

Project Management Road Trip®

**For the Project Management
Professional®**



**Your Key to PMP
Certification
and Understanding the
PMBOK® Fourth Edition**

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www.PMRoadTrip.com

*Project Management Road Trip for the Project Management Professional:
Your Key to PMP Certification and Understanding the PMBOK Fourth Edition*

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9.0 Project human resource management

Chapter Difficulty

Easy

Moderate

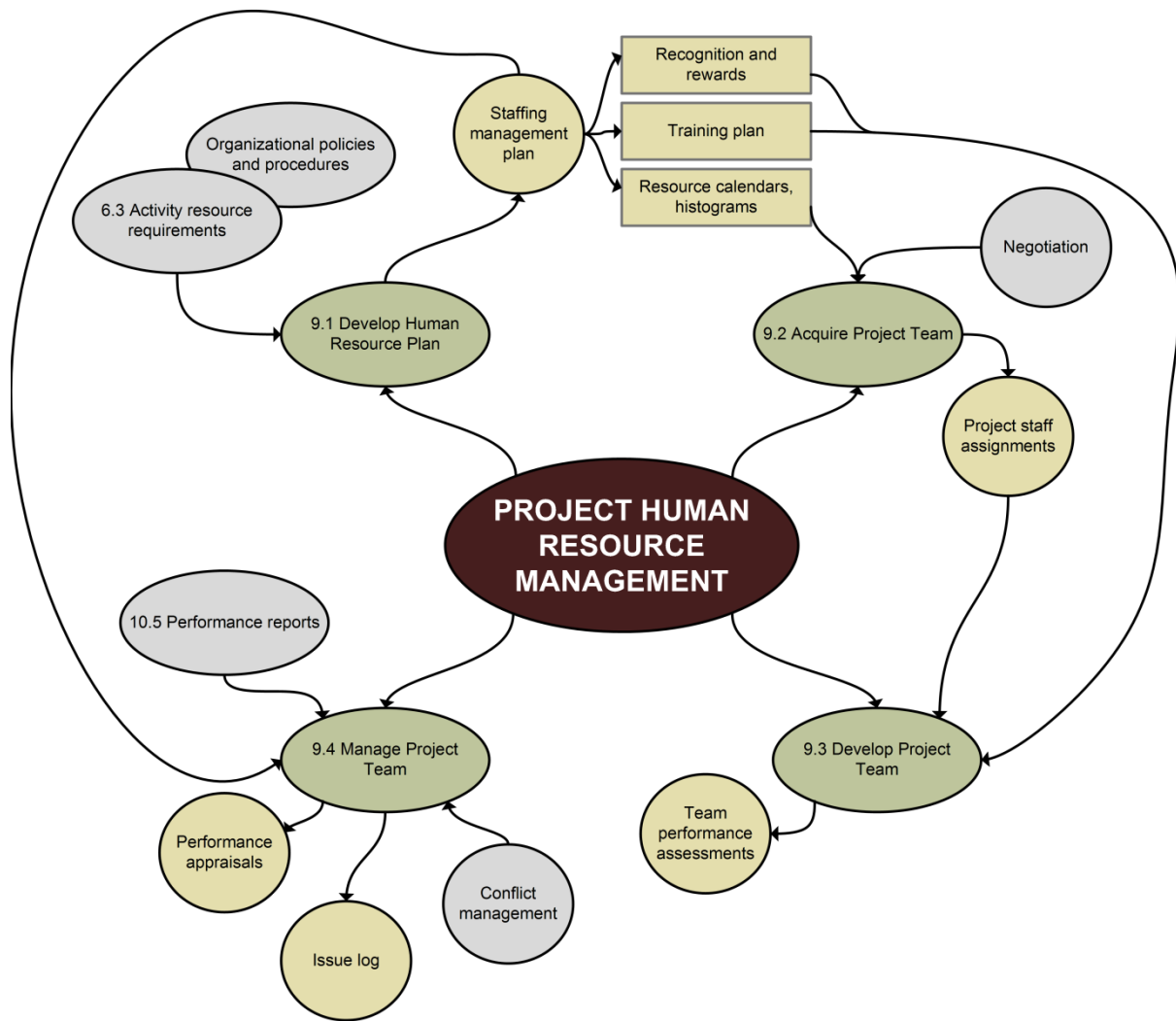
Hard

The **Project Human Resource Management** knowledge area includes the four processes whose activities concerned with planning, forming, building, and managing the people working on the project.

team building
ground rules
motivation
recognition
rewards
performance
appraisals
assessments
issue log

PROJECT HUMAN RESOURCE MANAGEMENT

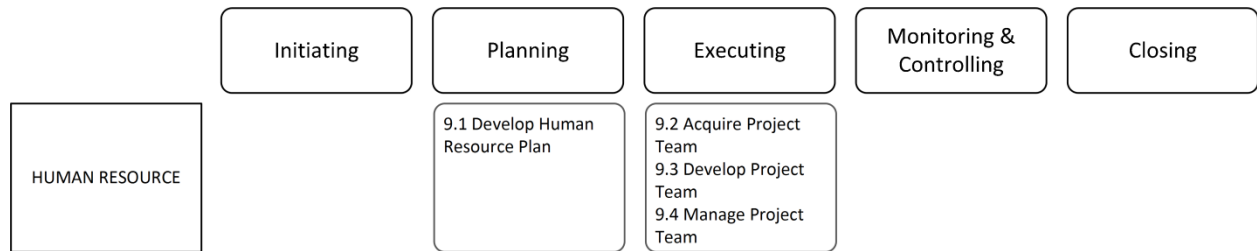
acquisition
negotiation
theory X
theory Y
interpersonal skills
Maslow's hierarchy of needs
contingency theory
theory Z
conflict management



Keywords

- | | |
|---|---|
| <input type="checkbox"/> 360 degree feedback | <input type="checkbox"/> Organizational breakdown structure (OBS) |
| <input type="checkbox"/> Achievement Theory | <input type="checkbox"/> Problem solving |
| <input type="checkbox"/> Aggressor | <input type="checkbox"/> Project organization chart |
| <input type="checkbox"/> Authoritarian leadership style | <input type="checkbox"/> Project performance appraisals |
| <input type="checkbox"/> Blocker | <input type="checkbox"/> Project staff assignments |
| <input type="checkbox"/> Coercive power | <input type="checkbox"/> RACI |
| <input type="checkbox"/> Co-location | <input type="checkbox"/> Recognition seeker |
| <input type="checkbox"/> Compromise | <input type="checkbox"/> Referent power |
| <input type="checkbox"/> Contingency Theory | <input type="checkbox"/> Responsibility assignment matrix (RAM) |
| <input type="checkbox"/> Democratic leadership style | <input type="checkbox"/> Resource calendars |
| <input type="checkbox"/> Devil's advocate | <input type="checkbox"/> Reward power |
| <input type="checkbox"/> Expectancy Theory | <input type="checkbox"/> Recognition and rewards |
| <input type="checkbox"/> Expert power | <input type="checkbox"/> Smoothing |
| <input type="checkbox"/> Follower/withdrawer | <input type="checkbox"/> Staffing management plan |
| <input type="checkbox"/> Forcing | <input type="checkbox"/> Team performance assessment |
| <input type="checkbox"/> Ground rules | <input type="checkbox"/> Theory X |
| <input type="checkbox"/> Herzberg's Motivation-Hygiene Theory | <input type="checkbox"/> Theory Y |
| <input type="checkbox"/> Issue log | <input type="checkbox"/> Theory Z |
| <input type="checkbox"/> Laissez-faire leadership style | <input type="checkbox"/> Topic jumper |
| <input type="checkbox"/> Legitimate power | <input type="checkbox"/> Virtual teams |
| <input type="checkbox"/> Maslow's Hierarchy of Needs | <input type="checkbox"/> Withdrawal |
| <input type="checkbox"/> Negotiation | |

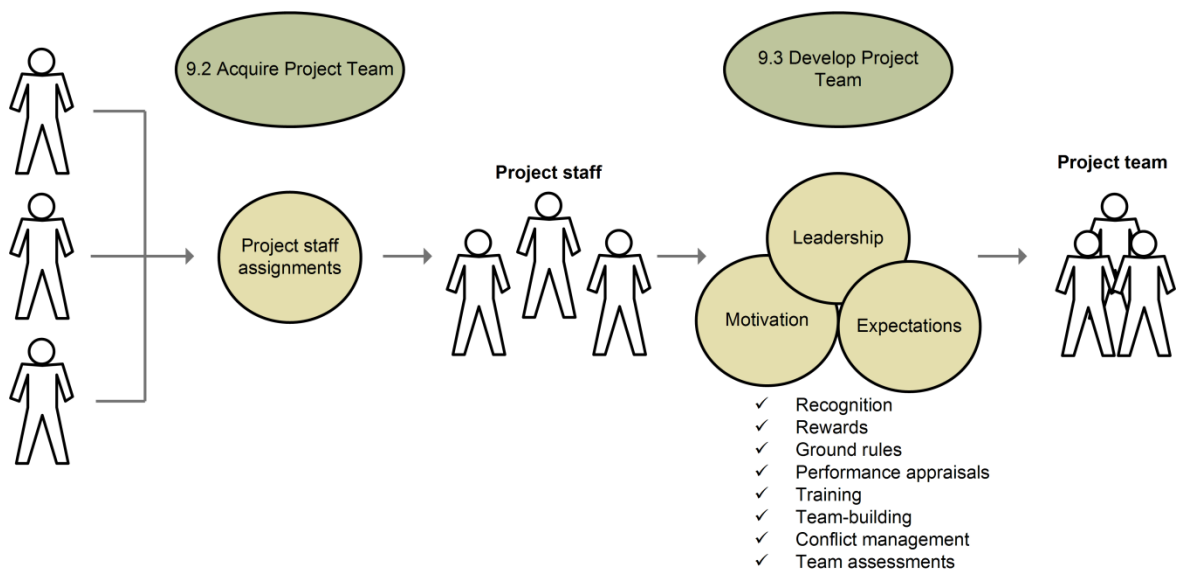
Overview



Project management is a mixture of hard, technical skills and soft skills. Our technical skills are needed for tasks such as developing the WBS, schedule, and budget while we need our soft skills for activities that are predominantly people oriented. Most of the project management activities we'll perform in Project Human Resource Management will rely on our soft skills --interpersonal, leadership, motivational, negotiation, and conflict management. Unlike our technical skills, it's often harder for us to quantitatively determine whether we're doing well, but the ultimate measure of success is an efficient, effective, and cohesive project team.

Granted, managers are under a lot of pressure to perform. Deadlines must be met, budgets abided by and decisions reached without a great deal of lead time. Many times, managers succumb to the task at hand. What is important to keep in mind is that interaction skills are also vital. They are interpersonal skills that produce trust between people.¹

Harry Mingail, PMP, CBA, Interpersonal Skills Are Invaluable



Developing a great project team takes concerted forethought, planning, and effort by the project manager and project management team, but it's time well spent. A project with a dysfunctional team is a dysfunctional project with an ineffective project manager, which is very likely to lead to an inefficient and poor quality product for the customer.

We discovered that too many project managers focus so much energy on using the technical skills that they overlook what successful project managers know to be true – there is a human side to projects.²

Deb Filler and Jeff Harris, The Importance of Interpersonal Skills in Project Management

Both the project manager and project management team need to be well versed in organizational theories and best practices. The ones presented in this chapter are what we're likely encounter on the PMP exam. Some sections in this chapter contain expanded information, such as those on team formation, leadership, and negotiating, and are provided to help us become better project managers, but we're not likely to encounter any difficult questions relating to those topics on the PMP examination.

Workgroups and teams

The term *team* and *group* are often used interchangeably, and the PMBOK makes no differentiation between the two. But as project managers, we should understand that though the two have many similarities, there are some core differences. *The Wisdom of Teams* provides two clear definitions that emphasize their differences³:

- **Group:** A small group of people with complementary skills and abilities who are committed to a leader's goal and approach and are willing to be held accountable by the leader.
- **Team:** A small group of people with complementary skills and abilities who are committed to a common goal and approach for which they hold each other accountable.

It's how a team relates to its objective that differentiates it from a group because a group views its goal as being the vision of someone else while a team believes in the vision. A team's internalization of its goal results in a greater commitment, which is what gives a team its "spark" and can help it overcome problems that are too great for a group because people who are personally invested in a goal will work harder and more creatively to reach that objective than will people who are just following someone else's goal.

All teams begin as a work group, but not every work group will evolve into a team, yet it isn't always necessary or preferable to have a team. The main drawback to a team is that it will take more time and effort to form and maintain. Groups are much more efficient when the goal is predetermined and how the goal will be reached is already known. If a short deadline is critical, and group members have never worked with each other before and so have no past relationship, there may not be sufficient time for a group to develop into a team. When leading a *group*, the leader will need to maintain close involvement because he or she will provide overall direction and likely serve as the final decision-maker.

	Work Group	Team
Similarities	<ul style="list-style-type: none"> ✓ Temporary ✓ Common goal ✓ Small number of people (<15) ✓ Established by a leader 	<ul style="list-style-type: none"> ✓ Temporary ✓ Common goal ✓ Small number of people (<15) ✓ Established by a leader
Differences	<ul style="list-style-type: none"> ➤ Individual accountability ➤ Committed to leader ➤ Direction from leader ➤ Compromise (win-lose) ➤ Self-reliant ➤ Created 	<ul style="list-style-type: none"> ➤ Shared accountability ➤ Committed to goal ➤ Self-directing ➤ Problem-solving (win-win) ➤ Inter-reliant ➤ Evolves

A team is a better choice when the goal is not clear or there is contention and conflict surrounding the goal or it's not exactly known how the objective can be achieved. This is because teams have a level of trust and openness that are more likely to result in creative, innovative, and alternate solutions. When leading a team, the leader will serve more as a facilitator and motivator rather than as a decision maker.

