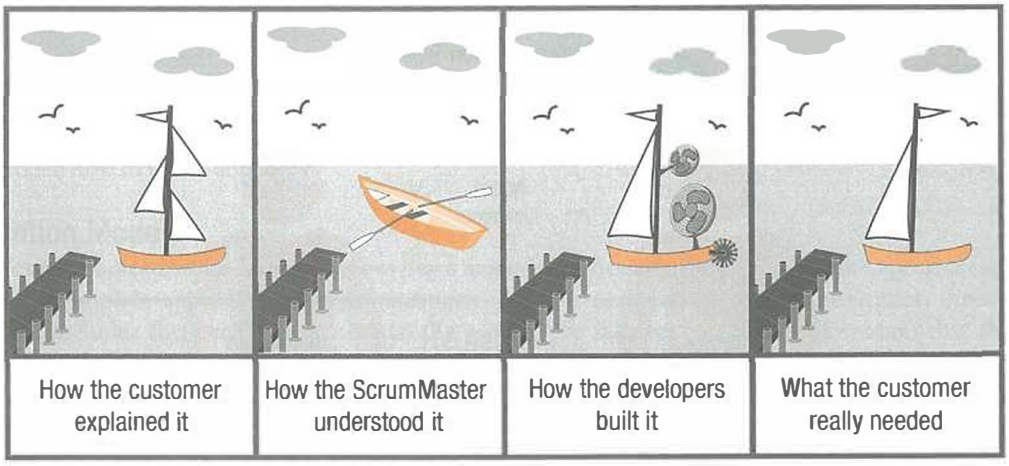

FIGURE 5.4 *Gulf of Evaluation*

Communication Blockers

Like noise in a communication channel, blockers can range from a lack of cultural sensitivity to a failure to provide concise messages. Blockers cause miscommunication and can lead to disagreement and confusion. The exam has often included one or two questions that ask, "What can get in the way of communication?" or "The following has occurred; what is wrong?" The correct answer may include:

- Noisy surroundings
- Distance between those trying to communicate
- Improper encoding of messages
- Language challenges
- Culture

Skillful Use of Communication Technology

Communications can take place in many ways: in person or virtually, over the phone, in writing, through instant messaging or text, and via email. These means of communicating are collectively referred to as communications technology. A key aspect of planning communications is determining the optimal technology with which to communicate information. Agile emphasizes more face-to-face communication, while more formal written communications are necessary when utilizing a predictive approach. You can use the following list of questions to determine the appropriate technology based on the situation:

- Would it be better to communicate this information in person or virtually?
- Would it be better to communicate the information through an email or a phone call?
- What technology is the team familiar and comfortable with?
- How quickly and how often does the information need to be communicated?
- Are there security or confidentiality issues that should be considered when choosing a means of communicating information?
- Would a letter sent through the mail get more attention?

Also consider the complexity of the information that needs to be communicated. Alistair Cockburn developed a communication effectiveness model to compare communication methods for their effectiveness and richness, or "temperature." Figure 5.5, is based on Cockburn's model. Notice two key factors—interactivity and information density—for several communication methods. This concept is especially important in agile environments where complex information is communicated in less formal ways.

Interactivity and information density indicate a communication method's ability to transfer complex information efficiently relative to other methods. In figure 5.5, paper-based communications are the lowest in interactivity and information density. Written documents take a long time to create and have to be written so that all stakeholders can understand the information, regardless of their expertise. Paper documents are also low in bandwidth, so they do not convey emotional tone, feeling, or implicit assumptions.

