



## Sample Two-Day Project Management Training with Simulation

	Planned Module or Activity	Start Time
<b>Day 1</b>	<b>Introductions</b>	9:00
	Project Management Foundations (with exercises): <ul style="list-style-type: none"> <li>- Work Breakdown Structure</li> <li>- Network Diagram and Critical Path</li> <li>- Schedule Development</li> </ul>	9:15
	Break	10:15
	Project Management Foundations Continued (with exercises): <ul style="list-style-type: none"> <li>- Work Breakdown Structure</li> <li>- Network Diagram and Critical Path</li> <li>- Schedule Development</li> </ul>	10:30
	Lunch	11:45
	SimulTrain <sup>®</sup> briefing, rules & instructions	12:45
	Team planning & SimulTrain <sup>®</sup> setup for Phase1	1:15
	Phase 1 Simulation Period - (clock running)	1:45
	Break	3:00
	Team progress reporting & activity debriefing	3:15
	Team comparative analysis & discussion	3:45
	Communication Planning <ul style="list-style-type: none"> <li>- Stakeholder Analysis and Management</li> <li>- Develop a Communication Plan for the simulation personnel</li> </ul>	4:00
	Wrap-up: End of Day 1	5:00
<b>Day 2</b>	<b>Review</b>	9:00
	Risk Planning and Management (with exercises) <ul style="list-style-type: none"> <li>- Risk Identification</li> <li>- Risk Analysis and Prioritization</li> <li>- Risk Response Planning</li> </ul>	9:15
	Break	10:00
	Risk Planning and Management <ul style="list-style-type: none"> <li>- Develop a Risk Plan for the Simulation project</li> </ul>	10:15
	Team planning & SimulTrain <sup>®</sup> setup for Phase 2	11:00
	Lunch	12:00
	Phase 2 Simulation Period - (clock running)	1:00
	Team progress reporting & activity debriefing	2:00
	Break	2:30
	Team learning points log analysis & presentation	2:45
	Team comparative analysis & discussion	3:15
	Project Close <ul style="list-style-type: none"> <li>- Lessons Learned</li> </ul>	3:45
	Evaluations	4:45
	Wrap-up -End of Day 2	5:00

## What do you learn with SimulTrain®?

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The SimulTrain® simulator trains in three fundamental areas, divided into various learning points. These three fundamental areas include:

- Project **leadership**
- Project **management**
- **Human resources** management

### The simulator approach

The innovativeness of the simulator is that it affords the user the chance to monitor a project. Whereas traditional training methods place emphasis mainly on planning and implementation, the simulator lets participants practice monitoring a project while being confronted, under stress, with a number of situations that regularly arise in most projects.

### Two ways to learn

When using SimulTrain®, participants work in groups of four persons per simulator. Their training takes place on two levels:

1. They learn from the simulation itself — from the reactions of the people involved in the project to the decisions made.
2. They also learn from the potent **interactions** that develop in the four-person groups. Each person plays a very precise role (such as supervising the schedule, costs, quality, and motivation), and these roles engender conflict.



## **Three fundamental learning points**

### **1. Project leadership**

Participants learn to lead a project in its entirety, along with all of its stakeholders and their at times contradictory wishes. They learn that a project functions like a system, and that each decision can affect several parameters of the system.

A "technical" decision may have an impact on productivity, motivation, or communication; similarly, decisions regarding the team members and their motivation will have a major impact on productivity and, therefore, on costs and the deadlines as well.

Participants also learn, on a practical level, to manage priorities, to select what is important and urgent from a deluge of messages, emails, and requests.

### **2. Project management**

Participants learn to manage — or rather, monitor — a project on a day-to-day basis, by making the countless small decisions that the role of project manager requires: updating planning, checking progress, managing quality, and organizing project reviews.

They also learn how to make decisions as a group. The four learners who navigate the simulator together have to make numerous decisions requiring them to negotiate among the goals in cost, deadline, quality and motivation (each of these four goals is represented by one of the participants). They learn to manage conflict within the team and to take the views of each participant into account.

### **3. Resource management**

Resource management is of great importance in the simulation, by design: many project managers have high degrees of technical training, and are very unfamiliar with the mysteries of relations.

Participants learn how best to plan the investment of resources. They learn day-to-day management, including allocating tasks and handling problems; they must also maintain team spirit and be mindful of communication and motivation among the team members.