None of this is to imply that team-building efforts can't be applied in a group setting. In fact, since all teams begin as groups, it's usually only through facilitation by a leader that a group can evolve into a team. And even if a team isn't needed for the situation, in a functional or matrix organization, the group members will likely be involved again in subsequent projects, so team-building efforts can pay off down the road by reducing the time it takes for a team to form in later projects.

Project leadership

Leading people is not about assigning tasks and performing personnel administration –it's about good people skills. In *The 21 Indispensable Qualities of a Leader*, John Maxwell says that leaders have character, commitment, courage, focus, generosity, passion, responsibility, self-discipline, and vision. These and other leadership qualities are not personality traits, but are skills we can develop. By investing time and effort towards increasing our leadership skills, we're not only helping the project, we're helping our project team because great leaders have a ripple effect that energizes their team and coworkers, serving as a role model for others to pattern their behavior from.

Though we can improve our leadership abilities, no one becomes a great leader overnight. John Zenger and Joseph Folkman analyzed the data from many studies and summarized their findings in the book *The Handbook for Leaders: 24 Lessons for Extraordinary Leadership*. They found that "great" leaders really had only a small number of really exceptional skills; they were not able to do a thousand things really well, or even a hundred things reasonably well. What set great leaders apart from mediocre leaders was their ability to continually improve and build upon the skills they already had. In other words, great leaders look at the strengths they already have and use those skills to the best of their abilities.

Though leadership is important throughout all of the project management processes, it's especially important in the HR activities because without good leadership, group dynamics can disintegrate and result in performance, schedule, and quality problems. While good project management requires organizational skills, technical competence, and business knowledge, good leadership is about enabling and generating trust, commitment, motivation, empathy, perseverance, and positivism throughout the project team.

Tips on becoming an effective leader

Be trustful and loyal: These are the hallmarks of a greater leader. It's impossible to be inspired by someone who is self-serving.

Be enthusiastic, persistent, and positive: It's possible to be both a realist and an optimist. Keep faith in ourselves, in others, and in the vision.

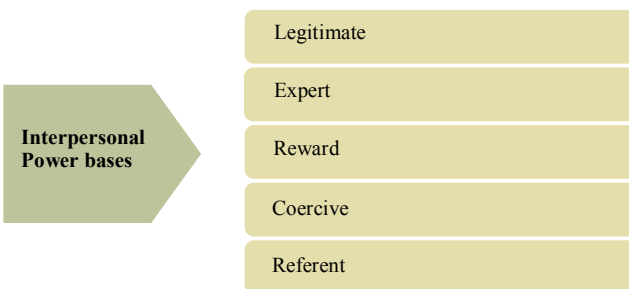
Be an empathetic listener: Great ideas and viewpoints come from all sources, so listen more than we speak. We don't need to agree with a view point, but we need to genuinely and compassionately understand it.

Be honest: Our actions and efforts need to always be driven by our values. Nobody is fooled by someone who says one thing but does another.

Be courageous: Taking calculated risks is the only way towards progress. Mistakes in ourselves and others are inevitable, but as long as we learn from them they're okay.

Be a mentor: Others learn leadership by watching those who lead, so set an example of acceptable behavior and values.

Be respectful: Treat everyone as if he or she were the most important person in the world.

Interpersonal power

In chapter two we talked about the five bases of interpersonal power a project manager can rely on. They are listed below.

- **Legitimate:** Also known as formal or normative power, this type of power comes from one's position, title, or hierarchy.
- **Expert:** This type of power comes from one's knowledge, expertise, skills, talents, or experience.
- **Reward:** This type of power comes from one's ability to bestow desired rewards to others.
- **Coercive:** This type of power comes from one's ability to apply negative influences, such as punishments, on others.
- **Referent:** This type of power comes from one's charisma, personality, or hero/heroine status.

Interpersonal power influences the project manager's interactions with the team, and the power base may change in different circumstances. Good leaders are able to adapt their leadership style to the situation, so it's important for us to recognize what interpersonal base of power we may have, thoroughly understand

A great leader's courage to fulfill his vision comes from passion, not position.⁴

John Maxwell

the circumstances, and find a way to work with what we have to achieve the results we need in the situation.

Reward and expert are the interpersonal powers favored by PMI. Coercive, though unfortunately sometimes necessary, is the worst base of power to rely upon. It has negative long-term consequences because it damages the trust and loyalty the leader has with the team. Both Crosby and Deming believed that coercive power leads to a loss of productivity and creativity⁵, which defeats one of the major benefits of a team environment.

Leadership styles

Leadership
styles

Authoritarian

Democratic

Laissez-faire

There are three general leadership styles that were defined by Kurt Lewin, a social scientist in 1939.⁶ These are:

- **Authoritarian:** The leader is in total control, relying only on his or her judgment, arbitrarily making decisions, and generally sharing information only on a need-to-know basis.
- **Democratic:** The leader seeks input and involvement from the group as part of the decision-making process and openly shares information with the group.
- **Laissez-faire:** The leader turns nearly all control over to the group and is generally absent. The leader is likely to share information only when directly asked for it.

Lewin's research showed that the democratic style achieved better performance from teams, though he also found that different situations require different leadership styles. For us, the practical application is that most of us have a tendency towards a predominant style, and our leadership style affects the project team's performance. We need to be cognizant of what our tendency is, and make sure that it's the right approach in the given situation.

Leadership theories

Leadership
theories

Theory X/Theory Y

Theory Z

Contingency Theory

There are three leadership-related theories that we're likely to encounter on the PMP examination.

Theory X/Theory Y

Theory X/Theory Y is actually a theory related to employee motivation, but its core is the manager's viewpoint of employees, which ties in closely with leadership styles. Douglas McGregor at the MIT Sloan of Management described two different management approaches toward employees.⁷

In the first approach, coined **Theory X**, managers believe that employees show little ambition and will avoid responsibility unless they are constantly monitored, and that they care very little about their work product and are motivated to do it well only through strong controls, coercion, and the threat of punitive measures. A manager subscribing to this viewpoint is likely to rely on an authoritarian leadership style.

In the second approach, coined **Theory Y**, managers believe that employees are generally ambitious and self-motivated if given the chance, and that they feel a sense of pride in their work and are motivated by the feeling of a job well done. A manager subscribing to this viewpoint is most likely to rely on a democratic and in some cases a laissez-faire leadership style.

Theory Z

Theory Z became prevalent in the 1980s. **Theory Z** managers believe that employees are motivated by stability, longevity, and involvement in the decision-making process. Things such as life-career balance, collective decision making, and long-term employment are characteristics of a Theory Z organization. A manager subscribing to this viewpoint is likely to rely on a democratic leadership style.

Contingency theory

There are several contingency-based leadership theories, but in general all **contingency theories** propose that there is not a single, best leadership style that is effective in all situations, and managers must change their style to best fit the circumstance.

Fred Fielder developed the contingency model while studying the effectiveness of leaders, and he categorized leaders as being either task-oriented or human-relations oriented (also known as "considerate-style"). Task-oriented leaders are most concerned with getting work accomplished while human-relations oriented leaders are more concerned with building and maintaining relationships. Fiedler said that where we fall between these two types is a trait of our personality, but he also found that neither leadership style was better in all situations, which means we have to be willing to change our leadership style to meet the situation and the desired result. For example, if we're dealing with contentious team issues, the situation probably calls for us to adopt a human relations leadership style. On the other hand, if we're coming up on a project deadline, a task-oriented approach might be best to get the work accomplished as quickly as possible.

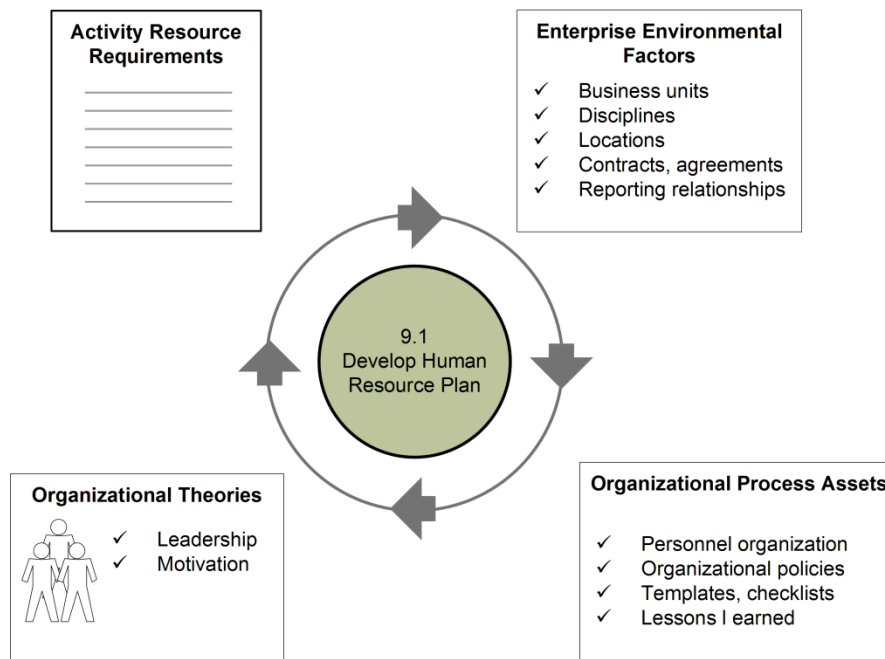
As trust expert Cynthia Olmstead reminds us, "We must all treat trust as a precious gem that must be highly valued and treasured. It needs to be viewed as if it were a delicate egg; when treated roughly it will fall and shatter."⁸

Ken Blanchard Companies

9.1 Develop human resource plan



The **Develop Human Resource Plan** process determines how the project will be staffed and how the project team will be trained and managed. This process establishes roles, reporting relationships, responsibilities, training plans, and the staffing management plan, which is a component of the project management plan. Though it occurs at least once on every project, this process will most likely reoccur many times because of personnel changes, alterations to roles or responsibilities, or other project changes that impact personnel. There are many personnel topics, management theories, and best practices that are relevant to human resource planning, and the project management team should consider those in addition to what is presented in this chapter as they develop the plan for elements such as training, rewards, and performance appraisals.



In order to determine what kind of team the project will require, we'll need the activity resource requirements (section 6.3). From it, we'll be able to determine the types of roles and skill sets the project staff must have to meet the project's objectives. There are also environmental and organizational factors that need considered while performing Human Resource Planning:

- ***The business units, departments, divisions, or groups that will be involved.*** This helps to determine the reporting relationships that exist, as well as identifying which resource and functional managers will be involved later in personnel assignments.
- ***The professional disciplines involved.*** Planning elements need to consider the types of personnel involved because the human resource plan will need to take into consideration policies, best practices, guidelines, and anything else that may differ by the professions involved.
- ***The geographic locations of the personnel that will be involved.*** Geographical factors will impact training, team building activities, meeting and technical logistics, as well as staffing plans.
- ***The agreements affecting personnel that are in place,*** such as collective bargaining agreements or other personnel contractual obligations.
- ***The formal and informal reporting relationships*** between the personnel involved in the project. The company's organizational chart and job descriptions can be useful in determining formal reporting, but networking with others in the company is necessary to determine the informal relationships that exist.

Lessons learned from prior projects should be reviewed by the project management team. Mistakes, issues, or situations encountered by other project management teams can help avoid similar events. The organization may also have templates or checklists that can aid the planning processes. These might include common project roles by project type, standard safety procedures, and standardized performance appraisals.

Roles and responsibilities

One essential element needed to plan for staffing is determining the roles and responsibilities, which can be accomplished through several different types of project documents. The starting point is the **roles and responsibilities** document. It outlines every unique project role and includes each role's authority, skills needed, and responsibilities. That information is necessary for assigning staff to the project (section 9.2) and to provide clear and explicit information to the project team so that they can fully understand their position and responsibilities. Whenever possible, including the project team members in defining or re-planning roles and responsibilities is a good idea because it helps foster commitment to the project by involving the team members in defining their own roles. As we might imagine, changes to roles and responsibilities are common throughout the project, but especially as the project staff is acquired and roles are filled because a person's skill set may not exactly fit the competencies as originally planned for, so that role's responsibilities may expand or decrease. Staffing changes, such as unexpected leaves or absence, may also result in modifications to roles.

The role and responsibilities document should include all unique roles from the activity resource estimates, including project management roles. We need to keep in mind that the roles and responsibilities document describes the project *role* --not the *title* of the person eventually filling that role even though the two may be similar. For example, the project might have a need for a Quality Control Analyst; however, the role may later be filled by anyone with sufficient skills, expertise, and availability even if that person's functional job title is different.

The format of the roles and responsibilities document isn't important as long as it clearly describes the position, authority, competencies, and responsibilities of every project role. It's best to think of the role and responsibilities document as having similar elements as a job or position description:

- **Role:** The title of the project role, such as architect, programmer, foreman, and so on. Even if it's expected that one individual may later fill multiple roles, each project role should be listed separately.
- **Authority:** The decision making or other authoritative elements need to be described. This is important so that the person fulfilling the role knows what latitude he or she has to accomplish the objectives.
- **Competencies:** The skills and expertise required for the role need to be outlined so that it can be properly staffed by someone with the necessary skill set.
- **Responsibilities:** The expectations and responsibilities of the role should be described. This will include the activities, deliverables, work packages, or artifacts the role is responsible for. Some responsibilities may reference other project documents, such as the activity list, rather than duplicating information already contained in other project activity documents.

Title: Project Coordinator

This role assists the project manager by providing administrative support for the project, including progress reports, status reports, and work performance information.

Responsibilities:

- Collects daily status reports from project team members.
- Ensures that project status reports and work progress is updated daily.
- Maintains project data within the PMIS.
- Maintains project documents and the change control system.

