Developing the Entrepreneurial Skills of Project Managers
WHO WE ARE

CEB is the world’s leading member-based advisory company. We have a unique view into what matters—and what works—when capitalizing on drivers of business performance. With 30 years of experience working with top companies to share, analyze, and apply proven practices, we begin with great outcomes and reverse engineer to help you unlock your full potential.

As a result, our members achieve outsized returns by more effectively optimizing talent investments, creating new sources of efficiency, reducing risk, and enabling and accelerating growth.

30+ Years of Experience
110+ Countries Represented
6,000+ Participating Organizations
300,000+ Business Professionals
89% of the Fortune 500
89% of the FTSE 100
76% of the Dow Jones Asian Titans

Best Practices & Decision Support
Leadership Councils
Market Insights

Tools & Solutions
Analytics & Planning
Best Practice Implementation

Integrated Talent Management Services
SHL Talent Measurement Solutions
Learning & Development
Workforce Surveys & Analytics
Roadmap for the Presentation

- Detailing the Drivers of Project Manager Effectiveness
- Targeting Development Investments
- Developing the Entrepreneurial Skills of Project Managers
Our approach evaluates project managers on their ability to satisfy stakeholders’ business value delivery expectations as well as their ability to deliver on time and on budget.

OUR STANDARD FOR PROJECT MANAGER EFFECTIVENESS

- Collect 360-Degree Assessments
- Calculate Project Manager Effectiveness
- Identify Project Manager Performance Drivers
- Interpret Practical PMO Implications

- Business Case Realization
- Return on Investment
- Stakeholder Satisfaction
- User Adoption

Overall Effectiveness

- On-Time Delivery Source: Project Sponsor
- On-Budget Delivery Source: PMO

50%

25%

25%

+/- 10% of Baseline

+/- 10% of Baseline
### Overall Research Findings: Benchmark Data Results

#### Category Impact

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Stakeholder Partnership</td>
<td>15.0%</td>
</tr>
<tr>
<td>II. Judgment</td>
<td>14.9%</td>
</tr>
<tr>
<td>III. Risk Management</td>
<td>14.7%</td>
</tr>
<tr>
<td>IV. Team Leadership</td>
<td>14.6%</td>
</tr>
<tr>
<td>V. Ownership and Commitment</td>
<td>14.3%</td>
</tr>
<tr>
<td>VI. Learning Agility</td>
<td>12.5%</td>
</tr>
<tr>
<td>VII. Process Adherence</td>
<td>12.5%</td>
</tr>
<tr>
<td>VIII. Business Knowledge</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

Source: Project Manager Effectiveness Diagnostic; CEB Analysis.

*Category impact calculated as average of the top three drivers in each category.*
# CHARACTERISTICS OF AN ENTREPRENEURIAL PROJECT MANAGER

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Capabilities and Attributes to Test</th>
<th>Most Effective Ways to Test</th>
<th>Most Effective Ways to Develop</th>
</tr>
</thead>
</table>
| **Ownership and Commitment** | ■ Exerts significant “Discretionary Effort”  
■ Identifies personally with project success                                                      | ■ Behavioral interviews  
■ Reference checks                                                                 | ■ NA                                                   |
| **Learning Agility**       | ■ Adapts to ambiguous and unfamiliar terrains  
■ Reflects on experience to improve future performance                                               | ■ Case interviews  
■ Reference checks                                                                                        | ■ Reflection                                           |
| **Judgment**               | ■ Makes good decisions in ambiguous or difficult situations  
■ Balances execution efficiency with risk mitigation                                                | ■ Behavioral interviews  
■ Case interviews  
■ Reference checks                                                                                       | ■ Mentoring  
■ On-the-job learning                                                                                   |
| **Team Leadership**        | ■ Motivates teams to support organizational goals  
■ Develops staff skills and capabilities effectively                                                | ■ Behavioral interviews  
■ Reference checks                                                                                       | ■ Mentoring  
■ Experiential Learning  
■ On-the-job learning                                                                                   |
| **Stakeholder Partnership**| ■ Manages competing stakeholder needs  
■ Communicates effectively by adapting style and message to diverse audiences                   | ■ Behavioral interviews  
■ Reference checks                                                                                       | ■ Mentoring  
■ Experiential Learning  
■ Coaching  
■ On-the-job learning                                                                                   |
| **Risk Management**        | ■ Anticipates and effectively mitigates major risks  
■ Aligns decisions with company’s risk profile                                                       | ■ Case interviews                                                                                   | ■ Mentoring  
■ On-the-job learning                                                                                   |
| **Process Adherence**      | ■ Executes standard project management methodology  
■ Contributes to methodology body of knowledge                                                        | ■ Resume                                                                                              | ■ Classroom training  
■ Certification  
■ On-the-job learning                                                                                   |
| **Business Knowledge**     | ■ Understands linkage between project goals and company-specific business context                | ■ Resume                                                                                              | ■ Classroom training  
■ On-the-job learning  
■ Business rotations                                                                                     |
ROADMAP FOR THE PRESENTATION