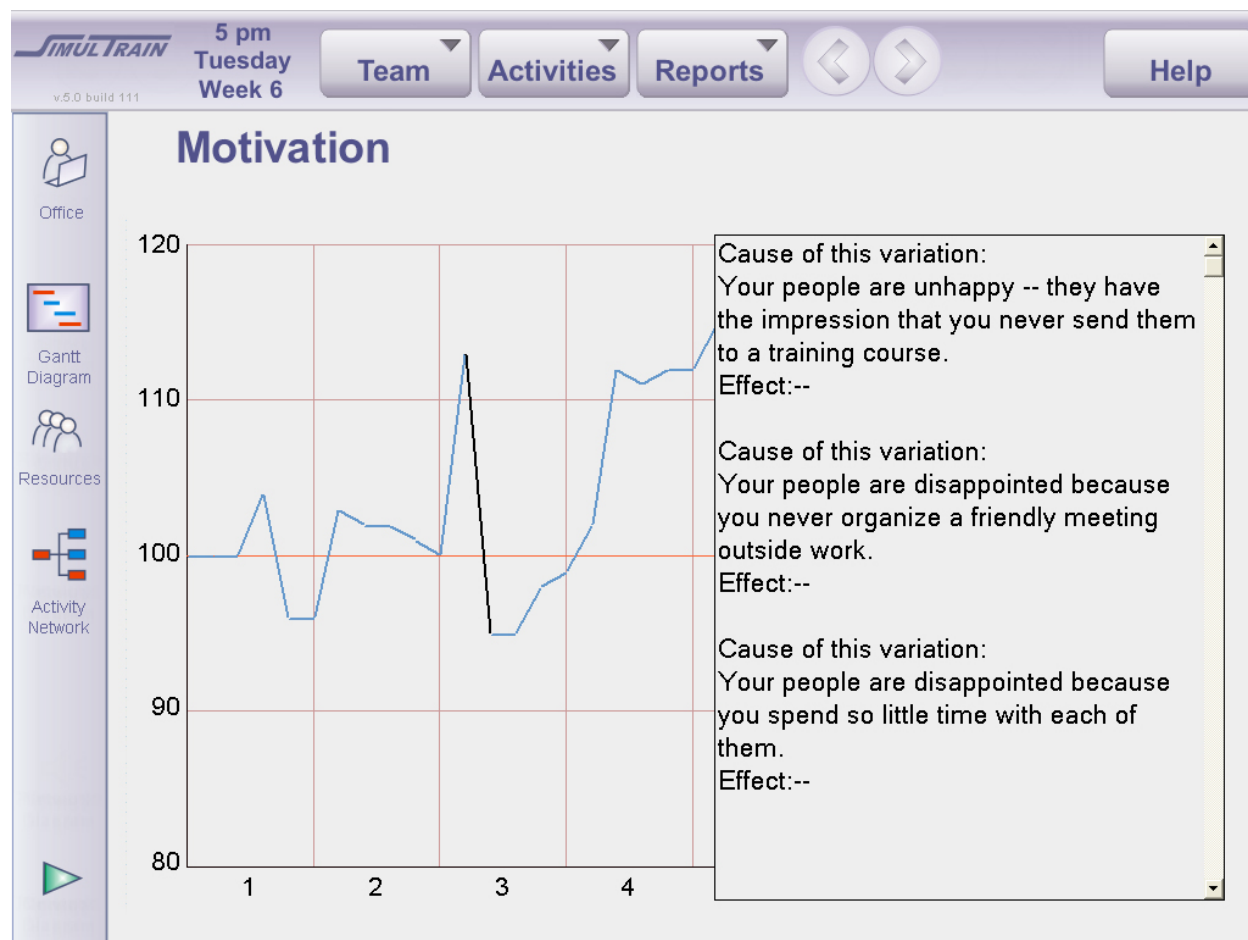
Poor decisions, or the absence of decisions, are penalized by appropriate reactions from the team members.

