

PMP Bootcamp: Understanding Motivation & Skill Mastery – Leading High-Performing Teams

Student Name: _____ Date: _____

Instructions: As a Project Manager, understanding what motivates people and how they develop skills is crucial for building and leading effective teams. This worksheet will introduce you to key theories that can help you create an environment where team members can thrive and perform at their best.

Core Concept Reminder (from PMBOK 7 & Rita):

- **PMBOK 7th Edition:** The "Team" performance domain is central, emphasizing creating a culture of respect, trust, and collaboration. Principles like "Demonstrate Leadership Behaviors" and "Build a Culture of Accountability and Respect" are directly supported by understanding motivation.
 - **Rita Mulcahy's PMP Exam Prep (11th Ed.):** Stresses the PM's role in team development, conflict resolution, and motivating team members. Understanding different motivational drivers helps tailor your approach.
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Part 1: What Drives People? – Motivation Models

1. Intrinsic vs. Extrinsic Motivation

- **Intrinsic Motivation:** Comes from *within* an individual. Driven by personal interest, enjoyment, satisfaction, a sense of accomplishment, learning, or purpose.
 - *Example:* A developer works extra hours on a challenging feature because they love problem-solving and want to create something innovative.
 - **Extrinsic Motivation:** Comes from *external* factors or rewards. Driven by things like salary, bonuses, promotions, fear of punishment, or recognition from others.
 - *Example:* A team member completes a task quickly primarily to receive a bonus.
 - **For the PM:** Why is it generally more sustainable and powerful to tap into team members' *intrinsic* motivation?
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2. McGregor's Theory X and Theory Y

These theories describe two contrasting sets of assumptions managers make about their employees:

- **Theory X Manager believes:** Employees inherently dislike work, are lazy, avoid responsibility, and need to be closely supervised, controlled, and threatened with punishment to achieve objectives.
 - *Leads to what kind of management style?* _____
 - **Theory Y Manager believes:** Employees view work as natural as rest or play, are self-motivated, seek responsibility, and can exercise self-direction and creativity if committed to objectives.
 - *Leads to what kind of management style?* _____
 - **Theory Z (Ouchi):** An extension, emphasizing trust, quality, collective decision-making, and cultural values (often associated with Japanese management styles). Focuses on long-term employment and employee well-being.
 - **For the PM:** Which theory (X or Y) aligns better with modern project management approaches like Agile and servant leadership? Why?
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3. Maslow's Hierarchy of Needs

This theory suggests that people are motivated to fulfill basic needs before moving on to meet higher-level growth needs. The hierarchy is often depicted as a pyramid:

- **Physiological:** (Base) Food, water, shelter, warmth.
- **Safety:** Security, stability, freedom from fear.
- **Love/Belonging:** Friends, family, sense of connection, being part of a group.
- **Esteem:** Achievement, mastery, recognition, respect from others, self-respect.
- **Self-Actualization:** (Peak) Achieving one's full potential, creativity, personal growth.

For the PM: If a team member is worried about job security (Safety need), how might that impact their motivation for tasks requiring creativity and risk-taking (Esteem or Self-Actualization needs)?

4. McClelland's Theory of Needs (Acquired Needs Theory)

This theory states that three needs are major motivators in people, regardless of age, gender, or culture, and are *acquired* over time:

- **Need for Achievement (nAch):** Drive to excel, achieve in relation to a set of standards, succeed. Prefers challenging but attainable goals, likes feedback.
- **Need for Power (nPow):** Desire to influence or control others, be responsible for others, have authority. Can be personal (domination) or institutional (organizational goals).

- **Need for Affiliation (nAff):** Desire for friendly and close interpersonal relationships, to be liked and accepted. Prefers cooperation over competition.
- **For the PM:** How might you assign tasks differently to a team member high in nAch versus one high in nAff?

- High nAch:

- High nAff:

5. Herzberg's Two-Factor Theory (Motivator-Hygiene Theory)

This theory distinguishes between factors that cause job *dissatisfaction* (Hygiene factors) and factors that cause job *satisfaction* and motivation (Motivating factors).