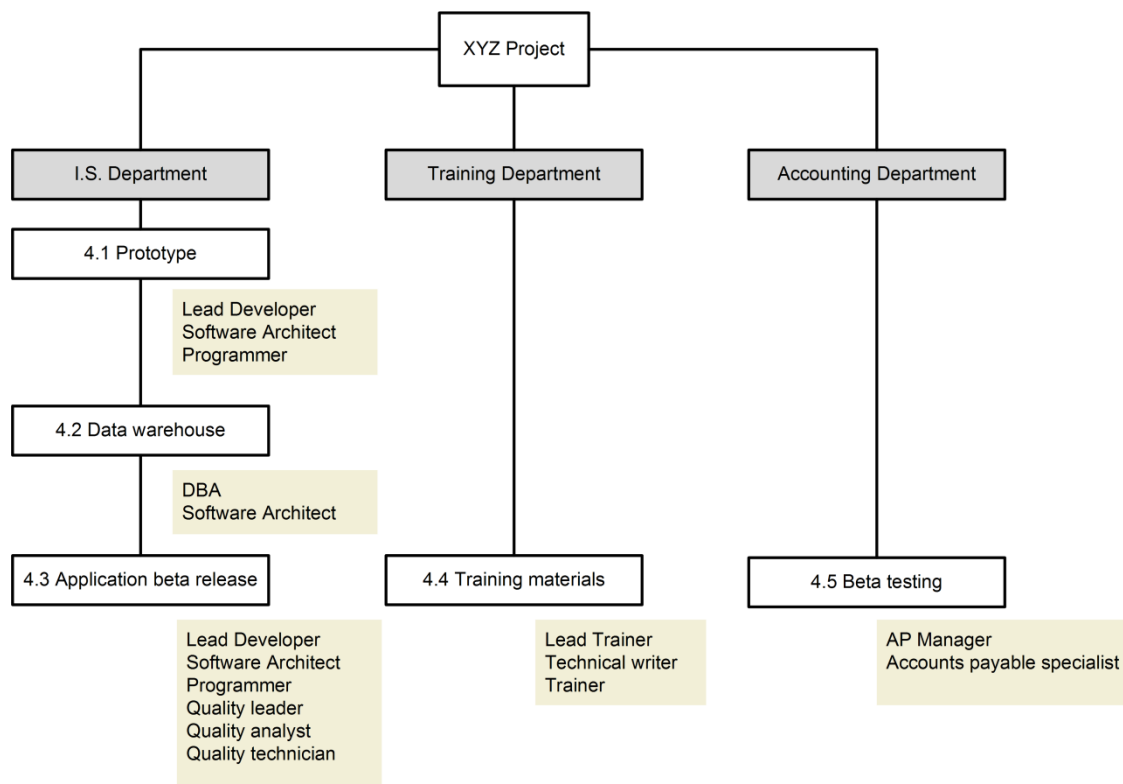
A common presentation of roles and responsibilities is a **responsibility assignment matrix**. A RAM shows by activity what role is responsible, and as people are assigned to roles their names are added to the table. A **RACI** (pronounced ray-see) is a type of RAM that derives its name from the responsibility designation that's given to each role/activity combination:

- **R=Responsible:** The role is primarily responsible for performing the work required of that activity.
- **A=Accountable:** The role is held accountable for the activity's output, deliverable, or artifact.
- **C=Consult:** The role is in an advisory position for the activity.
- **I=Inform:** The role will be kept in the loop as the activity is underway.

There's quite a bit of flexibility in the responsibility designations used on the RACI. For example, some RACI charts include an additional responsibility designation of "support" which is for a role that assists the person who's responsible for the activity, and there's sometimes a need to identify a person who approves or signs-off on an activity.

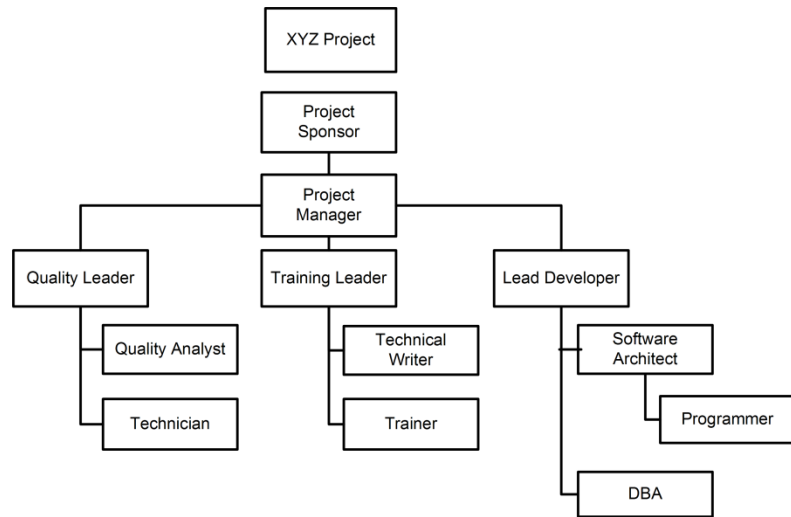
WBS ID	Activity ID	Activity	Role	Assigned	Responsible	Accountable	Consult	Inform
4.1	4.1.1	Develop wireframe	Software Architect	Jane	X	X		
4.1	4.1.2	Develop prototype	Lead Developer	Thom		X		
4.1	4.1.2	Develop Prototype	Programmer	Bea	X			
4.2	4.2.1	Design database	DBA	Rhia	X	X		
4.2	4.2.1	Design database	Software Architect	Jane			X	
4.2	4.2.1	Design database	Programmer	Bea				X

Once responsibilities have been assigned for deliverables, an **organizational breakdown structure (OBS)** can provide an alternative method for business units to view the project activities, work packages, or deliverables assigned to their departments. The OBS is really just a high-level work breakdown structure organized by department or business unit.



Project organization chart

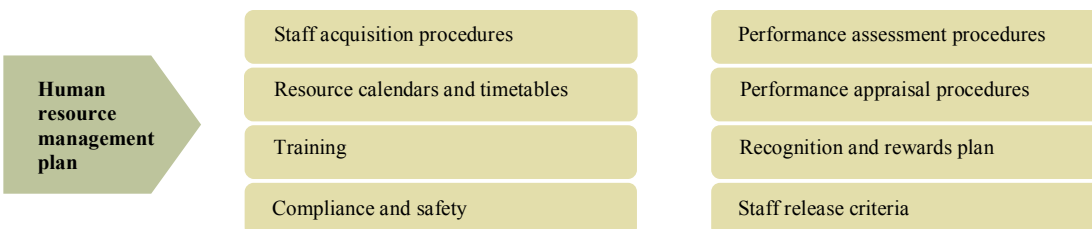
The **project organization chart** presents the project roles and their reporting relationships, giving a visual or textual outline of the reporting relationships and hierarchy of the project's staffing organization. As staff members are assigned to the project, the chart will be updated to reflect specific names next to the role assignments.



Human resource management plan

The **human resource management plan** and its component the **staffing management plan** together describe how the project will be staffed, and how the project team will be trained, evaluated, compensated, rewarded, and released from the project. The human resource management plan undergoes changes throughout the project since reporting relationships may change, resource needs may change as activity definitions become clearer, or scheduling changes impact when roles are needed.

How in-depth and formal the human resource management plan needs to be depends upon the project, but the plan needs to address each of the following:



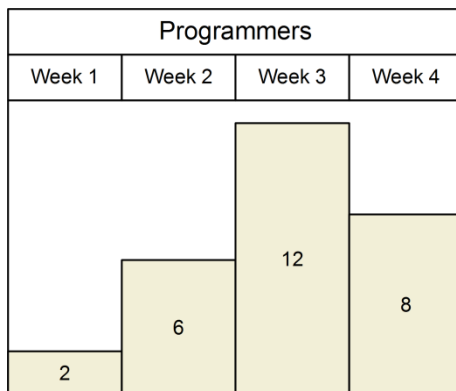
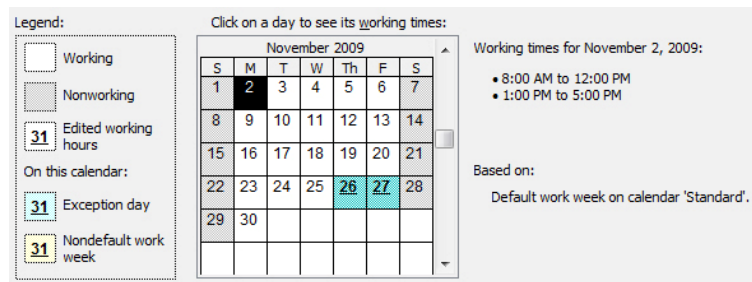
Staff Acquisition Details

The staffing management plan describes how and through what methods the people needed for the project will be acquired, which may include both personnel internal to the performing organization and external to it, such as consultants. It also needs to include any applicable organizational policies relating to staffing or recruitment, and it will also include the planned costs for personnel, whether by role, profession, or grade.

Resource calendars, timetables, and histograms

The human resource plan includes information on when resources will be needed and in what durations, shown through calendars, timetables, and histograms.

Resource calendars show when roles or personnel will be needed by the project, including expected working hours, holidays, shifts, or other important information the project staff will need to know.



The plan also includes **resource histograms** that show the work units by time period that a role, person, or department will provide to the project. These histograms are useful while negotiation for resources with functional managers in the organization to make sure that the resource types needed are available during those time periods. If not, the project schedule may need adjusted to accommodate resource constraints or alternate sources for the resources may need sought.

Training

The human resource management plan includes the formal plan for project team member training, though informal training will also occur. Training may be needed in specialized areas such as technology, safety, and equipment, or it may be needed if the people eventually fulfilling the roles lack some of the expertise required by that role. The training plan is implemented during the Develop Project Team process (section 9.3).

Only the training required by the project team is addressed by the plan. We shouldn't confuse it with whatever training plan might be required for stakeholders in the use of the project's deliverables. For example, if the customer will require training sessions on how to use a software application created by the project, that training (and whatever activities it may require) are treated as a project deliverable.

Compliance and safety

The human resource management plan also describes any measures that will be taken to ensure that any safety, governmental, regulatory, organizational, or contractual obligations are followed that are applicable to human resource requirements. Compliance is ensured during the Manage Project Team process (section 9.4).

Team performance assessments

The human resource management plan will include any team performance goals, and how the overall performance of the project team will be measured and evaluated. This is an assessment of the overall team efficiency and not of individual team members, and this really measures how effective the activities are that are being carried out in the Develop Project Team process (section 9.3). If assessments show a need for team improvement, the staffing management plan will be revised to address how to make those improvements.

Project performance appraisals

The human resource management plan will include the procedures, methods, and guidelines for the performance appraisal of individual project team members. While the team performance assessments are focused on the efficiency of the team, appraisals are concerned with evaluating the value the individual team member is providing to the project, and providing guidelines for addressing deficiencies. Any applicable policies or guidelines of the performing organization must also be included in the plan. Appraisals are implemented during the Manage Project Team process (section 9.4).

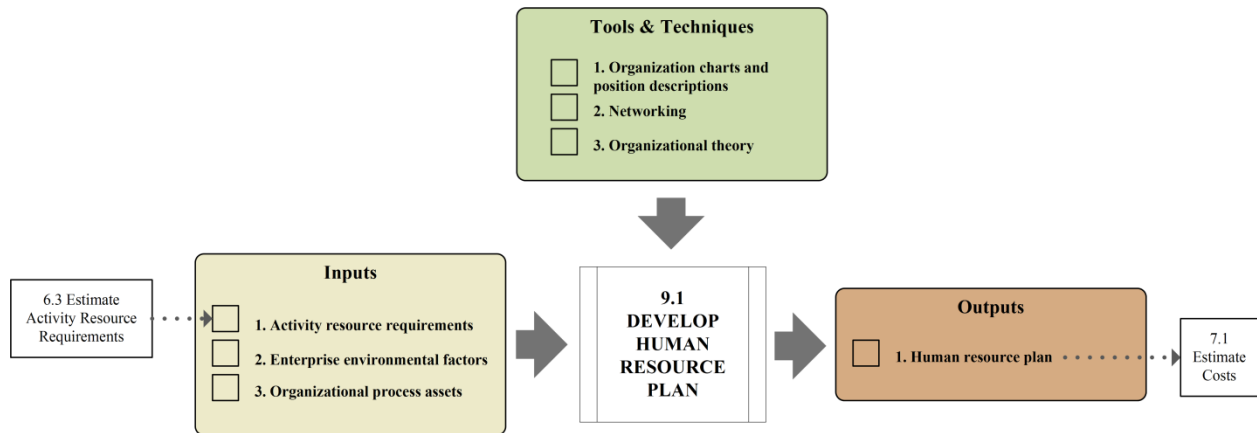
Recognition and rewards

The human resource management plan details the approaches that will be taken for promoting and reinforcing desired behavior, including the costs associated with any recognition or reward program. Motivating, rewarding, and recognizing the team occurs during the Develop Project Team process (section 9.3).

Staff release criteria

The staffing management plan describes how team members will be released from the project. Team members are released from the project when their work is completed or when other unexpected reasons occurs. Release criteria are usually intended to provide procedural information to the project management team, such as how payment for work completed will be handled for the departing team member. Having a well defined plan for releasing team members from the project helps them better transition to other organizational or project work.

9.1 Process decomposition



Inputs

☐ Activity resource requirements

The activity resource requirements document describes the resource needs at the activity level. It focuses on the resource types and quantities needed, and it helps determine the competencies that will be needed for the project.

☐ Enterprise environmental factors

Any of the many enterprise environmental factors and systems that influence the project should be considered. These factors can include its personnel, its organizational culture, and marketplace conditions, which influence the types of resources available to fill the roles needed.

☐ Organizational process assets

Organizational process assets are the source of existing policies, processes, organizational data and knowledge. The organization may have standardized project role descriptions and templates. Lessons learned from past projects will also help in developing the human resource plan.