## SimulTrain<sup>®</sup> learning points in detail

### 1. Project leadership

What participants learn	How do participants learn?	Effects within the simulator
To take on what is essential first, and not confuse important with urgent.	Sometimes the trainer must help participants to see this error; sometimes they grasp it on their own (not making the important decisions, but passing time reacting immediately to every message and phone call).	The absence of a decision concerning the important things will adversely affect the project as a whole.
How to apportion work within a team, and make use of parallel structures.	The group learns hands-on that the work must be divided among its members. Often, participants learn by comparing the work styles of different groups of 4 persons.	
How to clarify responsibilities.	If the project manager does not clearly define his own competencies and responsibilities, it is reflected in the relationship with the organization.	The relationship between the project team and the organization deteriorates.
How to take care of client relations.	If the project manager delegates this task to a team member, the consequences will be serious, and the client will complain.	The team members make big promises to the client, which increases costs.
How to spend time with the team members.	The team members complain via email or voicemail.	The relationship between the project manager and the team deteriorates.
How to run weekly project meetings.	The Simulator Coach intervenes.	
How to develop in-house training.	The team members protest if they never have access to in-house training.	Loss of motivation among the team members, deterioration of the relationship between the team and the project manager.
How to organize activities outside of the time spent working with the team.	If participants do not organize any activities, the team members bitterly complain.	Motivation, communication, team spirit are adversely affected.
To not fixate on one single objective.	Often, learners focus on deadlines, and costs skyrocket. Furious messages from the director disparage the rise in costs. The trainer must prompt the learners to consider their choice of priorities.	Costs skyrocket.
How to involve the end-users.	The team members send messages remarking on the beneficial effect of involving the end users.	Productivity increases, motivation increases.
To celebrate the achievement of a	Messages of satisfaction from the team members after celebratory toast.	Communication and motivation increase.

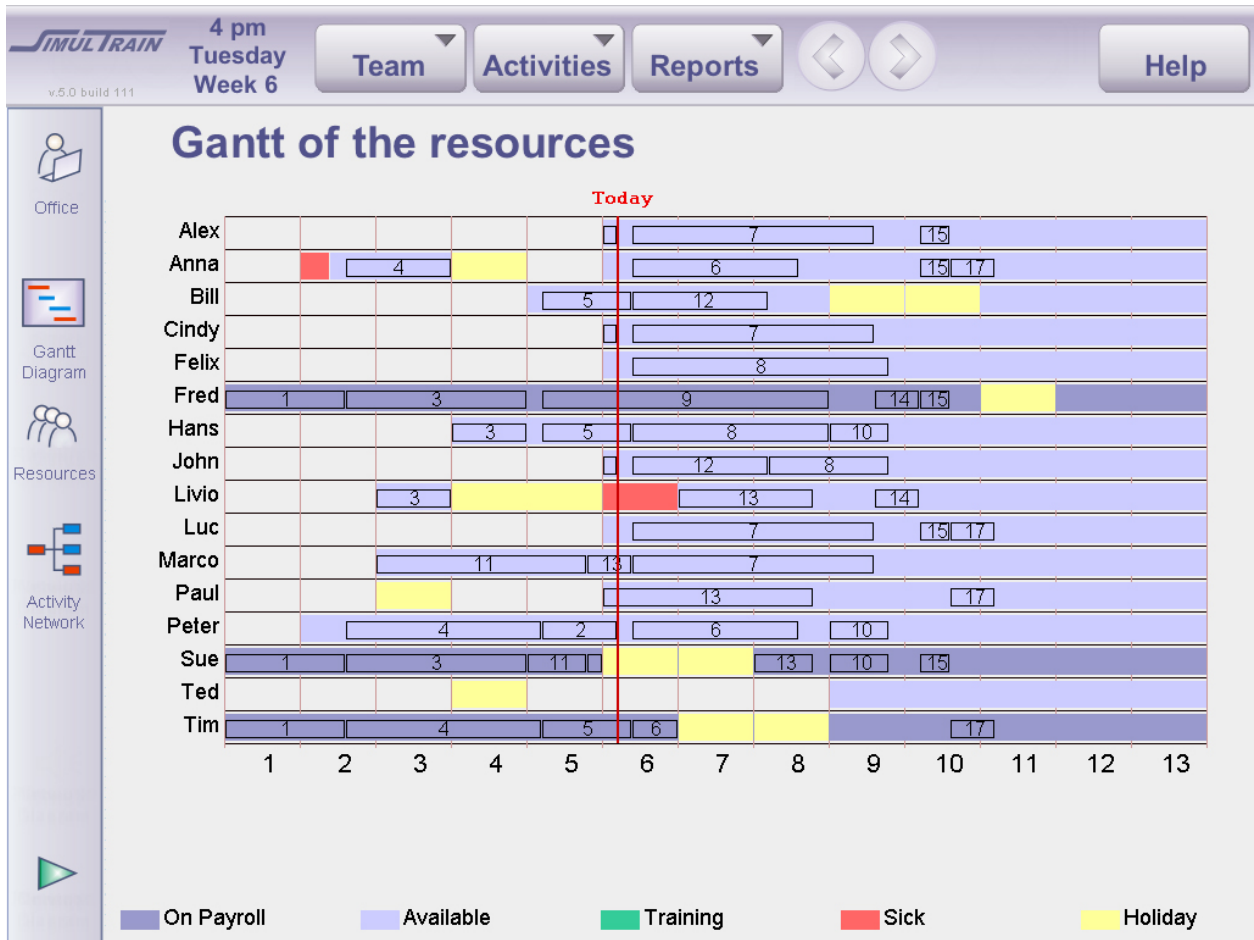
milestone.		
That some decisions must be made rapidly.	If learners do not make decisions on time, the boss will (and he almost always chooses the worst option...).	A bad decision can impact any of the system parameters, which are presented graphically. If the impact involves human factors, the simulator provides an explanation of the variation in the factor in question (motivation, communication, team spirit, etc.).
How to handle conflict within the team quickly.	If the participants do not intervene quickly, the conflict deteriorates.	Team spirit and communication are adversely affected.