- Detailing the Drivers of Project Manager Effectiveness
- Targeting Development Investments
- Developing the Entrepreneurial Skills of Project Managers
- Roadmap Item paragraph style
THE COMMITMENT TO ENTREPRENEURIAL SKILL DEVELOPMENT IS LOW

Percentage of Project Manager Population by Types of Development Received

Shift project manager development focus from process skills to entrepreneurial skills.

PMOs devote 70% of development effort to improve process skills.

n = 492 project managers.

Source: CEB analysis.
Focus your development effort on average performing project managers rather than your worst and best.

- Moving one performance decile—for instance, improving from the seventh to the sixth decile—has a measurable impact on overall effectiveness.
- The largest marginal impacts are in the middle of the performance distribution.

**FOCUS YOUR DEVELOPMENT EFFORT ON MID-LEVEL PERFORMERS**

Overall Effectiveness Impact of Moving from Bottom to Top of Each Decile

- Most value comes from training these project managers.

<table>
<thead>
<tr>
<th>Bottom Decile</th>
<th>9th</th>
<th>8th</th>
<th>7th</th>
<th>6th</th>
<th>5th</th>
<th>4th</th>
<th>3rd</th>
<th>2nd</th>
<th>Top Decile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.1%</td>
<td>5.3%</td>
<td>9.9%</td>
<td>7.7%</td>
<td>6.1%</td>
<td>5.8%</td>
<td>5.9%</td>
<td>3.1%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

n = 492 project managers.
Source: CEB analysis.
Allocate development effort based on the distribution of project managers in performance bands as well as their tenure as project managers.

### DEVELOPMENT EFFORT ALLOCATION MODEL

<table>
<thead>
<tr>
<th>Total Relevant Project Management Tenure</th>
<th>Performance Band</th>
<th>Recommended Allocation of Development Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 10 Years</td>
<td>Low Priority</td>
<td>50% to High Priority</td>
</tr>
<tr>
<td></td>
<td>Medium Priority</td>
<td>35% to Medium Priority</td>
</tr>
<tr>
<td></td>
<td>Low Priority</td>
<td>15% to Low Priority</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>Low Priority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Priority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium Priority</td>
<td></td>
</tr>
<tr>
<td>&lt; 5 Years</td>
<td>Medium Priority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Priority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium Priority</td>
<td></td>
</tr>
</tbody>
</table>

Source: CEB analysis.
ROADMAP FOR THE PRESENTATION

Detailing the Drivers of Project Manager Effectiveness

Targeting Development Investments

Developing the Entrepreneurial Skills of Project Managers

Roadmap Item paragraph style
EXPERIENCE IS THE MOST EFFECTIVE TEACHER

The “70-20-10” Model of Employee Development

Allocate 70% of project manager development effort to experiential learning.

- **Work Experience**
  - On-the-job learning: All learning that employees derive from the tasks or activities they engage in as part of their work within their current roles; sources of on-the-job learning include:
    - Working with difficult customers or clients,
    - Working with multiple people who have competing views,
    - Temporarily filling in for manager,
    - Working with recognized expert,
    - Persuading senior managers to take a difficult action, and
    - Shadowing a coworker to observe performance.

- **Formal Training**

Source: CEB analysis.
A WORTHWHILE FOCUS

On-the-job learning is three times more effective in boosting performance than formal training programs.

- Employees with high exposure to on-the-job learning activities are more likely to be highly engaged.