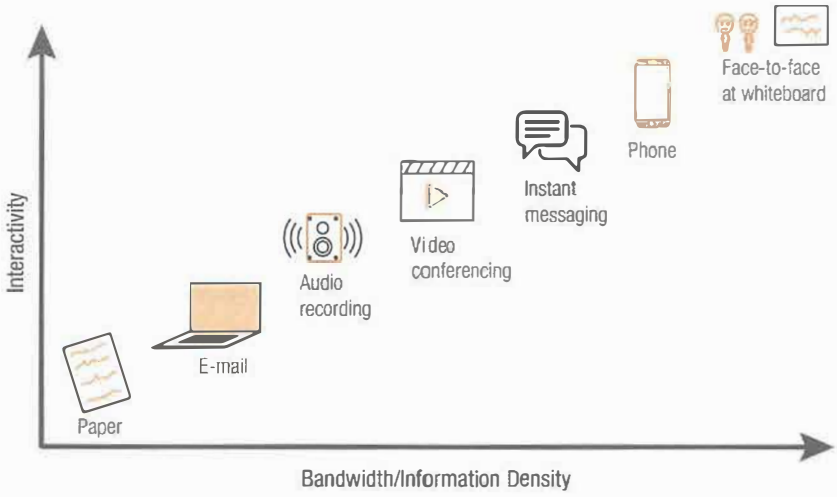

FIGURE 5.5 *Information transfer efficiency via technology*

At the other end of the scale, face-to-face communication at an electronic or low-tech whiteboard has the highest efficiency. Participants can converse and draw their ideas on the whiteboard. They can use shortcuts for well-understood concepts to speed the exchange of information, and they can ask each other questions and get immediate feedback. Nonverbal communication such as gestures, facial expressions, and tone of voice are also included.

Face-to-face communication allows for the most information to be transferred in a given period of time, but it is less convenient than other forms of communication. Can you see how this approach would be helpful for the project team, but may be impossible with all stakeholders on a project? Think about how you would use this model for your real-world projects.

Communication Methods

Communication methods can be grouped into the following categories: interactive, push, and pull. In choosing a communication method, you should consider whether feedback is needed or if it is enough to simply provide the information. Where possible, it's worth involving stakeholders in the final decision about which methods will meet their communication needs. Such decisions will support the stakeholder engagement efforts on the project.

- **Interactive communication** This method is reciprocal and involves two or more people. One person provides information; others receive it and then respond to the information. Examples of interactive communication include conversations, phone calls, meetings, instant messaging, and video calls.
- **Push communication** This method involves a one-way stream of information. The sender provides information to the people who need it but does not expect feedback from the recipients. Examples of push communication are status reports, emailed updates, blogs, and company memos.
- **Pull communication** In this method, the sender places the information in a central location. The recipients are then responsible for retrieving the information from that location. This method is often used to distribute large documents or to provide information to many people.

Communication Channels

Communication channels can be thought of as the number of pathways for communication between parties. When you add one more person to the team, does the number of communication channels simply increase by one? No. In fact, there is a substantial increase in communication channels. As a result, communication needs can grow rapidly with each added stakeholder.

Communication channels can be calculated using the following formula:

$$\frac{n(n-1)}{2} \qquad n = \textit{the number of stakeholders}$$

Note that n equals the total number of stakeholders. For the exam, be sure to understand the concept, and know how to calculate the number of communication channels.

Let's practice using this formula with an example. If you have four people on your project and you add one more, how many more communication channels do you have? To get the answer you calculate the number of communication channels with a team of four and with a team of five, and then subtract to identify the difference.

Example For a team of four: calculate 4 times 3 (which is n – 1) to get 12, and then divide by 2 to reach the answer, which is 6.

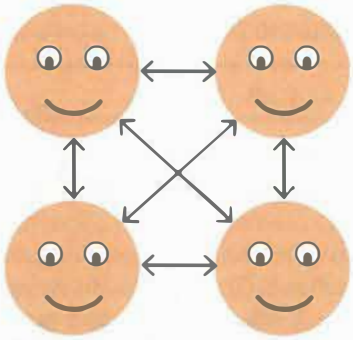

FIGURE 5.6 *Communication channels for a team of 4.*

FIGURE 5.7 *If you add one more, how many more do you have?*

Example For a team of five: calculate 5 times 4 (which is n – 1) to get 20, and then divide by 2 to reach the answer, which is 10. The difference between 10 and 6 is 4. Simple!

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Did you think the answer was 10? Be careful of the wording of exam questions. This question did not ask how many total channels you have; it asked how many more channels you have. Also notice this: It is surprising how much the number of communication channels rises when you add one person to the mix! The formula is simple but not intuitive. Whether or not you have to calculate this formula on the exam, you will have to understand its implications.