Tools and Techniques

☐ Organization charts and position descriptions

These documents describe the project roles, hierarchy, reporting relationships, and responsibilities. They include project organization charts, position descriptions, role-responsibility-authority forms, RAMs, and RACIs.

☐ Networking

Networking involves the formal and informal interaction between others in the enterprise, profession, or industry. Networking includes conferences, electronic communities, luncheons, trade groups, and seminars.

☐ Organizational theory

These are sociological, behavioral, and psychological theories that describe how individuals, teams, groups, and other organizational units behave.

Outputs

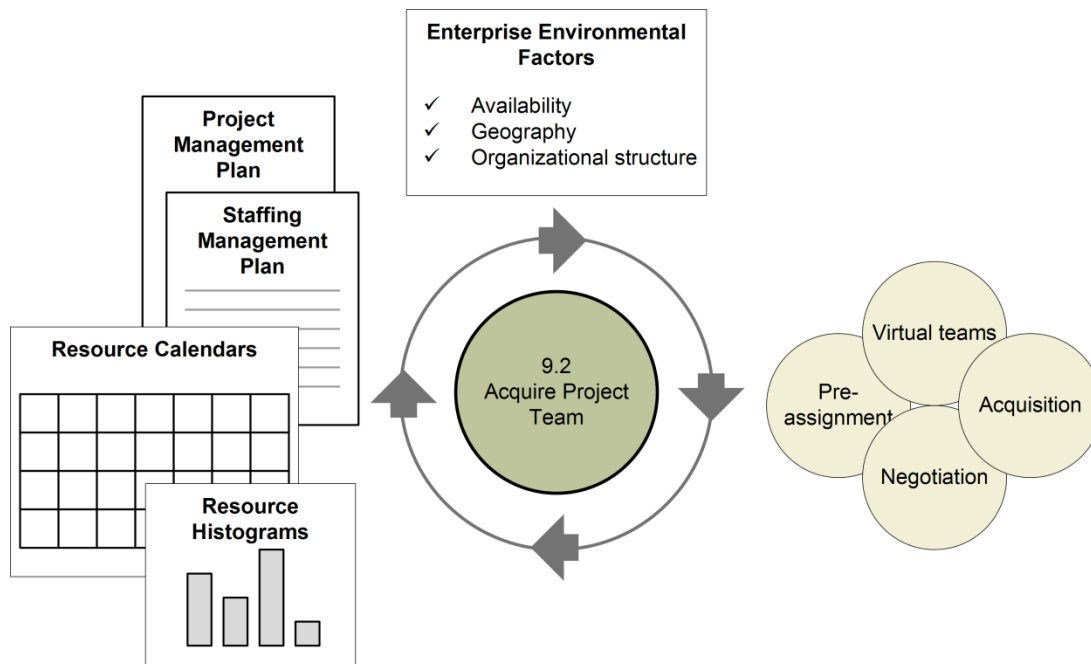
☐ Human resource plan

The human resource plan contains the details on how the project will be staffed and how the project team will be trained, evaluated, compensated, rewarded, and released from the project.

9.2 Acquire project team



The **Acquire Project Team** process results in personnel being assigned to the roles needed in order for the project work to be performed. This is referred to as project staff assignments, and it's the main output of this process. The Acquire Project Team process is performed at least once, but can reoccur throughout the project since team members are not usually needed all at once.



The roles and responsibilities, resource calendars, and resource histograms that were established in human resource planning (section 9.1) help ensure that the appropriate individuals are assigned to project positions. The **project staff assignments** is a listing of whom is fulfilling what project roles, and its format is not important as long as it's visible to and clearly understood by the project team. It could be a team directory listing, a memorandum, or even just names inserted into other relevant project resource documents. Since the team may not be assembled all at once, as people are assigned to the project, they need added to the staff listing and their vacations, holidays, and work schedules should be reflected on the resource calendar.

A person's availability, skills, experience, interests, and cost are factors that determine who fills what project role. The performing organization may also have specific policies and procedures that apply to personnel assignments, such as seniority rules, but the ideal project team candidates are those who best match the characteristics outlined for the role. Availability is one of the most common constraints that

may cause less qualified candidates to be chosen, while **pre-assignment** to the project based on affiliation or contractual obligations can also impact who is assigned to the project.

Changes to the project plan can occur when the skills and abilities of people assigned to the project don't match up to the requirements of the role. The need for training should be expected and anticipated for, but a large discrepancy between skills and role requirements can result in changes to the roles and responsibilities document, the resource requirements (such as assigning additional human resources to an activity to make up for missing skills) or to the activity durations and project schedule.

Virtual teams, are geographically dispersed groups of people who are working as a team. Virtual teams can be a combination of co-located people, such as those working together from a central office, and geographically dispersed people, such as those telecommuting from a home office, or they can be comprised entirely of people working together through technological means. Virtual teams give the project manager a broader pool of resources to select from, but they can introduce communication and coordination issues, and virtual team members may feel less cohesiveness with the project team, but with proactive leadership, these drawbacks can be overcome. Some team activities, such as brainstorming and strategizing efforts, have to be altered so that virtual team members can actively and effectively participate in them. As long as the project management team remains aware of the potential for these virtual team issues and takes steps to counteract them, virtual teams can be as effective as and less costly than traditional teams.

Communication represents a tremendous problem for virtual teams. Davidson says that managers have to give more support and positive messages when they're working virtually. "The written word can be so much more harsh than the spoken word; even a critique needs to be phrased positively," she says.⁹

Karen Davidson, president of KDA Software

Negotiation

Negotiating for resources, whether the personnel needed are internal to the performing organization or outside it, is often one of the most difficult parts of acquiring the project staff. Though every project manager would like to believe that his or her project is the most important effort being undertaken by the organization, that usually isn't the case, and so negotiating for scarce human resources with resource managers is something the project management team will need to be good at. Negotiation skills are also useful in other areas of the project management environment. Project integration management, scope management, and procurement management are areas where good negotiation skills are essential.

Negotiation is not only about getting what we want. Our goal should really be to reach a win-win solution for all parties, which is often referred to as principled negotiation. Hardball tactics that result in a win-lose outcome are never appropriate because they'll damage the long-term relationships between the parties. The negotiating parties in project management, whether they are vendors, customers, or company managers, are people the project manager is going to interact with in the future, so it's important to keep these relationships healthy and mutually beneficial.

Negotiating Tips

Before Negotiating

Before we begin negotiating with another party, we need to do some planning. First, we need to make sure we understand exactly what we're interested in, and we need to be prepared to explain to the other party the reasoning behind our request. For example, if we're interested in a particular resource, we might outline why that person's skills are important to the project as well as being prepared to explain the business case and importance of the project.

Second, we need to determine what our minimum requirements are because this helps us determine what wriggle room we have. If we need the desired resource for 40 hours of project work, could we use her for only 30 hours and reassign the other 10 hours to another candidate?

Third, we'll want to think through what options the other party might offer and how we could respond, including appropriate counter offers, because we want to be ready to accept or counter an offer as soon as it's made.

Last, before negotiating with the other party we need to know what our options are if we're unable to reach an agreement. This is referred to as BATNA --the best alternative to a negotiated agreement. When we know ahead of time what alternatives we have (should the negotiations fail), we're less likely to become illogical during negotiations, and this also helps us act quickly to implement our "Plan B."

Trust is the most important element in trying to reach a win-win solution. The other party has to believe that we're being honest, our facts are solid, and that we'll hold up our end of the bargain. Trust cannot be achieved if either party is being deceptive or insincere, whether in words or through actions.

It's also necessary for us to be confident and assertive during negotiations. This does not mean that we take an aggressive or hostile stance, but instead that we clearly and directly articulate our position. Confidence is displayed by remaining emotionally neutral, objective, and logically centered on the facts.

We also need to put aside our assumptions. Many of us approach negotiating with the belief that our interests conflict entirely with the other party's interests. But this is not generally true, and there's almost always some common ground that we can build upon to reach a win-win solution. According to *Getting to Yes*, a book written by Roger Fisher and William Ury, there are four main falsehoods that lead to a failure in finding common ground¹⁰:

- Premature judgments, assumptions, and miscommunication
- Believing that there is only one, single best solution
- Assuming that the terms or conditions are inflexible
- One party believing that his or her problem is the only one that matters.

Responding to negative negotiation tactics

Negotiations do not always go smoothly, and we may find ourselves being subjected to negative negotiating tactics by another party. Below are some tips on how we can respond to these tactics and help steer the negotiations back onto a positive course.

Tactic: Irrational demands

The other party makes unreasonable demands that are impossible for us to meet.

Reaction: Ask probing questions

By asking the other party questions about what is driving his or her demands, it's likely that he or she will be unable to logically defend them. This might cause the other party to be more open to discuss reasonable options.

Reaction: Not worthy of discussion

Let the other party know that his or her demands are irrational and aren't worthy of serious discussion. By showing our unwillingness to participate in irrational discussions, the other party may be more likely to adjust his or her demands rather than to let negotiations fail.

Tactic: Single offer/Boulwareism

Named after the infamous, union-busting G.E. labor negotiator Lemuel Boulware, the party makes a single, concrete, and uncompromising offer. This is a take-it-or-leave-it offer.

Reaction: Treat as an irrational demand

If the other party doesn't truly hold the power he or she thinks they have, treat the offer as an irrational demand.

Reaction: Buck-up

If the other party does have most of the power in the negotiations, we may have to accept the offer if the result is important enough to us.

Reaction: Call the bluff

If the other party doesn't truly hold the power, calling his or her bluff may force him to reevaluate his offer (though in the short term it may lead to failed negotiations). We also have to be prepared to deal with the consequences.

Tactic: Nibbles

After the initial agreement is reached, the other party continues to return with minor changes. Taken individually, none of the changes are major, but collectively they result in more changes than we'd have originally agreed to.

Reaction: Reciprocity

Demand reciprocity in changes. For example, we'll agree to a change on the condition that the other party accepts a change we desire to the agreement. When applied consistently, the other party may grow tired of reciprocal changes every time he or she requests a change.

Tactic: Anger

The other party displays anger or an overly aggressive behavior towards us.

Reaction: Opposite emotion

Anger at an issue shows how important the other party feels about it. Anger or aggression displayed to us is different, and we should react with the opposite emotion of what we think is expected. For example, if the person is shouting and we think he or she expects us to shout back, we should adopt a quiet and calm speaking voice.

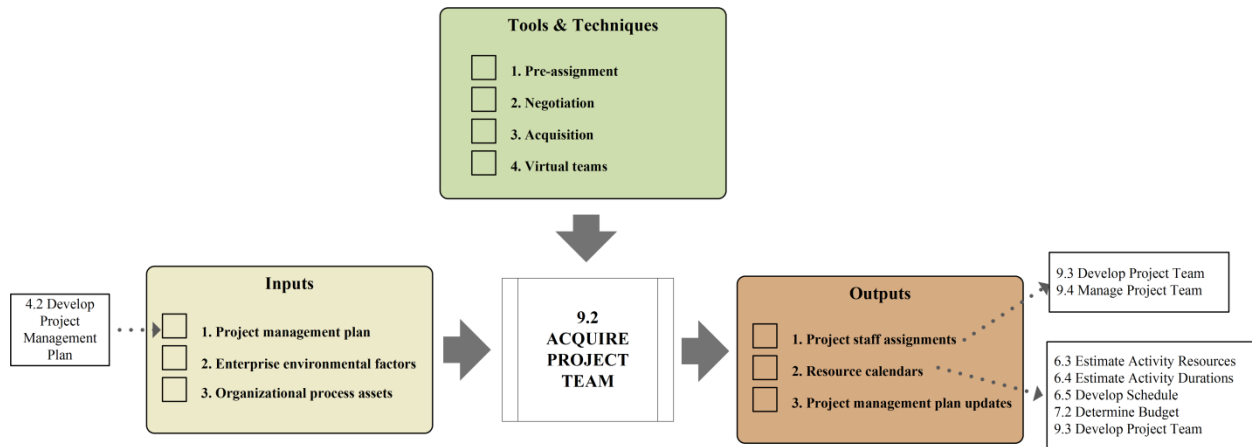
Tactic: Good cop/bad cop

This tactic is used when more than one person is on one side of the negotiations. One person plays a good, reasonable person while the other makes efforts to appear bad and unreasonable, usually through irrational demands.

Reaction: Focus on good cop

This tactic is meant to confuse us, and since our tendency is to focus on the bad cop, in doing so we may bargain more than we'd planned for in an attempt to calm the irrational person down. Instead, we should focus our bargaining efforts only on the "good cop."

9.2 Process decomposition



Inputs

☐ Project management plan

The human resource plan contains the roles that need personnel assigned, and the staffing management plan includes the resource calendars and histograms showing when roles will be working on the project.

☐ Enterprise environmental factors

The personnel and their skills, experience, and competencies are used to determine and recruit or negotiate for candidates.

☐ Organizational process assets

Organizational process assets are the source of existing policies, processes, organizational data and knowledge. The organization may have standardized processes for acquiring internal or external resources for the project.

Tools and Techniques

☐ Pre-assignment

Personnel may be assigned to the project as part of the original proposal, charter, or contractual obligations.

☐ Negotiation

Resources for the project team are often negotiated for with others in the performing organization, such as functional managers or other project teams. Negotiation is also necessary when personnel will be acquired from external sources.

☐ Acquisition

Acquisition occurs when personnel for the project team are solicited from outside the performing organization.

☐ Virtual teams

Virtual teams are composed wholly or partially of members who are geographically dispersed or otherwise do not share a common work area, office, or work schedule.

Outputs☐ **Project staff assignments**

As people are assigned to project roles, the project staff is formed. The names and roles of the project staff are inserted into the appropriate project documents.