Comparison of On-the-Job Learning and Formal Training
Impact of Learning Methods on Employee Performance
(as Reported by the Manager, Indexed to 100 Points)

Additional Benefits of On-the-Job Learning
- Reduced training expenses
- Reduced time-to-productivity
- Increased sharing of best practices

Source: CEB analysis.

Each bar represents a statistical estimate of the maximum total impact on employee performance each learning method will produce. The total impact includes the method’s direct impact on performance as well as any indirect impact it may have through employee attitudes. The maximum total impact is calculated by measuring the predicted difference in application between the lowest and highest value on each method. The impact of each method is modeled separately.
Although classroom training provides foundational-level business knowledge need for in-depth knowledge of the business prompts the development of an immersion program.

_**WALKING A MILE IN THEIR SHOES**_

**Business Training**

*Quarterly Offering*

1. **Classroom Training**  
   **End-to-End Business Process View**  
   **Identified Need:** Increased understanding of key business process and overall business model  
   **Solution:** Staff track a product (a pair of shoes) throughout the end-to-end business process—from manufacturer to customer through the supply chain.

2. **Classroom Training**  
   **End-to-End IT-Enablement Process View**  
   **Identified Need:** Increased understanding of how IT systems and projects relate to business workflow  
   **Solution:** Staff learn how each IT system and process support the product cycle, including customer service, merchandising, sales, and HR.

3. **Classroom Training and Business Immersion**  
   **Business Exposure Activities**  
   **Identified Need:** Improved understanding of business operations for specific functions and/or lines of business  
   **Solution:** Staff garner deep-dive view into corresponding LOB, focusing on details of key activities, terminologies, and business objectives core to that business vertical.

**Foundational Business Knowledge**

**Business Immersion**

Source: CEB analysis.
# DOING FIELD WORK

Required Business Exposure Activities

<table>
<thead>
<tr>
<th>Business Function</th>
<th>Business Activity</th>
<th>Time Requirement</th>
<th>Key Learning (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer-Facing Operations</td>
<td>Tour a Store&lt;br&gt;Tour external and internal facilities of full-line store or rack store.</td>
<td>1/2 day</td>
<td>✓ Observing physical environment for end-user work stations&lt;br&gt;✓ Understanding breadth and characteristics of user groups within physical store</td>
</tr>
<tr>
<td>Supply Chain, Distribution, and Quality Assurance</td>
<td>Observe Operations Center&lt;br&gt;Tour a quality, distribution, or fulfillment center and observe the operations.&lt;br&gt;Work Physical Inventory&lt;br&gt;Assist with in-store inventory check-in, organization, and preparation for sales-floor placement.</td>
<td>1/2 day 1 day</td>
<td>✓ Understanding how inventory and warehouse management software is used for tracking inbound and outbound materials&lt;br&gt;✓ Observing standard operations procedures to aid future software development</td>
</tr>
<tr>
<td>Sales and Marketing</td>
<td>Work a Sale&lt;br&gt;Work half-yearly or anniversary sale on sales-floor or in stock room.</td>
<td>1 day</td>
<td>✓ Understanding how personnel use sales transaction software&lt;br&gt;✓ Observing effects of system downtime on sales and customer service</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Attend Store Recognition Meeting&lt;br&gt;Attend quarterly district recognition meeting to observe awards, financial performance, and sales goals.</td>
<td>3 hours</td>
<td>✓ Developing informal networks with key business leaders for enhanced relationship management&lt;br&gt;✓ Understanding of quarterly performance and future sales goals</td>
</tr>
</tbody>
</table>

Business and IT executives agree on these business functions because they:

- Provide exposure to each major end-user group;
- Provide exposure to primary systems in a native work environment;
- Directly map to IT employee’s job; and
- Minimally impact business.

“The biggest win is firsthand knowledge and understanding of the business and project customer. Business exposure replaces training course theory with practical and tactical experience, increases team engagement in project work, enhances collaboration between project team and the business, and helps project team members to communicate in business terminology.”

Shelly Washington<br>Program Manager<br>Nordstrom, Inc.

Each activity maps to opportunities for key learnings regarding business operations and potential points of system error.