Motivation Models

How can you maintain the cooperation and motivation of the team if you don't understand what motivates its members? Here, we will look at some motivational theory models. You may need to identify some of these theories on the exam, or you may see them as answer choices.

Intrinsic Versus Extrinsic Motivation

According to Daniel Pink, extrinsic (external) motivation factors like salary are limited and short-lived motivators. Once a person is fairly compensated for their work, it is intrinsic (internal) factors that motivate people. Luckily it is these factors you have the most influence over as a project manager.

Pink put internal motivators into three categories: autonomy, mastery, and purpose.

- **Autonomy** This motivational factor appeals to desires people have to direct their own lives. Examples: Flexible work hours, working from home, and being able to influence what projects they are on. While self-managing teams are typically associated with agile, good leadership on any project means people on any project team should be able to manage their own work.

- **Mastery** This is the desire to improve, excel, learn, and do excellent work. You should be able to assume that the team you work with want this and then do what you can to help them be their best.
- **Purpose** People also have an intrinsic need for a sense of purpose. Ensuring a cohesive team, a clear project vision, and a common understanding will help meet this goal, as well as simply letting people know they're doing a good job and making a difference.

Theories of X, Y, and Z

McGregor created the Theory X and Y models of worker motivation and suggested optimal related management styles. Maslow added the Theory Z dimension, and Ouchi developed his own version of theory Z.

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Theory X Based on the first picture on the right, take a guess as to what Theory X is.

Answer Managers who accept this theory believe people need to be watched every minute. They believe employees are incapable, avoid responsibility, and avoid work whenever possible.

Theory Y Based on the second picture on the right, take a guess as to what Theory Y is.

Answer Managers who accept this theory believe people are willing to work without supervision, and want to achieve. They believe employees can direct their own efforts. It's a PMI-ism that this is indeed how team members behave, so unless directed otherwise, assume this perspective when responding to exam questions.

Theory Z Maslow proposed the X dimension as transcendent over goal orientation or even being intrinsically motivated. Here motivation is linked to self-realization, values, and a higher calling.

Ouchi's version of Theory Z focuses on the well-being of employees and their families—a job for life that takes care of them promotes morale and productivity.

Maslow's Hierarchy of Needs

Maslow's message is that the highest motivation for most people is to contribute, to grow, and to use their skills. Maslow called this "self-actualization." He created a hierarchy of needs to explain how people are motivated and stated once the needs at the bottom of the pyramid are met people move on to the next level. A person cannot ascend to the next level until the levels below are fulfilled as shown in figure 5.8.

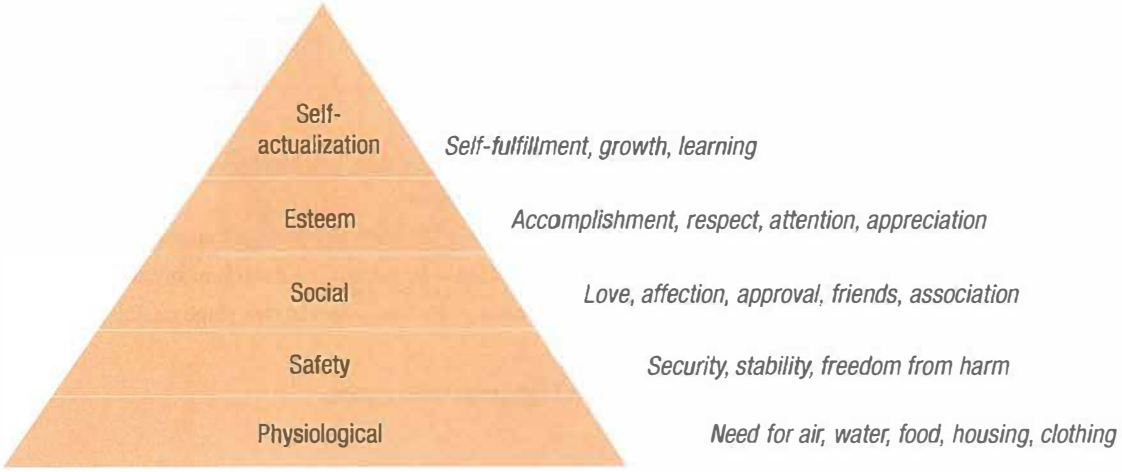

FIGURE 5.8 *A representation of Maslow's hierarchy of needs*

McClelland's Theory of Needs (or Acquired Needs Theory)

This theory states that people are most motivated by one of three needs. A person falling into one need category would be managed differently than a person falling into another category. The following table explains the three need categories.