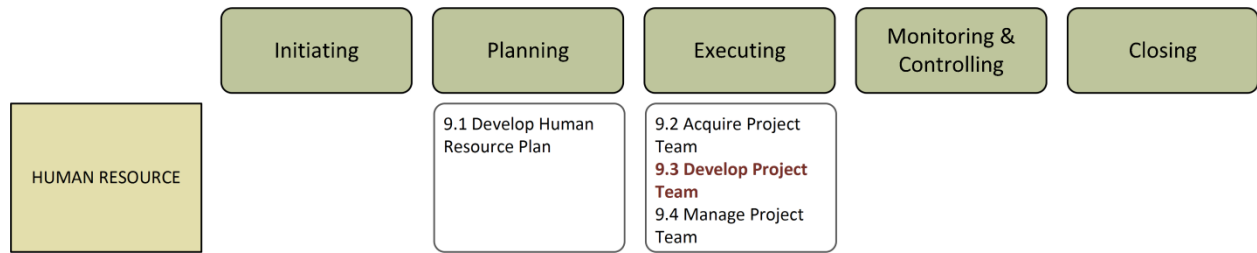
☐ **Resource calendars**

These are one or more calendars that identify when project work is needed. As project staff is assigned, the resource calendar is updated to reflect time the person is unavailable, such as holidays, time off, or flexible schedules. This will also need reflected in the project schedule.

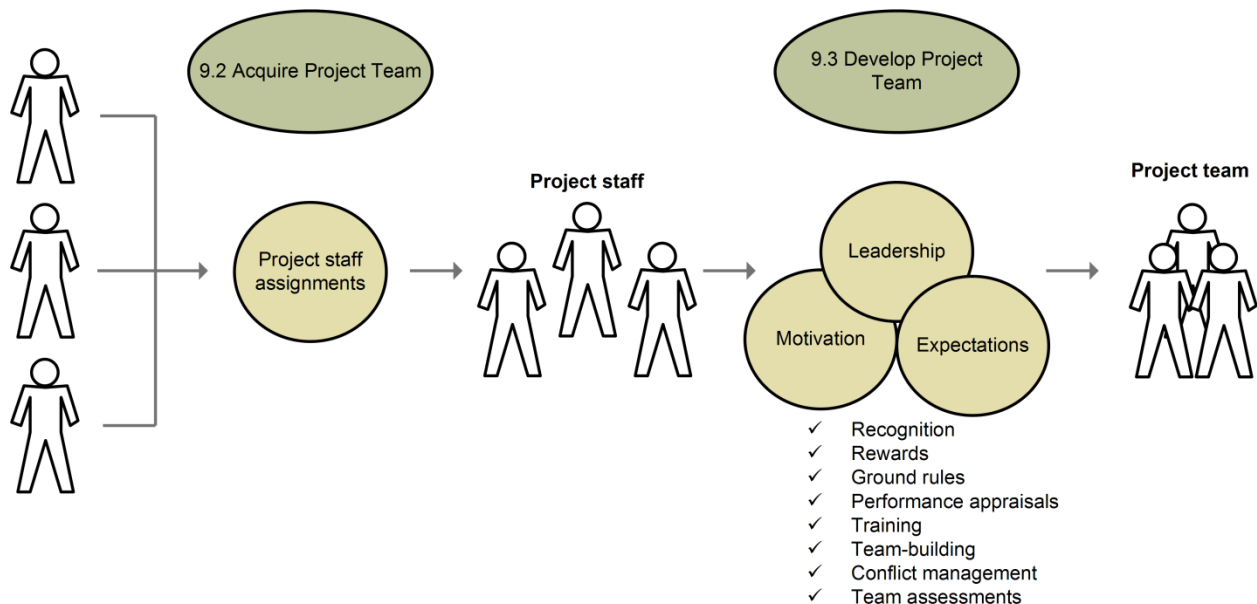
☐ **Project management plan updates**

Staff assignments can result in updates to several components of the project plan, including budget for additional training, adjustments to the schedule, or additional costs for acquiring outside resources.

9.3 Develop project team



Activities in the **Develop Project Team** process train, motivate, and reward the project staff by implementing the applicable components of the staffing management plan. Though not explicitly listed as an output, the goal of our actions in this process is to turn the work group assembled from the previous process into a cohesive, high-performing team, which will result in greater productivity and better quality deliverables.



It's the responsibility of the project manager and project management team to create and maintain an environment that fosters team development. If project leaders are unable or unwilling to devote time to the activities in this process or they're lacking the general management and interpersonal skills needed, the project team will not perform as efficiently as it could, affecting the cost and quality of the deliverables.

Project leaders can gauge how well the team is developing by conducting **team performance assessments**, which are formal and informal evaluations to determine the effectiveness of the team. These assessments are not evaluating the performance of individuals on the team (those are conducted in the Manage Team Process), but of the team as a whole.

Team formation

Whenever the project staff is initially brought together, there is always a certain level of uncertainty and anxiety, even if many of the members have worked together before. During these early stages, it's important for the leader to facilitate face-to-face or virtual "spaces" where the project team and project leadership can interact. Though not always feasible or possible, **co-location**, or giving the project team a common work area, helps jump start the team formation process. But even if the team is wholly or partially separated, the leader can find technological means of creating a virtual, co-location "space" for the team to congregate, such as through social networking technologies.

The team needs an initial meeting to discuss the project. The project management team needs to explain the project's vision, business case, and objectives as they're currently known. Because the project leadership will want to set a precedent for open and direct information sharing, it's good to openly but optimistically discuss any challenges the project is likely to face.

The project management team can then segue the meeting into a discussion on diversity. The team should hear that diversity in ideas, culture, backgrounds, and experiences is an asset, allowing it to find unique approaches towards achieving the project's objectives, and that it was brought together not because of their individual similarities but because of their valued differences. By openly discussing this, the project leadership is establishing that differences in opinion, work style, and problem-solving are necessary for the project to succeed.

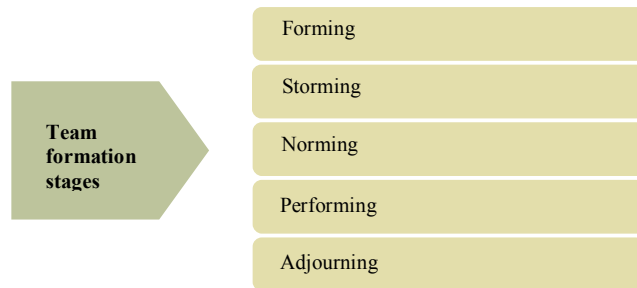
Preparation is key in running a successful project kick-off meeting. Think of the old expression about having only one single opportunity to make a positive first impression. The same is true with your project kick-off meeting. The meeting should be used as a vehicle to engage as many stakeholders as possible in helping your project meet its objectives. If your kick-off meeting includes poorly presented material and attendees find the meeting confusing or a waste of time, these perceptions will possibly dominate and remain with project stakeholders for the life cycle of the project.¹¹

Planning Project Team Kick-off Meetings, Kelly Motley Communications
Public Relations

Project leaders can further help facilitate team building by including the project team in as many project planning activities as possible and as early as it can be done. Even if not fully staffed, the project team as it currently exists should participate in setting the goals, milestones, and approaches of the project. This helps the team have a vested interest in the project's objectives and how they'll be achieved.

Establishing ground rules is also an early activity the project team needs to undertake. **Ground rules** are created by the team, and they establish what the expected and acceptable behaviors by team members are. As a group, the project team holds each other accountable to the ground rules. Through discussing and deciding upon ground rules, team members begin to learn each other's values. Ground rules are part of establishing a project culture of mutual respect, and they can begin from a template, other projects, or from the organization's code of ethics.

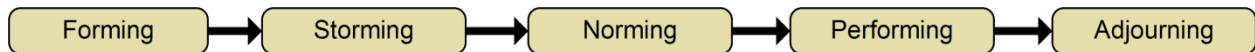
Team formation stages



Every group's evolution into a team is different, and its dynamics affect what paths it takes, but each team follows similar stages. In 1965 and later in 1977, Bruce Tuckman provided a model that explained five stages of team development.¹²

By understanding these stages, the project management team can better facilitate the group's progression through the stages and adjust its leadership styles to what is suitable for the group's current development stage. Not every group will proceed through the stages in a linear sequence, and it's fairly common for a group to have occasional setbacks that will cause it to temporarily revert back to a prior stage.

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Forming



Characteristics: Group members may be shy or uncomfortable among each other, and everyone is usually on his or her best behavior. From each individual's standpoint, they've been brought together by management and not because they share any common goals. Members are usually hesitant to speak openly of ideas or opinions.



Leadership: The leader needs to set clear, broad expectations for the group without specifically telling the group how to get there. The leader should facilitate group interaction and development of trust, such as through project planning activities, and by establishing ground rules, goals, milestones, approaches, and objectives. The leader needs to stay closely involved and set an example of expected and acceptable behavior.

Storming



Characteristics: Conflict is common as group members begin to express ideas and opinions but do not yet fully trust each other's motives. Conflict may cause some group members to withdraw while it may make others hostile and vocal. Some members may be apprehensive, anxious, or nervous about the group being able to meet its goals, and work progress is slow.



Leadership: This is the most difficult time for the team, so the leader needs to stay involved and facilitate healthy conflict resolution when needed. It's very important for the leader to set an example of trust, tolerance, patience, and to remain realistically upbeat. If ground rules aren't followed and the team doesn't correct the situation on its own, the leader should return the group back to a discussion on its ground rules.

Norming



Characteristics: The group begins to develop trust and grows comfortable with each other. The first signs of community and interdependence are shown. Collaboration, rather than individual efforts, begins to show. Motivation and productivity increase and a sense of common spirit appears.



Leadership: The leader needs to stay involved, but he or she should continue efforts to let the team begin holding itself accountable and making its own decisions. The leader should move predominantly into a facilitator role. There are two things the leader needs to watch for:

- Cliques: While not always unhealthy, subgroups within the team can disrupt the whole team if they develop too much autonomy, power, or influence.
- Groupthink: Groups may slip into such a comfortable and trusting state that the members begin to think alike and stop questioning each other. This can lead to poor decisions or missed opportunities, which is a very dangerous state for the group. The leader may have to find healthy ways to de-normalize the team, such as by introducing new team members into the mix.

Performing



Characteristics: The team is performing at its highest and most productive levels, and it does so naturally and instinctively. Members have a strong sense of reliance on each other and trust. Ideas and opinions are openly shared, and as a result innovation and creativity in the team's approaches and solutions are evident.



Leadership: The team is self-directing, self-managing, and holding itself accountable. The leader can focus on facilitation when needed, and rewarding and recognizing the team to maintain its motivation.

Adjourning



Characteristics: This fifth stage was added by Tuckman in 1977, and it's when the team has accomplished its goals and is disbanding. Some have also proposed a "transforming" stage in which the team identifies new goals to tackle and thereby transforms its goals and purpose.



Leadership: For the project management team, this stage will occur during phase project closure. The leader needs to ensure team-formation lessons learned are documented and that recognition to the team is given. Because the team has developed personal bonds, opportunities for socializing during the project closure should be provided.

Team roles

Regardless of the person's project role or title, he or she adopts a predominant team role in different group situations. These team roles are usually a byproduct of the person's skills and personality. For example, one person may be especially good at keeping notes, so he's usually the one who produces meeting notes. Another may be good at drawing quiet people into discussions, so she often takes it upon herself to encourage everyone to participate. Kenneth Benne and Paul Sheets identified 26 different team roles that positively or negatively impact group performance.¹³ Having the group discuss team roles early, such as during the establishment of ground rules, can help make the team more self-aware of the positive and negative roles, and awareness is a necessary first step for the group to stop negative behavior when it appears.

Benne and Sheets grouped these roles into three categories:

- **Task Roles:** Roles that are focused on accomplishing work as quickly and efficiently as possible.
- **Group Maintenance Roles:** Social roles that are people or relationship oriented.
- **Individual Roles:** Roles that are driven by self-centered motives.

Task Roles	Maintenance Roles	Individual Roles
<ul style="list-style-type: none"> ▪ Initiator ▪ Information seeker ▪ Information giver ▪ Opinion seeker ▪ Opinion giver ▪ Elaborator ▪ Coordinator ▪ Orienter ▪ Evaluator ▪ Energizer ▪ Procedural ▪ Recorder 	<ul style="list-style-type: none"> ▪ Encourager ▪ Harmonizer ▪ Compromiser ▪ Gatekeeper ▪ Observer ▪ Follower/Withdrawer ▪ Devil's advocate 	<ul style="list-style-type: none"> ▪ Aggressor ▪ Blocker ▪ Recognition seeker ▪ Topic jumper ▪ Disruptor ▪ Dominator ▪ Help seeker

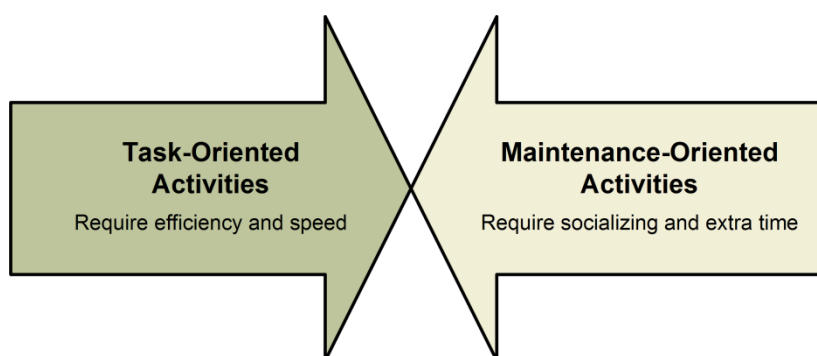
The individual roles are always detrimental to the functioning of the group because they are driven by self-seeking motives. Though there are a few situations where the follower and devil's advocate roles may be helpful, these are usually viewed as negative roles. In addition to recognizing and stopping negative behaviors, we want to recruit and encourage team members who can fill multiple, positive team roles as the situation demands.