Source: CEB analysis.
EXPOSURE TO PROJECT DIVERSITY HELPS DEVELOPMENT

Average Effectiveness of Project Managers by Breadth of Experience Across Project Types

- Anecdotally, project managers with less than three project types in their toolbelt do not benefit from diversity, while Project Managers who manage more than five types of projects suffer from too much diversity.

Project managers with experience in managing 4-5 project types are most effective.

Source: CEB analysis.

n = 408 project managers.

Note: Limited to project managers with at least three years of tenure.
**CHECKLIST OF BEHAVIORS THAT DRIVE LEARNING FROM WORK**

To learn from work, the most effective behaviors you can engage in are detailed below. You’ll notice that they orient around being deliberate and intentional in learning from work.

**Directions:** Use this checklist to identify which behaviors you do not currently engage in, and therefore which you should consider adopting.

<table>
<thead>
<tr>
<th><strong>Before Beginning a Task/Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Set learning goals and targets for yourself.</td>
</tr>
<tr>
<td>□ Plan how to accomplish the task, project, or assignment before beginning it.</td>
</tr>
<tr>
<td>□ Identify, ahead of time, potential solutions to problems you think you might encounter as you carry out the task.</td>
</tr>
<tr>
<td>□ Think about what you have learned from similar work experiences in the past and how that learning might impact your approach this time.</td>
</tr>
<tr>
<td>□ Build relationships with coworkers who can help you accomplish your task and learn from it.</td>
</tr>
<tr>
<td>□ Identify the resources that you will need and work with your manager to ensure those resources will be available to you when you need them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>After Finishing a Task/Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Identify the lessons learned from the experience.</td>
</tr>
<tr>
<td>□ Ask your manager for his/her feedback on how you did the work.</td>
</tr>
<tr>
<td>□ Ask your coworkers and team members for their feedback on how you did the work.</td>
</tr>
<tr>
<td>□ Share what you have learned from the experience with coworkers to boost their learning.</td>
</tr>
<tr>
<td>□ Look for opportunities to teach others (for example, are any of your colleagues struggling with a task where your experience could assist them? Of what the experience taught you, offer to share what might be relevant to them).</td>
</tr>
</tbody>
</table>

Source: CEB analysis.
Scottish Enterprise provides project teams with a structured process and guidance questions to build a cycle of learning into project development: it includes intentionality before, during, and after a project.

- The “learning after” reviews normally take the form of a set of facilitated workshops for the project team.
- “Learning after” is documented and shared with the relevant people to boost wider organizational learning.

### BUILDING A CYCLE OF LEARNING INTO PROJECT DEVELOPMENT

**The Cycle of Learning**

1. **Learning Before**
   - Can we learn lessons from other projects, maybe saving some of the development time, to concentrate on the aspects unique to this project?
   - Are the circumstances and objectives sufficiently comparable for the lesson to be valid to the new situation?

2. **Learning During**
   - What can we learn from what we have done so far?
   - Can others help us with any unexpected difficulties that have emerged?
   - Has anyone done a similar project before (in our organization or elsewhere)?

3. **Learning After**
   - How, and why, did the project outcome differ from the original objectives?
   - What were the stumbling blocks and pitfalls that need to be avoided in the future?
   - Given what we know now, what will we do differently in the future?

4. **Sharing the Learning**
   - Based on this experience, what advice should be given to future project teams?
   - Document clear guidelines for the future indicating whom they are intended for.
   - Who is responsible for ensuring the lessons are transferred to others?
   - Where will the lessons be stored to be easily accessible to others?
   - Should they be discussed within a particular community of practice, to combine with other experience?

**COMPANY SNAPSHOT**

Scottish Enterprise

Industry: Economic Development (Public Organization)

Source: CEB analysis.
State Farm provides leaders with a list of debrief questions to facilitate (constructive) reflection on key lessons learned from developmental experiences.

- The L&D function provides leaders with a list of debrief questions to help them reflect on what they have learned from a development opportunity; State Farm encourages leaders to review the questions before debriefing with direct managers, development advisors, or mentors.

- By providing a structured means for thinking about and synthesizing experiences, State Farm hopes that leaders will be more intentional in their approach and execute against what they have learned.