- **Hygiene Factors (prevent dissatisfaction; their absence causes dissatisfaction, but their presence doesn't necessarily motivate):** Company policies, supervision, working conditions, salary, job security, relationships with peers/supervisors.
 - *Think:* If your office is freezing, you'll be dissatisfied. Making it comfortable just makes it *not dissatisfying*, not necessarily motivating.
- **Motivating Factors (lead to satisfaction and motivation):** Achievement, recognition, the work itself, responsibility, advancement, personal growth.
- **For the PM:** According to Herzberg, simply increasing a team member's salary (a hygiene factor) might not make them more motivated to perform better. What *could* a PM do to truly motivate them?

Part 2: How People Learn & Grow – Models of Skill Mastery

1. Shu-Ha-Ri Model of Skill Mastery

Originating from Japanese martial arts, this describes stages of learning:

- **Shu (Obey/Protect):** Follow the rules. The student learns the fundamentals by following the teachings of one master precisely. They concentrate on how to do the task, without worrying too much about the underlying theory.
 - *PM Context:* A new PM diligently follows the company's standard project management methodology without deviation.

- **Ha (Detach/Break):** Break the rules. The student, having mastered the basics, starts to reflect on the meaning and purpose behind the techniques. They experiment and may break from tradition or learn from other masters.
 - *PM Context:* An experienced PM starts to adapt the standard methodology, perhaps blending in Agile techniques where they see a benefit.
 - **Ri (Separate/Leave):** Be the rule. The student is no longer learning from others but from their own practice. They create their own approaches and adapt to circumstances, becoming a master in their own right.
 - *PM Context:* A veteran PM intuitively knows how to tailor approaches for unique projects, creating new best practices.
 - **Question:** Why is it important for a mentor or coach to understand which Shu-Ha-Ri stage a team member is in?
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2. Dreyfus Model of Adult Skill Acquisition

This model describes five stages of skill development:

- **Novice:** Follows rules rigidly, needs step-by-step instructions.
- **Advanced Beginner:** Starts to incorporate situational aspects, still needs some guidance.
- **Competent:** Develops conceptual models, can plan and troubleshoot, manages tasks.
- **Proficient:** Sees situations holistically, prioritizes effectively, uses experience.
- **Expert:** Intuitive grasp of situations, operates from deep understanding, fluid performance.
- **Connection:** How do the Shu-Ha-Ri stages roughly align with the Dreyfus model stages?
 - Shu ≈ _____
 - Ha ≈ _____
 - Ri ≈ _____

3. T-Shaped Skills vs. I-Shaped Skills

- **I-Shaped Skills:** Deep expertise in *one* specific area or discipline (the vertical bar of the "I"). Highly specialized.
 - *Example:* A software developer who is an expert only in a very specific database technology.

- **T-Shaped Skills:** Deep expertise in one area (the vertical bar of the "T") *PLUS* a broad understanding and ability to collaborate across other disciplines (the horizontal bar of the "T").
 - *Example:* A software developer who is an expert in database technology but also understands front-end development, testing principles, and can communicate effectively with business analysts.
 - **For the PM & Team:** Why are T-shaped skills often highly valued in collaborative project environments, especially Agile teams?
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Part 3: Applying the Concepts – Scenario

You are managing a project with a diverse team.

- **Sarah** is highly skilled but seems to be just going through the motions lately. She used to be very enthusiastic.
 - **Tom** is new to project work and needs a lot of guidance, but he's eager to learn.
 - **Maria** constantly seeks opportunities to lead small sub-teams and present findings to stakeholders.
1. For **Sarah**, which motivation theory (or theories) might help you understand her current state and what could you do, drawing on Herzberg's theory, to potentially re-ignite her motivation?

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2. For **Tom**, which stage of the Shu-Ha-Ri model and Dreyfus model is he likely in? How would this influence how you assign tasks and provide support?

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3. For **Maria**, which of McClelland's needs seems to be a strong driver for her? How could you leverage this to benefit both Maria and the project?
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Key Takeaway: Understanding different motivation theories allows Project Managers to tailor their leadership approach to individual team members. Recognizing stages of skill mastery helps in assigning appropriate tasks, providing effective coaching, and fostering team development, ultimately leading to a more engaged and high-performing project team.