Positive team roles

- **Initiator:** Introduces new ideas, comments, or suggestions and readily participates in discussions.
- **Information seeker:** Analytical in nature, and seeks out additional information or clarification through questioning.
- **Information giver:** Shares relevant information and expertise with the team.
- **Opinion seeker:** Seeks clarification of the opinions of others.
- **Opinion giver:** Freely shares his or her opinion about topics.
- **Elaborator:** Provides samples, stories, experience, facts, and data that backs up or expands on ideas presented by others.
- **Coordinator:** Good at making connections between disparate pieces of information, such as seeing a relationship between one idea and another.
- **Orienter:** Keeps the group focused by summarizing where it stands.
- **Evaluator/critic:** Provides objective criticism based on facts. This is different from a devil's advocate, whose opinions are normally very subjective.
- **Energizer:** High-energy role that keeps topics on the table and excites the team to continue talking through issues.
- **Procedural:** Makes sure that meetings are organized, handouts provided, and supplies are available.
- **Recorder:** Note-keeper who helps track what's been discussed.
- **Encourager:** Boosts individuals and the team by actively praising comments, opinions, or ideas.
- **Harmonizer:** Reconciles differences between team members and helps diffuse stressful situations.
- **Compromiser:** Willingly offers to compromise his or her position with the team when necessary for the betterment of the group.
- **Gatekeeper:** Makes sure that communication is effective and distributed fairly between team members.
- **Observer:** Acts as an objective third party by providing observations about the group's actions or behavior.

Negative team roles

- **Follower/Withdrawer:** Someone exhibiting this behavior either follows the direction of the team unquestioningly or doesn't participate in any discussions or brainstorming. Anyone who consistently doesn't participate in discussions or is isn't contributing to the team.
- **Devil's advocate:** This behavior is when somebody consistently takes the opposing view to any position or suggestion without any logical facts to back up that position. This is most often a negative role because it disrupts the flow of communication when time must be spent diffusing that person's arguments.
- **Aggressor:** This is overtly hostile behavior that is usually directed at the project, the company, the team, or even individuals. It's unacceptable behavior because it drags down morale and provides nothing useful to the group.
- **Blocker:** This behavior is when someone intentionally sabotages the flow of information, whether by not sharing or intentionally blocking its flow. Open, direct, and effective communication is vital to the team and this behavior impedes that.
- **Recognition seeker:** This is behavior that is driven by somebody's interest only in himself or herself. In the team setting this person's behavior can block the team from reaching a level of trust or community between its members. There's also a danger that a recognition seeker can take unacceptable risks that could jeopardize the project.
- **Topic jumper:** Somebody exhibiting this behavior brings up irrelevant topics or constantly changes the subjects, which impedes communication.
- **Disruptor:** This is behavior that causes disorder and keeps the team from performing effectively.
- **Dominator:** One exhibiting this behavior is usually opinionated, and believes that his or her opinions or thoughts are the only ones that matter. Alternative positions are not listened to nor considered. Since one of the benefits of a team is its ability to find unique solutions. This is a very detrimental role.
- **Help seeker:** This is nearly helpless or pitiful behavior that implies the person can't do anything well, and often seeks help from others without first trying.



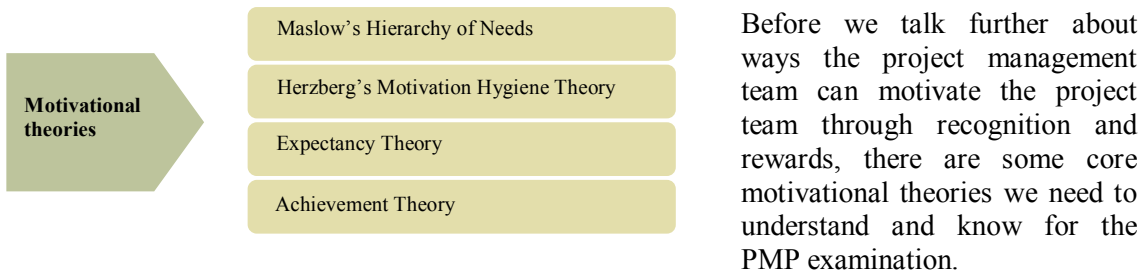
Robert Bales also found that the demands between task-oriented roles and maintenance-oriented roles often contradict each other.¹⁴ For example, if the team's task is to paint a room and they do it as efficiently as possible, the team will not have had time for socializing activities. If subsequent tasks can be solved only if the group has had an

opportunity to develop into a team, it will be at a disadvantage. This means that we may sometimes have to allow for short-term inefficiencies in processes to incorporate team-building activities so that the long-term effectiveness of the group isn't jeopardized.

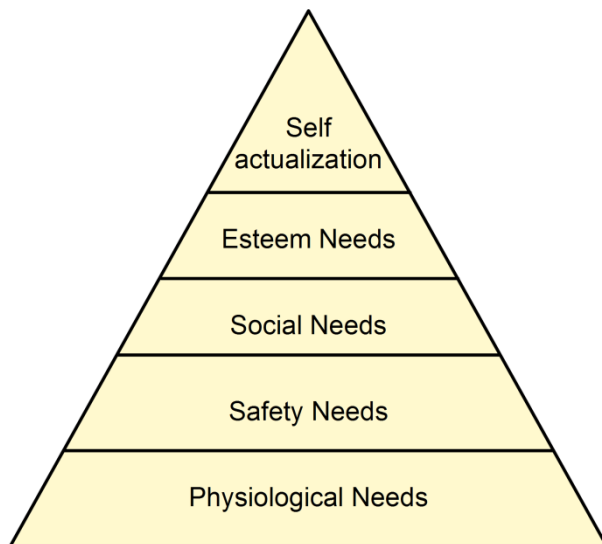
Team motivation

Motivated team members will perform better and produce higher quality work, so the project management team needs to make a concerted effort at planning, establishing, and maintaining a motivated team through recognition and rewards.

Motivational theories



Maslow's Hierarchy of Needs



Abraham Maslow wanted to find out what drives human curiosity, and he studied what he identified as "exceptional" people, including Albert Einstein, Jane Addams, Eleanor Roosevelt, and Frederick Douglas, along with the top one percent of college students.¹⁵

Maslow presented a hierarchy of deficiency needs that must be met in order for a person to reach his or her pinnacle. In most cases, each lower need must be met before the next level of satisfaction can be achieved, and previously satisfied needs are no longer motivating factors for the person.

Using Maslow's hierarchy and our knowledge of the team member, we can tailor the recognition and rewards specifically to those factors that are most likely to motivate him or her.

- **Physiological:** Food, water, air, shelter
- **Safety:** Stability (political, environmental, financial), personal safety, health
- **Social:** Friendship, community, family, intimacy
- **Esteem:** Respect from others, respect of others, self-respect

Self-actualization is when a person reaches a need for constant personal growth and improvement. To reach and continue self-actualization, Maslow found that two additional factors had to be present:

- **Cognitive stimulation:** Intellectual stimulation, access to knowledge
- **Aesthetic stimulation:** Access to imagery, beauty, and art

When these two factors are present, humans instinctively want to continually strive to be the best they can be, or in Maslow's own words, "What a man can be, he must be."

Characteristics of self-actualizing people:

- Don't deny or avoid facts
- Effective perception of reality
- Spontaneous in ideas and actions
- Creative
- Problem-solving
- Social interest in other people
- Objective
- Trusting
- Acceptance of others
- Independent with a need for solitude

Herzberg's Motivation-Hygiene Theory

Also known as the Two Factor Theory, this theory was developed by psychologist Frederick Herzberg from a study of 203 engineers and accountants, and he found that the factors that lead to job dissatisfaction are completely separate from the factors that motivate employees.¹⁶ Herzberg called these hygiene factors and motivating factors.

Hygiene Factors	Motivating Factors
<ul style="list-style-type: none"> ▪ Workplace safety ▪ Fringe benefits ▪ Salary ▪ Policies ▪ Coworker relations ▪ Management relations ▪ Job security 	<ul style="list-style-type: none"> ✓ Recognition ✓ Advancement ✓ Achievement ✓ Responsibility ✓ Respect ✓ Challenging work

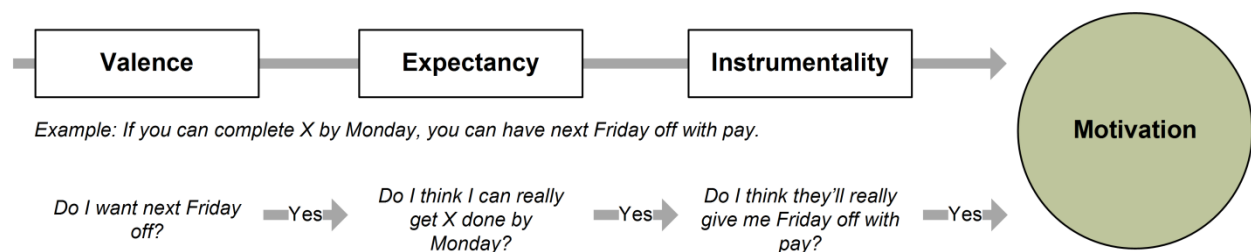
What Herzberg found is that adding hygiene factors may decrease job dissatisfaction but it will not motivate employees. Workers are motivated only when job satisfaction is in place and when motivating factors are present, and through not always true, satisfied employees are generally more productive. As a practical example, providing additional benefit programs will not be a motivating factor to employees, but it will help prevent job dissatisfaction. When the work is sufficiently challenging and they are recognized for their contributions, employees are motivated by a sense of achievement, ownership and responsibility. So to really motivate team members, we need to eliminate job dissatisfaction factors while also providing motivating factors, such as recognition and giving team members activities that are challenging and stimulating.

Expectancy Theory

The Expectancy Theory was proposed by Victor Vroom of the Yale School of Management, and he suggested that employees are really motivated by goals only when three beliefs are present¹⁷:

- **Valence:** The person wants to achieve the goal.
- **Expectancy:** The person believes it's possible to attain the goal.
- **Instrumentality:** Instrumentality is a judgment the person makes about whether he or she believes that the reward will be given.

Only when all three elements are present will the reward create a psychological motivation for the person. For managers, it means that we have to truly understand what a team member wants and values (valence); and, if the person needs help to reach the goal, provide resources and support for him or her to reach it (expectancy); and, we must deliver the reward as promised (instrumentality).



Achievement Theory

In his 1961 book *The Achieving Society*, David McClelland outlined that both employees and managers are driven to succeed by a mix of motivational needs that he grouped into three broad categories¹⁸:

- **Achievement:** Needs are driven by an internal and external sense of accomplishment, challenging goals, advancement, and feedback.
- **Power:** Needs are driven by a desire to be influential, make an impact, or have personal status, power, and prestige.
- **Affiliation:** Needs are driven by people-oriented relationships, such as wanting to be popular and well liked.

There is a mix of each of these needs in everyone, so to motivate someone well the reward must include the right elements to fulfill the person's mix of needs. McClelland spent most of his efforts on the achievers, and he found they were driven by challenging but attainable goals and a sense of achievement. Meeting those needs was much more important for them than material rewards.

McClelland also suggested that people driven by achievement needs were the ones who get the most results in an organization, and so they should be consistently encouraged through positive feedback and recognition of their efforts. By keeping achievers engaged and motivated, McClelland says there's an added benefit that they set positive examples of success for others to follow, and this tends to create other achievers within the organization.

Organizational theories summary

Below is a summarization of the theories presented in this chapter. We'll need to have a general understanding of these theories for the PMP examination.

- ☐ **Theory X/Theory Y:** These are based on a belief of employees' outlook towards work, and what is needed by management to keep them productive. Theory X managers believe that employees are only self-interested and need constant supervision and oversight to be productive. Theory Y managers believe that workers are genuinely interested in doing a good job.
- ☐ **Theory Z:** Theory Z managers believe that employees are motivated when they have a long-term stake in the organization, such as involvement in the decision-making process.
- ☐ **Contingency Theory:** Suggests that different situations require different leadership styles. For example, task-oriented styles work well when a crisis is underway while relationship-oriented styles work better during periods of less stress.
- ☐ **Maslow's Hierarchy of Needs:** Maslow studied exceptional people and found that their needs of physiological, security, social, and esteem had to be met in order for a person to reach their top potential (self-actualization).
- ☐ **Herzberg's Motivation-Hygiene Theory:** Hygiene elements, such as fringe benefits, can promote job satisfaction, but they are not motivating for employees. Motivational factors are things such as advancement and recognition.
- ☐ **Expectancy Theory:** A reward is a motivator only if the person wants the reward, believes that it can be achieved, and also believes that it will be given.
- ☐ **Achievement Theory:** People are motivated by mixed needs for achievement, power, and affiliation. Rewards must fit the right needs for the person in order for the rewards to be effective motivators.

Recognition and rewards

All of the motivational theories we've read about in this chapter have a direct bearing on recognition and rewards. The purpose of **recognition and rewards** is to acknowledge past desirable behavior and serve as an incentive for future behavior. The approaches and incentives the project management team is to take will have been detailed in the human resource management plan (section 9.1). Incentives are beset with sometimes contradictory advice, and it takes a lot of careful thought so that they don't result in unintended consequences. For example, putting too much stress on beating deadlines could cause quality control problems if they aren't also part of the reward criteria also.

The project management team should reward team-level behavior first and individual behavior second. Individual rewards are a form of win-lose situation, and they can harm the cohesiveness of the project

While peer-to-peer recognition may not be as powerful as management recognition, it helps to build a strong work culture and positive feelings among team members. Peers work more productively with one another when they sense sincere appreciation from their colleagues for their contributions to the overall good.¹⁹

Maritz, The Power of Meaningful Employee Recognition: Why One Size Does Not Fit All

team. For example, recognizing an "employee of the month" results in only one "winner" with the rest of the project team "losing." This is not to imply that individuals shouldn't be recognized. On the contrary, it's very important to acknowledge and reward exemplary individual accomplishments. Most individuals need to know that their work is seen, appreciated, and is having a positive impact on the team and the project. When done with the right approach and with sufficient team-level rewards also in place, individual incentives will not be destructive to team spirit.