## INCREASING LEADERS’ “ACTION-TO-REFLECTION” RATIOS

State Farm’s Debrief Question Inventory

<table>
<thead>
<tr>
<th>Initial Leader Reaction</th>
<th>“Doing Things Differently”</th>
<th>Skills and Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What surprised me about this experience?</td>
<td>4. What would I do differently if I were going to do this experience over again?</td>
<td>7. What skills and behaviors did I display most effectively during the experience?</td>
</tr>
<tr>
<td>2. What met my expectations? What did not meet my expectations?</td>
<td>5. What would I have done, what would I have read, and who would I have met with to better prepare myself before the experience?</td>
<td>8. What skills do I wish I had demonstrated more effectively in completing the experience? How can I gain these skills?</td>
</tr>
<tr>
<td>3. How did I feel before, during, and after the experience?</td>
<td>6. What would I have done, what would I have read, and who would I have met with to better prepare myself during the experience?</td>
<td>9. What did I learn that I can apply to my current and future work responsibilities?</td>
</tr>
</tbody>
</table>

### Potential Debrief Participants

- **Individual Leaders**
  Reflect on key lessons learned during and after developmental experiences.

- **Direct Managers**
  Help leaders understand performance differences before and after developmental experiences.

- **Development Advisors**
  Provide advice and support tools to leaders to help synthesize key lessons learned.

- **Mentors**
  Share tips and lessons learned for effectively reflecting on developmental experiences.

### A Note on Process

State Farm’s L&D function encourages leaders to reflect on their experience individually and then meet with development advisors, direct managers, or mentors afterward to further synthesize what they have learned from a particular experience.

Source: CEB analysis.
MENTORING SHOULD CONNECT PROJECT MANAGERS WITH BUSINESS LEADERS

The “70-20-10” Model of Employee Development

**Allocate 20% of project manager development effort to relationships.**

![Diagram of the 70-20-10 model]

Source: CEB analysis.

**Relationships**

**Formal and Informal Mentoring:** Creating an Apprenticeship model for development from successful managers is key to **connect direct reports to influential leaders** who can assist their development. Especially in:

- Organizational politics management,
- Stakeholder management,
- Risk management,
- Communication practices, and
- Building key relationships and networks across the business.
COACHING AND MENTORING ARE DISTINCT ACTIVITIES

Many organizations have “mentoring programs”—but many are really “coaching programs” instead.

- True mentoring programs are much more effective tools to develop entrepreneurial skills.
- The difficulty with establishing an effective mentoring program is that many of the most successful mentor-protégé partnerships are accidental and informal.
- PMOs must take a structured approach to matching prospective mentors and protégés and must be willing to accept that protégés may need to be paired several times to find the right mentor.
- Having a formal program also inspires many protégés to actively seek out good mentors.

<table>
<thead>
<tr>
<th>Mentoring</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Transferring informal organizational knowledge, past experiences and learning, and expanding interpersonal networks to strengthen entrepreneurial skills</td>
</tr>
<tr>
<td><strong>Primary Development Focus</strong></td>
<td>Career and personal development</td>
</tr>
<tr>
<td><strong>Time Horizon</strong></td>
<td>Open-ended relationship with no fixed development goal</td>
</tr>
<tr>
<td><strong>Most Effective Providers</strong></td>
<td>Senior leaders outside the protégé’s job function—typically “two clicks up and one to the right” on the org. chart</td>
</tr>
<tr>
<td><strong>Agenda Setter</strong></td>
<td>Protégé</td>
</tr>
</tbody>
</table>

Source: CEB analysis.
MENTORING CAN HAVE A SIGNIFICANT IMPACT

Overall Effectiveness Scores

<table>
<thead>
<tr>
<th></th>
<th>Meets or Exceeds Expectations</th>
<th>Somewhat Meets Expectations</th>
<th>Fails Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Mentoring</td>
<td>95.9</td>
<td>90.0</td>
<td>87.7</td>
</tr>
<tr>
<td>Without Mentoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective Mentoring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project managers with no mentoring on average are more effective than project managers who receive ineffective mentoring.

Overall Effectiveness Scores

- Effective mentoring includes:
  - Middle managers as mentors,
  - Mentoring on entrepreneurial skills, and
  - The frequency desired by the protégé project manager.