## 2. Project management

What participants learn	How do participants learn?	Effects within the simulator
The project manager must establish a system of quality control and program enough quality reviews.	<ol style="list-style-type: none"> <li>1. Reto (name of the head project manager) sends an email lamenting the quality of the deliverables.</li> <li>2. The Simulator Coach intervenes.</li> </ol>	Errors that are not quickly discovered become "major errors", which are not detected until the final tests and will require substantial time to correct.
To let team members complete an activity, and to not change their priorities too frequently.	The team members complain (via email) if they must frequently change activities.	Productivity declines and motivation declines.
To not focus on the critical path while neglecting the non-critical activities.	When a non-critical activity becomes critical (because someone forgot to foresee resources for the activity) deadlines are missed in general. Often the trainer must bring this fact to the participants' attention.	Deadlines not met.
To not change tools in the middle of the project.	If participants decide to change a computer-related tool in the middle of the project, the team members complain about having lost a week trying out a new tool that turns out to not be usable for the project.	The project becomes late since the team members are trying out a new tool instead of working on the project.
To buy good quality materials.	If participants purchase the cheapest computers, the team members complain.	Productivity declines and motivation declines.
To have certain documents in paper form (i.e. ISO 9000).	Suddenly, the server goes down, and the learners can no longer access various pieces of information (Gantt, etc.) for several minutes.	Without the necessary piloting instruments, the project manager is lost, so: delays in activity-completion, bad allocation of resources, etc.
To explain the context of delegated activities.	If explanations are given without mention of the context, the team members complain about receiving incomprehensible orders.	
To know how to make a progress report.	Through a role-playing game in which the trainer plays the role of the sponsor during a progress report presented by the participants.	
To understand and use the Gantt diagram and the Activity Network chart.	These tools are integrated into the simulator, and must be used by the participants.	The use of every tool allows one to monitor the project for the better.

<p>To use the right tools.</p>	<p>If learners make the decision to NOT purchase project management software, they are prevented, during 10 minutes, from accessing certain diagrams (i.e. the Gantt of their resources).</p>	<p>Not having access to certain information makes running the project much more difficult, particularly with respect to the allotment of resources. Whence generally arise cost and deadline overages.</p>
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### 3. Planning and management of resources

What participants learn	How do participants learn?	Effects within the simulator
To carefully match the skills, resources and qualifications needed for each activity.	If the resources do not have the required qualifications, they complain (via email).	Productivity declines, errors increase.
To not change the makeup of the team.	The trainer requires a change in team member during the simulation. The learners realize how difficult it is to integrate a new person into the team.	(Learning from within the group, in "real" terms)
To fight to keep one's team members.	If the participants do not fight for their team members, and allow a superior to "steal" one of them, the other team members will make it known in strongly worded emails.	The relationship between the team and the project manager deteriorates.
To foresee missed days in overall planning.	During the simulation, certain team members become ill, and there is a flu epidemic.	The planning is put into question, and the project becomes delayed.
It is important to retain resources early.	If resources are not retained in time, they will no longer be available in the simulation.	The project is delayed since resources are unavailable.
To not place too many resources on one activity in case of delays.	If too many resources are allotted to one activity, the team members complain.	Productivity declines, motivation diminishes.
To keep the team in one place.	The participants send furious emails if the project manager (i.e., the learners) decides to split the team in two. If the participants allow a female team member to work at home, the others lament the problems of communication that will result.	Deterioration of the relationship between the team and the project manager.
To not make excessive use of overtime.	The team members do not appreciate this and will make it known in emails or in voicemails.	Loss of motivation, decline in productivity, and more errors made.
To organize communication.	The team members complain if communication is inadequate. On the other hand, they appreciate the availability of information.	Deterioration of team spirit and communication.
To not put in overtime at the very beginning of a project.	This is one thing the team members truly do not like — they will suspect that the project will end badly and will make it known widely.	Loss of confidence in the abilities of the project manager.