Recognition and rewards also have to be meaningful to the individuals to be appreciated and to serve as motivators. This means that the project management team needs to know the team members well enough to know what drives them individually, and this may require different rewards to be given to each team member. For example, one person may relish being called out in praise at a meeting while another would prefer a private acknowledgement. The project team also needs to know that its contributions are important not just to the project, but to the company and customer. The more objective this correlation is, such as tying the deliverables to organizational measurements, the more meaningful it will be.

Money is certainly a reward component, but incentives do not have to be overly expensive. One of the most effective motivators is a sincere, written acknowledgement of effort, the impact it made, and a thank-you. Food is also much appreciated, especially when long hours have been put in by the team. Large or formal rewards will usually need to be cleared by the organization's HR department. The project management team also needs to be careful to consider cultural and religious considerations; otherwise, a well-intentioned reward may actually demotivate a team member.

The project management team also needs to be careful not to inadvertently reward or create an incentive for inappropriate behavior. For example, an incentive based only on the team's output could result in quality control problems as the team might strive to reach the output goals at an unacceptable cost to quality levels.

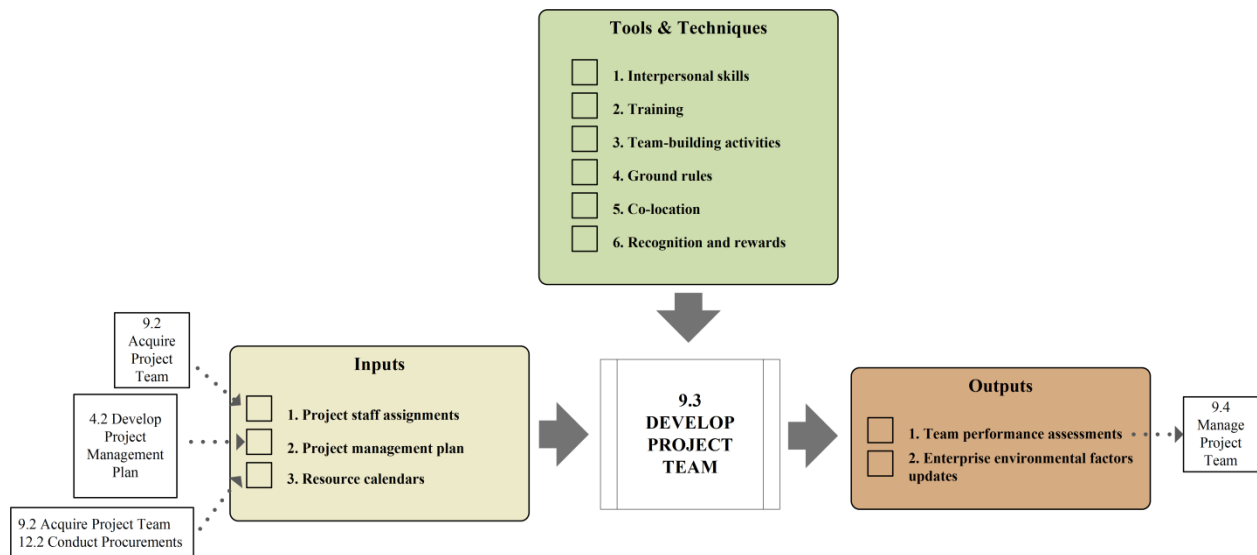
Training

The purpose of **training** is to increase the competencies of the project team members. Depending upon the type of project and the work involved, all or part of the team may need specialized training in safety, regulatory, or specialized technical skills in order for them to produce the project's deliverables. These training costs are usually absorbed by the organization and not the customer, so the need for training should be recognized early in the project, and the training needs budgeted for and planned for in the human resource management plan. The training plan should outline how, when, and where the training will take place and who will be involved. For in-house training, the plan will need to describe exactly what planning and training materials will be provided. If applicable, the training plan should also include measurable competencies individuals should have at the completion of the training. Project staffing assignments may also result in training needs when skill sets are deficient for the work required of the role, but training does not always have to be formalized to be effective as some of the best learning experiences can be through experienced team members mentoring and coaching others.

As executives must monitor the pulse of the industry and the direction of the organization, project leaders too must keep an equally vigilant eye out for the needs of their team. [The team's] skills and duties need to be in synch with the goals of the corporation, yet also have a perspective for what the future may bring.²⁰

Mike Dohogne, "Who's In the Lead?"

9.3 Process decomposition



Inputs

- ☐ **Project staff assignments**
Project staff assignments are the people assigned to develop the project's deliverables. As people are assigned to the project, their names are added to applicable project documents.
- ☐ **Project management plan**
The human resource plan describes the processes and methods that will be used to develop the team, including training, performance assessments, and recognition and rewards processes.
- ☐ **Resource calendars**
These are documents that identify when project resources are needed and expected to work on the project.

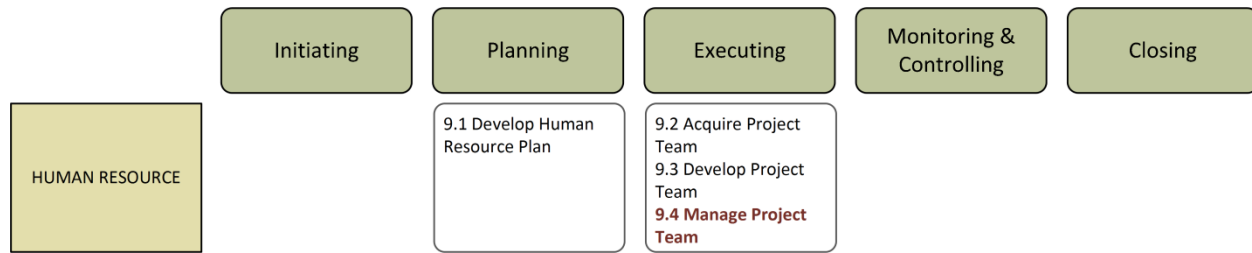
Tools and Techniques

- ☐ **Interpersonal skills**
Interpersonal skills are "people" skills, such as empathy, respectfulness, politeness, leading, and motivating. Good interpersonal skills reduce negative conflict.
- ☐ **Training**
Training activities improve the competencies of project team members, and can involve formalized or informal training in areas such as technical skills and general management skills.
- ☐ **Team-building activities**
These activities improve the cohesiveness and commitment of the team and help build trust and respect between team members. Team-building activities can involve a mix of formal and informal methods.
- ☐ **Ground rules**
Ground rules are the behavioral expectations the team has for its members. Ground rules are established and enforced by the team itself.
- ☐ **Co-location**
Co-location is providing a common physical area for all or most of the team members. Co-location helps improve communication and facilitates team-building.
- ☐ **Recognition and rewards**
Recognition and rewards are the methods to reward desired behavior and discourage undesired behavior from the team members.

Outputs

- ☐ **Team performance assessments**
Team performance assessments measure the effectiveness of the overall team. These are really a measurement of how well the project management team is implementing the applicable components of the human resource plan.
- ☐ **Enterprise environmental factors updates**
Updates can include records for completed training, skill assessments, and other project documents.

9.4 Manage project team



The **Manage Project Team** process is focused on resolving personnel issues and conflict, analyzing work performance information, taking preventative and corrective actions, and managing personnel-related changes to the project. Many of these activities can be complicated by the dual reporting structures in functional or matrix organizations. Not only is conflict possible between the project manager and the functional manager, but the project team member can encounter conflict between his or her project responsibilities and functional responsibilities. The project manager should take the responsibility for successfully working through these issues with functional management.

The project management will use a variety of inputs for managing project team members, such as the team performance assessment (9.3), the roles and responsibilities document (9.1), the project staff assignments (9.2), and the human resources management plan (9.1).

Observation and conversation

Staying in touch with what is going on day-to-day with the project team may seem obvious, yet it's often overlooked when project work gets underway and things get busy. Even before warning signs begin appearing in work performance information, the team members are usually aware of issues. By keeping in close and convenient contact, the team members are more likely to share their observations with the project management team. Both positive and negative observations should be documented by the project management team so that they aren't forgotten. Negative issues that need attention should be written up in the issue log.

Today's best leaders provide an environment where people can stretch, learn, and share their talents. Great leaders focus on efficiently and effectively helping to transform beginners and learners into peak performers. The three main skills that successful leaders must employ are the following:

Diagnosing the employee's current development level on the task at hand.

Being flexible in offering the right amount of direction and support that matches the employee's development level.

Partnering with employees to clearly identify what they are responsible for and how the leader will help them achieve it.²¹

Ken Blanchard Companies

Issue log

The **issue log** tracks all problems that can keep the project from its goals. Issues are described, and a person is made responsible for resolving the problem, and the issue log is one way to make sure the assigned person is addressing his or her responsibilities.

Team member performance appraisals

Project performance appraisals are formalized feedback about the individual's contributions to the project. The purpose of appraisals is twofold: first, the team member needs recognized for what he or she is doing well; secondly, they need honest and direct feedback on where improvements can be made. Nothing the team member hears from the appraisal should come as a surprise if the project management team has been providing frequent informal feedback.

Disgruntled team members require you to invoke anthropology, dig at the problem, and find a solution. Project managers have to understand where these folks are coming from . . . The project manager's job is to act as a counselor . . . and turn the situation around and make it a win for everybody.²²

Tom Robinette, Project Manager, Paragon Consulting Services

Appraisals should not be approached as disciplinary actions when there is substantial negative feedback that needs discussed. Appraisals are meant to help the team member improve his or her skills or behavior, and the evaluator should work with the team member to lay out a concrete plan and schedule for improvement. Appraisals should not leave the person feeling as though he or she has no good qualities nor that any deficits can't be improved.

360-degree feedback is another way to approach appraisals. In a traditional appraisal, the team member's performance is reviewed by the person supervising that work. But in a 360 degree feedback environment, the team member is reviewed by a large circle of people he or she works with. This would include other team members, the customer, project management team, and any stakeholders the team member has worked with. This provides a broader perspective both to the team member and to the reviewer, and this broader view helps negate any perceptual problems that overly affect the reviewer's appraisal.

Here are some tips for conducting effective, constructive appraisals:

Before the appraisal:

- ✓ If conducted regularly with the team members, appraisals will become more relaxed and more of a dialogue and healthy exchange.
- ✓ If both positive and negative elements are documented over time, it'll be easier for the reviewer to collect information for the appraisal.
- ✓ Don't be vague. Describe specific situations, behavior, and the effect of the behavior on the other team members, project, and organization.
- ✓ Don't let a recent or one significant event overly influence the appraisal. The appraisal is about performance over a period of time.
- ✓ Communicate the purpose of the meeting and agenda with the team member beforehand.
- ✓ Provide the team member tools or forms to perform a self-evaluation. Use this to compare the team member's perspective to the reviewer's perspective.
- ✓ Don't nitpick, and instead focus on the priorities. But don't avoid difficult issues either if they affecting the team member's performance, career, or reaching the goals he or she has set.

During the appraisal:

- ✓ Block out distractions and listen. Let the team member do most of the talking.
- ✓ Focus on the behavior or work and not the individual.
- ✓ Work with the team member to establish SMART goals (specific, measurable, achievable, realistic, and within defined timeframe).
- ✓ The appraisal isn't to be used as disciplinary or corrective action. It's the time to discuss the team member's strengths and his or her effectiveness and benefit to the project.
- ✓ Solicit the team member's advice and opinions. Ask the team member what the project management team can do to improve project performance.

Knowing when to let an employee make a mistake they can learn from and when you need to step in and coach them is a balancing act. You have to balance their opportunity to learn and grow against the harm they could do to themselves, their team, and the company. The more confident you are in your own abilities, the more you will be able to let your employees make their own choices. Remember, your role in coaching employees is to help them find the right behavior, not just tell them what to do.²³

John Reh, Employee Coaching: When To Step In

After the appraisal:

- ✓ Follow up with the team member to discuss progress or if additional assistance, training, or help is needed for him or her to meet the objectives.
- ✓ Follow up on any comments, suggestions, or criticisms the team member provided.
- ✓ In a functional or matrix environment, provide the team member's functional manager with the project appraisal because it should be part of the employee's overall performance evaluation.

Conflict management

Conflict, debate, and differences of opinion are signs of an effective project team, but even healthy conflict has to be managed and resolved or it can degenerate and negatively affect project relationships and performance. The project manager, project management team, and the project team all need to be aware of and skilled in conflict resolution techniques.

