PM-Game Check List

# Lecturing with the PM-Game

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This document is a checklist for lecturing with the PM-Game.

This information is to be adapted according to the audience and the pedagogical objectives of the training course.

This document is only a checklist for the facilitator. For more information on how the software works, please refer to the user manuals.

## Before the course starts

In the animator interface: create the game

Document "Initial Situation" of the scenario (http://www.albasim.ch => our serious games => PM Game => resources):

* Possibly print it for students
* Possibly, ask students to read the document in preparation for the course.

## Presentation of the principles of simulation

To set the context, ask to read the "Initial Situation" document (this can also be requested as preparatory work for the course).

Then present simulation principles. The way in which the simulation is presented to the students has a great impact on acceptance, involvement learning effectiveness.

In order to create a climate of trust, the introductory briefing should :

* give all needed general information,
* create a climate of trust and psychological security

In the introductory briefing, the following points should be presented.

### Objectives of the simulation

Explain the link between the simulation, theoretical lectures and exam.

For example:

* Developing practical skills
* Learning from mistakes, learning from others

### Privacy

Create a climate of trust enabling participants to dare to practice in the simulation, dare to make oral presentations, etc.

For example:

* What is done in the simulation is not disseminated outside (what you did, scenario, etc.)

### Evaluation

Clearly define whether the simulation is evaluated or not. If so, with what weighting, on what criteria.

For example:

* No summative evaluation (grade), only formative debriefing
* Or: A team grade, given on the basis of the presentations and documents submitted (but not on what was done in the software). A 30% weighting in the final mark.

### Realism

In order to create a better immersion, it is better to define from the begining that the simulation is not reality, and that realism is co-constructed by the simulation developers, trainers and students.

For example:

* Simulation is not reality. It is just a simplified reproduction of reality.
* But:
* On the teaching and development side of the simulation: we tried to get closer to reality
* On your side: it is also up to you to participate in realism, to act "as if you were a project manager".

## Project Initiation

### Objectives

Inform about the objectives and the work to be carried out :

* **General objective of the phase:** to get your project accepted by the project selection committee.
* **Work to be carried out:** producing a project proposal and/or presentation to the project selection committee.

### Information on how the software works

Recall that this is a simulation

* A number of simplifications in relation to reality have been introduced.
* For example, "you will sometimes wish to meet people or reply to an e-mail you receive and this will not be possible".

Give a general presentation of the software

* (phases, indicators, time cards), then demonstrate how it works (answer to a question, carry out a few actions, show how the results of the actions depend on what has happened before).
* Recall that :
* Actions (meeting people) can be carried out 0, 1 or several times.
* All choices (answer the questions) must be made before moving on to the next period.
* Show access to the history

**Emphasize the need to think carefully before starting: what choices and actions will be made and in what order. Time budget is limited!**

**All the participants of a team play on the same simulation!**

### Give access to simulation

* Give login information: key, join team
* Or deactivate the "Read Only" mode

## Project Planning

### General information

* + **Objective of the phase:** get your project planning validated
	+ **Work to be carried out:** producing a planning document and/or a presentation.

### Information on how the software works

Demonstrate the operation of the planning software.

Gantt

* Show how to enter planning

Activities

* Show how to enter the BACs (Budgeted At Completion: all the wage costs and fixed costs of the activity).

Resources

* Show how to book resources in the "Resources" tab
* If manual planning
	+ Time limits for committing and decommitting resources: some resources may not be available immediately and require advance notice either to reserve them or if they are no longer needed.
	+ Commitment/decommitment deadlines will continue during project execution. They move forward at the same time as the project.

Assignment of activities to resources

* Present how to assign activities to resources
* Show how to change the order of priorities, how to delete an activity.
* In "manual planning" mode, explain that there is no automatic resource reservation. Project managers must warn the resources they will need and when they will need them. This is done by clicking on the corresponding week in the resource Gantt.

Reminder of some simplifications of the simulation compared to reality:

* Resources work on one activity at a time. The same resource cannot work on several activities in parallel.
* Activities require resources from a certain type of competencies. It is considered that the resources do not master any other competency than their own (although in reality a carpenter may also have computer knowledge and replace a computer specialist, this is not the case in the simulation).

## Project Execution

### General information

* Objectives of the phase: to carry out the project
* Work to be carried out: monitoring and control, re-planning, reacting to changes, presenting the state of the project to the steering committee

### Information on how the software works

Carry out a demonstration of the software by going through 2 or 3 periods, showing the following points.

Gantt

* The Gantt becomes a tracking Gantt, with information on the % of achievement.
* Projection on tracking Gantt: rounded to 1 period.

Resources

* Assign activities to be carried out, in order of priority. Resources work according to the order of the assigned activities.
* During the period: a resource that has completed its work on one activity moves on to the next activity. If there are no other activities to be carried out in the project, they return to their other activities and therefore no longer charge to the project.
* A resource that has been booked and had no work on the project will have to charge a few hours to the project (this is reflected in hours not worked).

"Quality analysis" actions

* The analysis of the quality of the activities is a work carried out by the project team.
* To be carried out once or several times, it can help to detect errors at an early stage.
* Ask the participants the question: what happens if we don't do enough, if we do too much?
* Not: increases the likelihood of quality problems arising.
* Too much: waste of time, irritates the team
* Then say: it is the same in the simulation

"User work presentation" action

* Validation of intermediary results by future users.
* To be carried out one or more times during the project.
* Reduces the likelihood of problems arising from differences between project deliverables and actual needs.

Action "bring the project team together".

* Meeting of the whole team => coordinating the work, re-setting priorities.
* To be carried out once or several times during the project.
* Reduces the likelihood of coordination problems.

Remember the following points (simplifications compared to reality)

* In "manual planning" mode: keep the resource reservation up to date. If an activity is early or late, you must adapt the calendar corresponding resources (by clicking on the corresponding periods in the Resource Agenda). If the activity is late and the resource has not been reserved for the extra periods, it will stop working on the project and return to its other activities.