Primary Need	Behavioral Style
Achievement	These people should be given projects that are challenging but are reachable. They like recognition.
Affiliation	These people work best when cooperating with others. They seek approval rather than recognition.
Power	People whose need for power is socially oriented, rather than personally oriented, are effective leaders and should be allowed to manage others. These people like to organize and influence others.

Herzberg's Two-Factor Theory of Motivation

Herzberg's theory deals with hygiene factors and motivating agents.

Hygiene Factors Poor hygiene factors may destroy motivation, but improving them, under most circumstances, will not improve motivation. Hygiene factors are not sufficient to motivate people. Examples of hygiene factors include the following:

- Working conditions
- Salary
- Personal life
- Relationships at work
- Security
- Status

Motivating Agents Assuming hygiene factors are satisfied, people are motivated, energized, and engaged by the work itself, including factors such as:

- Responsibility
- Self-actualization
- Professional growth
- Recognition

So, the lesson here is that motivating people is best done by rewarding them and letting them grow. Solving an individual or team issue may mean the project manager has to make sure certain basic needs are met within the project. Then they can use rewards, recognition, and the roles and responsibilities assigned to individuals and teams.

Models of Skill Mastery

Shu-Ha-Ri Model of Skill Mastery

The shu-ha-ri model comes from martial arts training. It has been adopted by agile practitioners as a way to move through three levels of mastering a new skill or process. The three levels are as follows: :

1. **Shu**: This is where the rules are learned and obeyed—*shu* means "to keep, protect, or maintain"
2. **Ha**: This is when the rules have been mastered through practice—*ha* means "to detach or break free"
3. **Ri**: This is the final stage where the rules become second nature. Practitioners in this stage can also teach and lead others—*ri* means "to go beyond or transcend"

The leader on an agile team uses this model to develop a high-performing team.

Dreyfus Model of Adult Skill Acquisition

This model proposes that adults learn new skills through five different stages: novice, advanced beginner, competent, proficient, and expert. Like the shu-ha-ri model, the idea is that knowledge is gained as the person moves through each phase. As shown in figure 5.9, the commitment, decision-making skills, and perspective also shift as a person moves through the phases. Here, you can see that on the top row the novice starts with a detached commitment, and that commitment evolves. On the second row, decision-making skills start at analytical and move into intuitive as expertise is gained. On the bottom row, the perspective changes from none, or no opinion, to experienced. The person becomes an expert in their perspective.

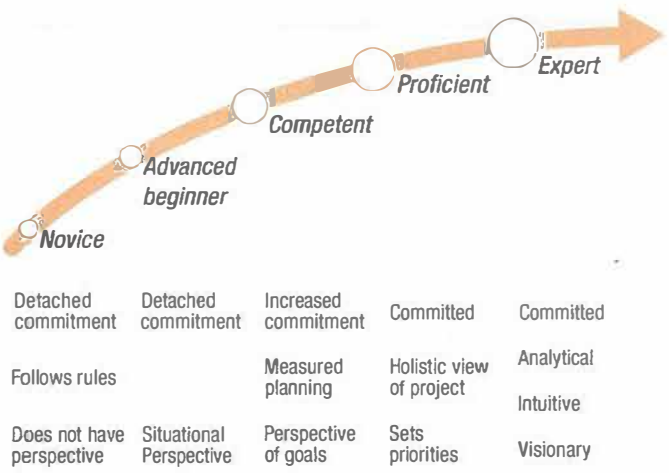

FIGURE 5.9 *Dreyfus Model of Skill Mastery*

T-Shaped Skills

One metaphor for assessing skill sets needed for individual team members is to designate them as I-shaped or T-shaped. I-shaped team members specialize in one area, while T-shaped team members have a broad range of skills. On hybrid and agile projects where the work is done iteratively and incrementally, teams prefer T-shaped people who can help share the workload or adapt to the changing needs of the project. T-shaped people help optimize value to the project by reducing bottlenecks.