- CEB analysis also shows that mentoring programs on average do not drive project manager effectiveness.

- Anecdotal evidence suggests this is due to poor selection of mentors, mentoring topics, or mentor-mentee skills matching.

Source: CEB analysis.
Mentors from within the project management ranks often fall into the trap of conveying process skills—which non-project management mentors cannot do.

RECRUIT MENTORS FROM OUTSIDE THE PMO

Overall Effectiveness Scores of Project Managers Who Received Mentoring, by Type of Mentor

Overall Effectiveness Scores of Project Managers Who Received Mentoring, by Type of Mentor

<table>
<thead>
<tr>
<th>Meets or Exceeds Expectations</th>
<th>Somewhat Meets Expectations</th>
<th>Fails Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside the Project Manager Community</td>
<td>91.4</td>
<td>89.0</td>
</tr>
<tr>
<td>Inside the Project Manager Community</td>
<td>89.0</td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Project Managers Who Received Mentoring, by Type of Mentor

- 27% Senior Project Manager
- 23% Program Manager
- 16% Middle-Level Manager in IT
- 8% Senior Level Manager in the Business
- 8% Middle-Level Manager in a Business Unit
- 5% Other
- 4% Middle-Level Manager in a Core Function (e.g., HR, Finance)
- 9% PMO Executive

n = 492 project managers.

Source: CEB analysis.
Allocate 10% of project manager development effort to formal classroom training and certifications.

**FORMAL TRAINING BASELINES EXPECTATIONS**

The “70-20-10” Model of Employee Development

**Allocation of Effort**

- **70%** Work Experience
- **20%** Relationships
- **10%** Formal Training

**Formal Training**

**Classroom Sessions:**
Classroom sessions and regular meetings serve as collective learning opportunities that distribute a **standard expectation of practice** and ensure team interaction.

Examples include:
- E-learning modules,
- “Lunch and Learns,” and
- Ongoing project management certification and PDUs.

Source: CEB analysis.
## KEY TAKEAWAYS: DEVELOPING THE ENTREPRENEURIAL SKILLS OF PROJECT MANAGERS

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Insights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the most effective ways of developing the entrepreneurial skills</td>
<td><strong>Focus your development effort on low-tenure, average-performer project managers.</strong> Do not focus on developing new core competencies for bottom-performer project managers with more than five years of project manager experience. If they have not built those competencies within five years, there is little chance that more training will help.</td>
</tr>
<tr>
<td>of project managers?</td>
<td><strong>Experience-based learning is best, followed by relationship-based learning, with classroom learning last.</strong> Deploy 70% of your development effort using experience-based development wherever possible. Classroom training (including certifications) should constitute only about 10% of project manager development, with the remaining 20% focusing on relationship-based training such as mentoring.</td>
</tr>
<tr>
<td></td>
<td><strong>Experience with specific project types does not meaningfully impact performance, but diversity in project types does help.</strong> In fact, project managers with experience in managing four to five project types are the most effective.</td>
</tr>
<tr>
<td>2. How can we maximize project manager learning from development experiences?</td>
<td><strong>Assign project managers to projects based on the supply and demand for entrepreneurial skills.</strong> Progressive organizations use project assignments to provide project managers experiential learning opportunities, while ensuring they are strong in the areas that are critical for project success.</td>
</tr>
<tr>
<td>3. How can we increase experience-based learning for entrepreneurial skills?</td>
<td><strong>Ensure project managers reflect on project experiences.</strong> Encourage project managers to set learning goals up front and ask them constructive questions during and after the project to help them extract learning.</td>
</tr>
<tr>
<td>4. How can we boost the effectiveness of our mentoring efforts?</td>
<td><strong>Select the right mentors—typically middle managers from outside the PMO.</strong> Project managers who have been mentored by middle managers outside the PMO statistically perform better than those mentored by PMO staff or project/program managers.</td>
</tr>
</tbody>
</table>
ROADMAP FOR THE PRESENTATION

Detailing the Drivers of Project Manager Effectiveness  
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Roadmap Item paragraph style
CBR PROJECT MANAGEMENT DEVELOPMENT ACCELERATOR

Process Skills Are Necessary but Insufficient
Relationship Between Project Manager Skills and Business Outcome Attainment

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