Researchers found that individuals who used a confronting style of conflict management created an environment with lower levels of task conflict, which results in less relationship conflict and stress. Forcing and withdrawal approaches created the most group conflict and stress.²⁵

What Goes Around Comes Around: The Impact of Personal Conflict Style on Work

In the project environment, conflict can come from seven main sources, of which the first three account for 50%²⁴:

1. Schedules
2. Priorities
3. Manpower/human resource availability
4. Technical opinions
5. Procedural or project administration
6. Personalities
7. Costs

Conflict may initially only be evident by its side effects, and though not always a definitive sign of conflict, the project management team should find out if conflict is a contributing factor in:

- Slips in team or team member productivity
- Withdrawal from team activities
- Decrease in quality
- Absenteeism
- Decrease in communication, information silos, or "hoarding" of information
- Hostility toward other team members, the organization, stakeholders, or project management team
- Gossiping
- Complaining
- Blaming

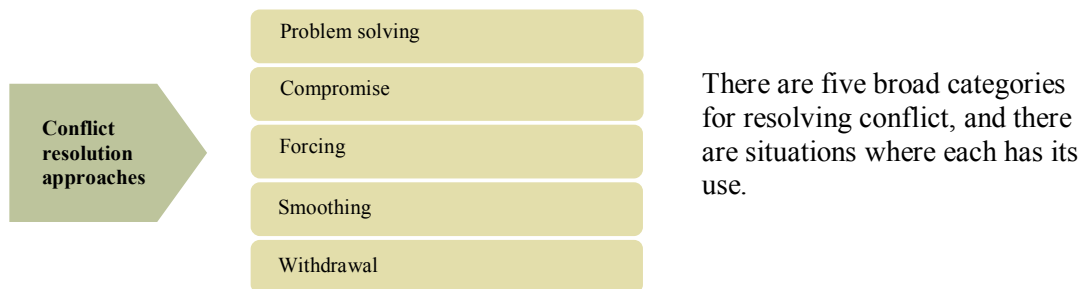
Conflict resolution

Dealing with conflict is uncomfortable, yet unresolved conflict can't be ignored because it will not simply go away on its own, and it has a way of spreading, infecting other parts of the project, and becoming a much larger issue if not successfully addressed. The project team is responsible for resolving its conflicts, but the project management team may have to facilitate conflict resolution early in team formation and when the team isn't addressing conflict on its own.

Though we most often think of confrontation in negative terms, it's really just openly addressing an issue, and this is how conflict must be approached.

The proper way to approach conflict is to:

- Focus on the problem or behavior and not on the person.
- Express feelings in a way that doesn't blame.
- Remember that everyone on the project team shares in its cause.
- Empathize with others' point of view.
- Encourage honest, open, and respectful dialogue.



Problem solving

Problem solving, also known as confronting, is the preferred approach because it's the one most likely to result in a win-win solution for all parties. Problem solving is a logical approach to finding the cause as well as the best solution. It lets everyone discuss contributing factors and what the pros and cons are for each solution. Problem solving is best used when there is sufficient time to approach the problem and the group members have a certain level of trust with each other. Problem solving is also good at fostering team development because it involves everyone in exploring the issue.

Compromise

Compromise is when all parties perform some give-and-take to reach a middle settlement. Unfortunately, this results in a lose-lose solution because no one is truly happy with the solution. Problem solving is the best approach, but compromise may be necessary when time is scarce or there's a deadlock that can't be logically resolved. Compromise can be especially difficult when there are strong internal values involved.

Forcing

Forcing is using one's power to dictate his or her will on the group. Forcing results in a win-lose situation, and this is generally the worst approach. It's harmful to team morale because the team is always on the losing position. However, forcing may be necessary in critical situations when the stakes are extremely high and there is no time for identifying alternatives. When forcing is needed, its ill effects on the team can be tempered by sharing the rationale with them.

Smoothing

Smoothing is downplaying the issue or focusing only on the positive. It's really hiding from the problem, and it doesn't address the problem or even acknowledge that the problem exists. Smoothing is not being optimistically healthy –it's being Pollyanna and is a poor conflict response. However, smoothing can be used to buy time or when one party believes the stakes are low and giving a "win" on this issue may be used to create an obligation later. Smoothing can often be seen when one party gives in by saying something like "Well, it's not important anyway, so you choose."

Withdrawal

Withdrawal is avoidance or hiding from the problem, so it's not even a conflict resolution technique. Because it never addresses the problem, its effect will be only temporary and the problem will resurface later. Withdrawal may be an option as a temporary measure when there's a need for cooling off or there are likely to be other alternatives that will present themselves if given enough time.



Problem-solving
win-win solution



Compromise
lose-lose solution



Forcing
win-lose solution

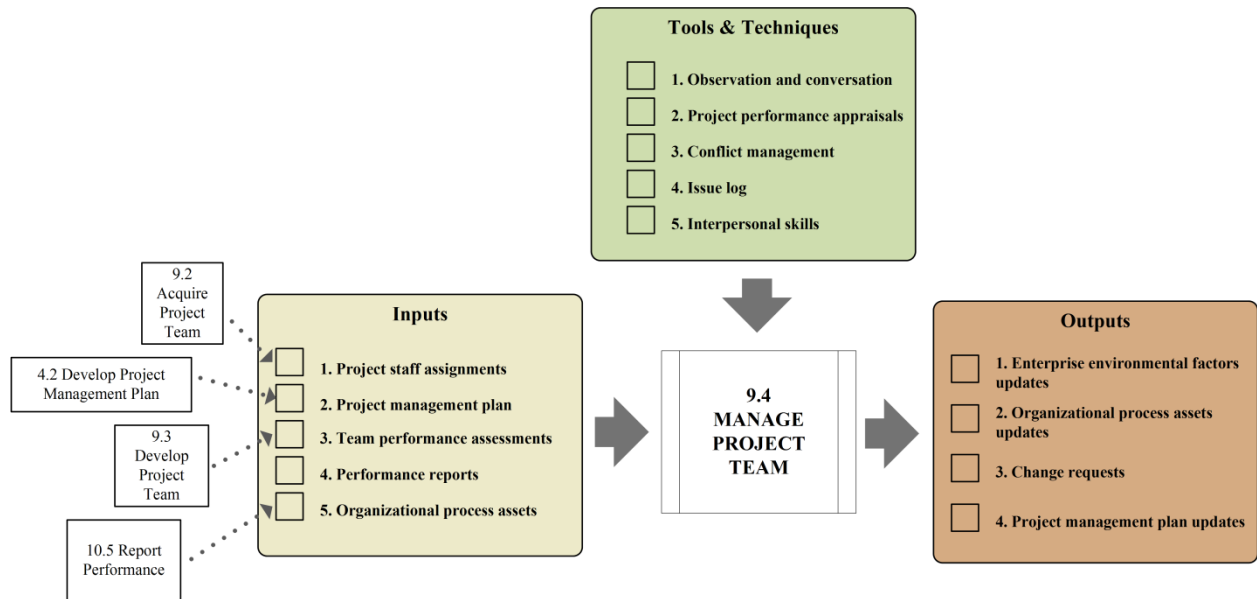


Smoothing
no solution



Withdrawal
no solution

9.4 Process decomposition

**Inputs**☐ **Project staff assignments**

Project staff assignments are the people assigned to develop the project's deliverables. It's needed for this process to know who is on the project team and who is responsible for what items.

☐ **Project management plan**

The human resource plan describes the processes and methods that will be used to manage the project team, including the methods for conducting performance appraisals.

☐ **Team performance assessments**

Team performance assessments measure the effectiveness of the overall team. These are really a measurement of how well the project management team is implementing the applicable components of the human resource plan.

☐ **Performance reports**

These provide performance reporting on activities, accomplishments, and issues. They're an output of the communication process Report Performance.

☐ **Organizational process assets**

These can include bonus structures, newsletters, commendations, or anything else that serves to influence or reward desired behavior.

Tools and Techniques☐ **Observation and conversation**

The project management team needs to stay closely involved in the day-to-day activities of the team in order to monitor progress and get first-hand impressions from the team members.

☐ **Project performance appraisals**

These are the combination of formal and informal performance reviews of individual team members.

☐ **Conflict management**

Conflict must be managed or the performance of the team will decrease. Conflict is best addressed directly and through problem-solving, which is more likely to result in a win-win solution for all parties.

☐ **Issue log**

The issue log tracks all problems that prohibit the project team from achieving the project's objectives. The issue log describes the issue, sets a target date, and assigns responsibility for resolving and communication of the issue.

☐ **Interpersonal skills**

Soft skills, like leadership, influencing, and sound decision-making help the project team be more effective and reduces the changes for negative conflict.

Outputs

☐ **Enterprise environmental factors updates**

Updates as a result of Manage Project Team includes items such as performance appraisals.

☐ **Organizational process assets**

Updates to the organization include lessons learned and checklists or templates that may have been developed or improved upon.

☐ **Change requests**

Staffing changes, for whatever reasons, are treated as change requests. Team performance issues can also result in the need for corrective or preventative actions.

☐ **Project management plan updates**

Approved changes result in updates to the human resource plan or its component staffing management plan.

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Chapter summary

The Project Human Resource Management knowledge area is focused on staffing the project and motivating the team to achieve the project's objectives. There are many organizational theories involved in this knowledge area, including Theory X/Theory Y, Theory Z, Contingency Theory, Maslow's Hierarchy of Needs, Herzberg's Motivation-Hygiene Theory, and Vroom's Expectancy Theory.

Human Resource Planning develops the human resource management plan and the staffing management plan. This component of the project management plan includes how project staff will be acquired, how they'll be trained, how their performance will be assessed, how they'll be recognized and rewarded for their contributions, and how they'll be released from the project. The project management team needs to consider the business units, departments, or divisions involved in the project; the professional disciplines involved; the geographic locations involved; and the formal and informal reporting relationships.

The roles and responsibilities are also defined during HR planning, and it's used during staff acquisition and appraisals. This document describes each project role, its responsibilities, authority, and the competencies needed to fulfill the role. Activity responsibilities are shown on a responsibility assignment matrix (RAM), which can include RACI tables. The project organization chart is a graphical representation of the project roles and their reporting relationships.

The Acquire Project Team process results in people being assigned to project roles through project staff assignments. Virtual teams can diminish geography as a factor in deciding who can fill what project roles while co-location can help make a team more efficient by gathering the team into one central location. The project manager will usually have to negotiate with functional managers and other project managers for resources. The goal of negotiation is not to win at the expense of the other party but to aim for a win-win solution for all parties.

The Develop Project Team process is centered on making the team as efficient as possible through team-building activities and training of team members. Team performance assessments are used by the project management team to determine how effective team-building and training activities are. Involving the project team in as many project planning activities as possible is a way to foster team development and to help generate commitment by the team to the project's goals.

Ground rules are essential for the project team because it establishes what is acceptable behavior from team members. Negative team roles inhibit the team from performing well. These negative roles are referred to as follower, devil's advocate, aggressor, blocker, recognition seeker, topic jumper, disruptor, dominator, and help seeker. The team should self-manage and stop negative team roles when they appear. Through recognition and rewards, project team members' past behavior is acknowledged and future desired behavior is encouraged.

The Manage Project Team is a monitoring and controlling process, and so it's concerned with properly managing changes as well as reviewing work performance information for preventative or corrective actions that need to be taken. Project performance appraisals help gauge individual team member effectiveness. Observation and conversation are important components for monitoring team member performance.

The team is responsible for conflict resolution. Conflict is a healthy occurrence within the team, and the goal is not to avoid healthy conflict. The best conflict resolution technique is problem-solving, which is a logical approach that thoroughly examines the problem to determine the best solution. This approach is the one that's most likely to result in a win-win solution for everyone involved.

Exam summary

- ☐ The Human Resource Planning process creates the human resource management plan and the staffing management plan.
- ☐ The human resource management plan includes:
 - Staffing management plan
 - approaches for project performance appraisals
 - approaches for team performance assessments
 - plans for recognition and rewards.
- ☐ The staffing management plan includes:
 - staff acquisition details, including rates
 - timetable/resource histogram
 - release criteria.
- ☐ The activity resource requirements from the project management plan is the guiding document for determining the human resource needs of the project.
- ☐ Roles and responsibilities define the role, responsibility, authority, and competencies needed for every project role.
- ☐ The OBS (organizational breakdown structure) lists project activities, work packages, or deliverables by business unit or department.
- ☐ A responsibility assignment matrix (RAM) shows project activities, who is responsible, and what level of responsibility that person has for the activity.
- ☐ A RACI matrix is a form of RAM that derives its acronym from the responsibility designations: responsible, accountable, consult, or inform.
- ☐ A project organization chart is a graphical, hierarchical illustration of the project reporting relationships.
- ☐ Theory X says that employees are motivated only by constant supervision and the threat of disciplinary measures.
- ☐ Theory Y says that employees are motivated to do a good job by a feeling of accomplishment for a job well done.
- ☐ Theory Z says that employees are motivated by stability, longevity, and involvement in the decision-making process.
- ☐ Maslow's Hierarchy of needs says that basic needs must be met before advanced needs can be reached.
- ☐ Herzberg's Motivation-Hygiene Theory says that hygiene elements promote job satisfaction, but they don't motivate employees.

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- ☐ Expectancy Theory says that a reward motivates a person only if he or she wants the reward, believes that it can be achieved, and also believes that the reward will actually be given.
 - ☐ The Acquire Project Team process results in people being assigned to the project. This is called project staff assignments.
 - ☐ The availability, ability, experience, interests, and cost are major factors that influence project staff assignments.
 - ☐ Pre-assignment may dictate who fills certain project roles.
 - ☐ Virtual teams are geographically disbursed teams who interact through technological means.
 - ☐ Once people are assigned to the project their availability (vacation, work schedules, and so on) is reflected in the resource calendar.
 - ☐ The Develop Project Team process improves the competencies and interaction of team members to enhance project performance.
 - ☐ The Develop Project Team process focuses on training of project team members and improving team work.
 - ☐ Project team member training can be formal or informal.
 - ☐ Ground rules are established by the team and define acceptable behavior.
 - ☐ Ground rules are enforced by the team.
 - ☐ Co-location puts project team members in the same physical location to improve their ability to perform as a team.
 - ☐ Recognition and rewards that result in a win-lose (zero sum) situation hurt team cohesiveness.
 - ☐ The project management team performs formal or informal team performance assessments.
 - ☐ The Manage Project Team process coordinates changes as well as tracking individual performance and providing feedback.
 - ☐ The project manager is usually responsible for successfully managing dual-reporting relationships of project team members.
 - ☐ Project performance appraisals provide feedback to project team members for their project work.
 - ☐ Conflict sources include manpower, priorities, and differences of work styles.
 - ☐ Project team members are first responsible for resolving conflict.
 - ☐ The issue log documents and assigns responsibilities for resolution to any obstacles that can inhibit the team from reaching its goals.