Agile Focus

Note: While this model in project management is currently associated with hybrid and agile projects, the fact is team members on all projects and employees in general are being asked to expand their skill sets so that more team members will have a T-shaped skill set. Most important to note here is that people with T-shaped skill sets excel in their core competency. Specialists are still needed; hence the agile term *generalizing specialists*.

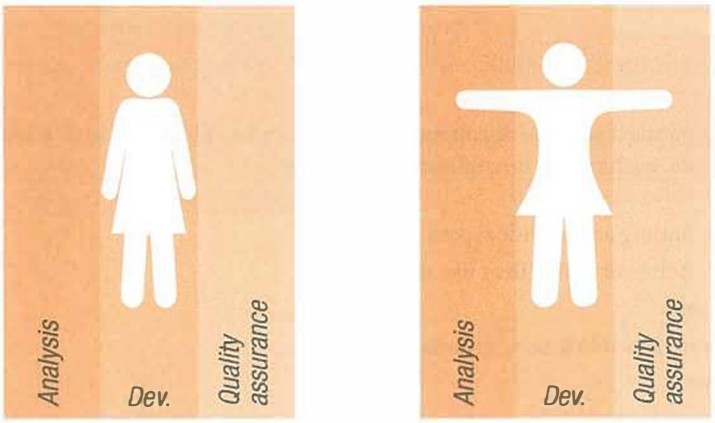

FIGURE 5.10 *I- and T-shaped team members*

Situational Leadership Models

Leadership demands different approaches in different situations, so of course you must tailor your approach to interpersonal communications and leadership depending on the situation. There are many situational leadership models, but here we profile the two that are in the *PMBOK® Guide*: the Situational Leadership II® model proposed by Ken Blanchard, and Whittleworth's and Gilbert's OSCAR model.

Situational Leadership II®

Think of the many people with whom you interact. You probably have an intuitive sense of how to interact with them based on a number of things you may know about them: How they take in information, how they react to things in general, and factors related to the content of what you are communicating about. Blanchard's Situational Leadership II® model is useful in project management as it focuses on two factors: competence and commitment. As you learn a person's competence and know how to help them to continuously improve their skills and abilities, and you know their commitment is solid, your leadership approach evolves from directing and then coaching to supporting to eventually just delegating.

- **Competence** This variable is just what you would expect: a combination of knowledge, skills, and abilities.
- **Commitment** This factor is about the confidence and motivation a person has.

The OSCAR Model

The OSCAR model is a popular coaching tool that helps leaders define the goals for individual team members. OSCAR stands for Outcome, Situation, Choices/Consequences, Actions, and Review.

- **Outcome** This is about individual long-term goals. What does that team member want?
- **Situation** This is about where the team member is right now in their skill development.
- **Choices/consequences** It's here that the team member decides how they will achieve their long-term goals. The project manager can help the team member understand the consequences of any choice they make.
- **Actions** In this stage, the team member comes up with a plan of action to achieve those goals.
- **Review** Once the team member is on the path, it's important to review how well those goals are being achieved and make course corrections if necessary.

5.3 Exercise

Try this exercise to test yourself on the models we've covered so far. Identify which team model belongs to the following statements. Note, each model is used more than once.

1. Unconsciously finding an individual path
2. Primary Need: Achievement. "They like recognition"
3. Motivating Agents
4. Self-actualization: self-fulfillment, growth, learning
5. Hygiene Factors
6. Choices/Consequences
7. Primary Need: Affiliation—"They seek approval rather than recognition"
8. Obeying the rules
9. Esteem: accomplishment, respect, attention, appreciation
10. Outcome

Answer

1. Shu-ha-ri Model of Skill Mastery
2. McClelland's Theory of Needs
3. Herzberg's Two-Factor Theory of Motivation
4. Maslow's Hierarchy of Needs
5. Herzberg's Two-Factor Theory of Motivation
6. OSCAR Model
7. McClelland's Theory of Needs
8. Shu-ha-ri Model of Skill Mastery
9. Maslow's Hierarchy of Needs
10. OSCAR Model

Team Development Models

High-performing teams are made through leadership and the efforts of the team itself. It is about more than the capabilities and commitment of the individuals involved. It is very normal for teams to pass through a series of stages or a cycle of stages before reaching the level of a high-performance team. The process is very human and not always comfortable, so good leadership is needed to foster a safe team environment. Here are two models of team formation and team performance.

Tuckman's Ladder Model of Team Formation

The way the Tuckman model sounds can help you remember it for the exam: "Forming, Storming, Norming, and Performing" (and then adjourning). The Tuckman ladder model formally identifies these stages of team formation and development:

- **Forming** People are brought together as a team.
- **Storming** There are disagreements as people learn to work together.
- **Norming** Team members begin to build good working relationships and learn to trust the project manager and each other.
- **Performing** The team becomes efficient and works effectively together. This is the point when the project manager can give the most attention to developing individual team members.
- **Adjourning** The project ends, and the team is disbanded.

New teams may go through each step, while teams that have worked together before may experience a shortened version, possibly even skipping some of the early steps.

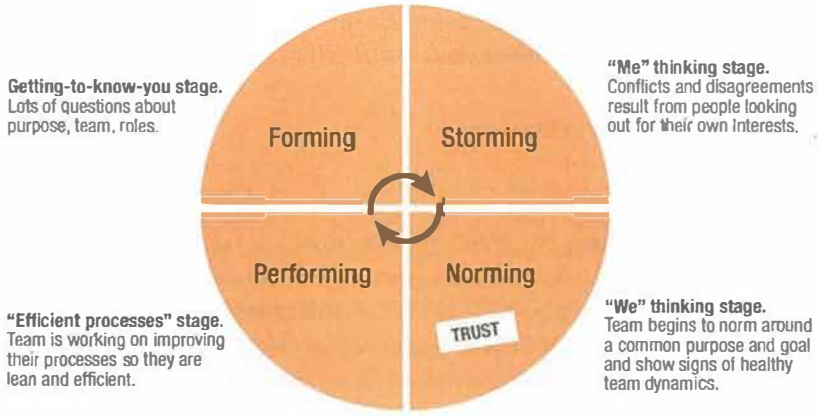

FIGURE 5.11 *Tuckman's Model of Team Formation*

Drexler/Sibbet Team Performance Model

Like the Tuckman model, the Drexler/Sibbet Team Performance Model depicts stages teams go through to form, develop, and become high performing. Drexler/Sibbet defines seven stages.

Steps 1-4 describe where the team is at with the project as they form and develop. In these steps, the team learns "why, who, what, and how" of their coming together.

Steps 5-7 describe what is happening as high performance is attained and sustained.

Step 1: Orientation, or "Why" The team comes together and learns the purpose of the project. In terms of project management meetings and artifacts, think kickoff meeting, business case, project charter, or lean start-up canvas (which is a simple yet comprehensive framework for building a clear project vision, proposed solution scope, and success criteria).

Step 2: Trust building, or "Who" This stage is where information is shared and learned about the project team and each member's skills and abilities, as well as whatever other key stakeholder information is available.

Step 3: Goal clarification, or "What" At this stage the team elaborates on the project information they already have. It includes finding out more about stakeholder expectations, project and product requirements, project and stakeholder assumptions, and deliverable acceptance criteria.

Step 4: Commitment, or "How" At this stage the team has formed. It plans for and begins to achieve the project's goals. Artifacts can include milestone schedules, release plans, high-level budgets, resources needs, and other high-level planning artifacts.

Step 5: Implementation The high-level plans are decomposed into the greater level of detail for detailed planning, and then execution against the plan to produce deliverables. Artifacts to associate with this stage include the project's release map, schedule, backlog, or its scope baseline.

Step 6: High performance At this stage the team has been working together for some time, they work well together, have their working agreements ironed out, and have reached a level of high performance. They do not need much oversight.

Step 7: Renewal As changes occur within the project (deliverables, for example) or team (leadership, team members, or other stakeholders, for example), the team has an opportunity to look at past performance in perspective to see if anything about the way they operate needs to change. The team may revisit previous stages to renew goal clarification, commitment, or other ways of working together.

It is the leader's responsibility to guide stakeholders through organizational change or change on a project. As a leader it's important to have an awareness of how change impacts stakeholders.

Other Leadership Concepts

Trust

Think of project problems you have recently experienced. Now ask yourself the following questions: "Could these problems be caused by a lack of trust? Do team members trust each other? Do they trust the project manager?" The team needs to feel that the project manager is working in the best interests of the project, the company, and the team—rather than in the best interest of the project manager. Trust is gained or lost from the minute the project manager meets each team member for the first time. If the team does not trust the project manager, then they cannot easily be successful. The team will not take direction or follow instructions, and the project will suffer.

An important role of a project manager is to create a psychologically safe work environment where people can ask questions and show incomplete versions of their work without being criticized. Providing a team with this level of trust increases collaboration and helps improve the project.

A common method for increasing trust on agile projects is to engage the team in the development of estimates. Activities like Planning Poker®, as described in the Schedule chapter, build trust amongst the team members, the estimate, and the solution.

Once you have trust, it can be lost if you are not honest and consistent. Assuming you work in a matrix organization, how do you get people to cooperate if you do not have the ability to give them a raise or a promotion? Trust, as well as a recognition and reward system are the answers.

Think About It. Trust also affects, and is affected by, reputation. Do you know what your reputation is? Many of the people you meet know. Why not ask them about it, so you can deal with any changes you need to make?

Negotiation

Negotiation can provide value in developing the team while working to build consensus on project decisions. Including the team members in the decision-making process shows that the project manager values and considers their input.

Influencing

Influencing is an important aspect of a project manager's role that begins with actively listening to differing viewpoints expressed by team members. Acknowledging those different perspectives and using communication and persuasion skills helps the project manager develop mutual trust and, eventually, agreement within the team.

Training

Team members may require training to perform on the project or to enhance their performance. Such training can help team members while also decreasing the overall project cost and schedule through increased efficiency. If the training will benefit the organization in the long run or can be used on future projects, it may be covered as an organizational cost. Otherwise, it is paid for by the project and documented in the resource management plan and included in the project budget.

Coaching

The goal of coaching is to help team members stay on track, overcome issues, continually improve their skills, and achieve their goals. Coaching is done at two levels—with the team and with individual team members. Individual coaching sessions should be confidential meetings in a safe environment. During the conversation, it's important to be frank, yet remain positive and respectful. After the meeting, the coach should follow up to make sure there is improvement.

Recognition and Rewards

The project manager appraises performance and provides recognition and rewards in response to the work of the team or individual team members. To be effective, such rewards should be determined based on the project manager's understanding of what is valuable to the team member or group being recognized. In addition to recognizing past accomplishments, rewards provide incentive for ongoing achievement and efforts.

Conflict Management

Many situational questions on the exam describe conflicts. Therefore, to be able to pick the best choice from many "right" answers, you should understand different conflict resolution techniques and be able to determine which one is best for the situation described.

Think About It. Think about conflict. Is it bad? Should we spend time preventing the root causes of conflict? Who should resolve the conflict? Try to answer the questions just posed. Get them right, and you are likely to do well on this part of the exam.

The answers are:

- No, conflict is not inherently bad.
- Yes, it is important to identify and deal with the root causes of conflict.
- Conflict should be resolved by those who are involved, possibly assisted by the project manager.
- Although we often think of conflict as a bad thing, it actually presents opportunities for improvement. Many people still have outdated beliefs about conflict. For the exam, make sure your understanding reflects the current (new) perspective.

Changing Views of Conflict	
Old	**New**
Conflict is dysfunctional and caused by personality differences or a failure of leadership.	Conflict is an inevitable consequence of organizational interactions and the many different ways that projects can be accomplished.
Conflict is to be avoided.	Conflict can be beneficial.
Conflict is resolved by physical separation or the intervention of upper management.	Conflict is resolved through openness, identifying the causes, and problem-solving by the people involved and their immediate managers.

Conflict is inevitable, in part, because of the following factors.

- The nature of projects, which attempt to address the needs and requirements of many stakeholders
- The level of emotional intelligence held by team members
- The necessity of obtaining resources from functional (resource) managers

The project manager has a professional responsibility as part of basic project management to attempt to avoid conflicts through the following actions:

- Keeping the team informed about the following:
  - ✓ Exactly where the project is headed
  - ✓ Project constraints and objectives
  - ✓ The contents of the project charter
  - ✓ All key decisions
  - ✓ Changes
- Clearly assigning work without ambiguity or overlapping responsibilities
- Encouraging collaboration and consensus building
- Making work assignments interesting and challenging
- Following good project management and project planning practices

Many people think the main source of conflict on a project is personality differences. They may be surprised to learn that this is rarely the case. It only becomes personal if the root cause of the problem is not resolved. On a project, the seven sources of conflict in order of frequency are as follows—note that personality is last.

1. Schedules (unrealistic)
2. Project priorities
3. Resources
4. Technical opinions
5. Administrative procedures
6. Cost
7. Personality

Conflict is best resolved by those involved in the conflict. The project manager should generally try to facilitate the resolution of problems and conflict as long as they have authority over those in conflict or over the issues in conflict. If not, the sponsor or functional managers may be called in to assist. There is one exception. In instances related to professional and social responsibility (someone breaking the law, not following policies, or acting unethically), the project manager must take the issue to someone higher in the organization.

Conflict Model

Based on the work of Thomas and Kilmann, this conflict model offers various conflict resolution techniques to know for the exam. Notice that some have more than one title; you should know both.

- **Collaborating (problem-solving)** With this technique, the parties openly discuss differences and try to incorporate multiple viewpoints to arrive at a consensus. Collaboration leads to a win-win situation.
- **Compromising (reconciling)** This technique involves finding solutions that bring some degree of satisfaction to both parties. This is a lose-lose situation, since no party gets everything. Did you know that compromise is not the best choice, but rather second to collaborating?
- **Withdrawal (avoidance)** With this technique, the parties retreat or postpone a decision on a problem. Dealing with problems is a PMI-ism; therefore, withdrawal is not usually the best choice for resolving conflict, though there may be situations where it is necessary.
- **Smoothing (accommodating)** This technique includes making some concessions; it emphasizes agreement rather than differences of opinion. It does not result in a permanent or complete resolution of the conflict.
- **Forcing (directing)** This technique involves pushing one viewpoint at the expense of another. It is a win-lose situation.

Remember to look for collaborating or problem-solving choices as generally the best answers. Forcing is usually the worst, but the answer depends on the situation described. There could be situations in which withdrawal is the best option.

5.4 Exercise

Read each statement made to try to resolve a conflict, and determine which technique is being used.

Description
1. "Do it my way!"
2. "Let's calm down and get the job done."
3. "Let us do a little of what both of you suggest."
4. "Let's deal with this issue next week."
5. "Miguel and Kathleen, both of you want this project to cause as little distraction to your departments as possible. With that in mind, I am sure we can come to an agreement on the purchase of equipment and what is best for the project."
6. "We have talked about new computers enough. The decision has been made to not get them."
7. "Miguel, you say the project should include the purchase of new computers, and Kathleen, you say the project can use existing equipment. I suggest we perform the following test on the existing equipment to determine if it needs to be replaced."
8. "Let's see what everyone thinks, and try to reach a consensus."
9. "Since we cannot decide on the purchase of new computers, we will have to wait until our meeting next month."
10. "Miguel, what if we get new computers for the design activity on the project and use the existing computers for the monitoring functions?"

Answer

1. Forcing
2. Smoothing
3. Compromising
4. Withdrawal
5. Smoothing
6. Forcing
7. Collaborating
8. Collaborating
9. Withdrawal
10. Compromising

The next chapter will continue the discussion of working with the team, including acquiring, developing, and managing a team.