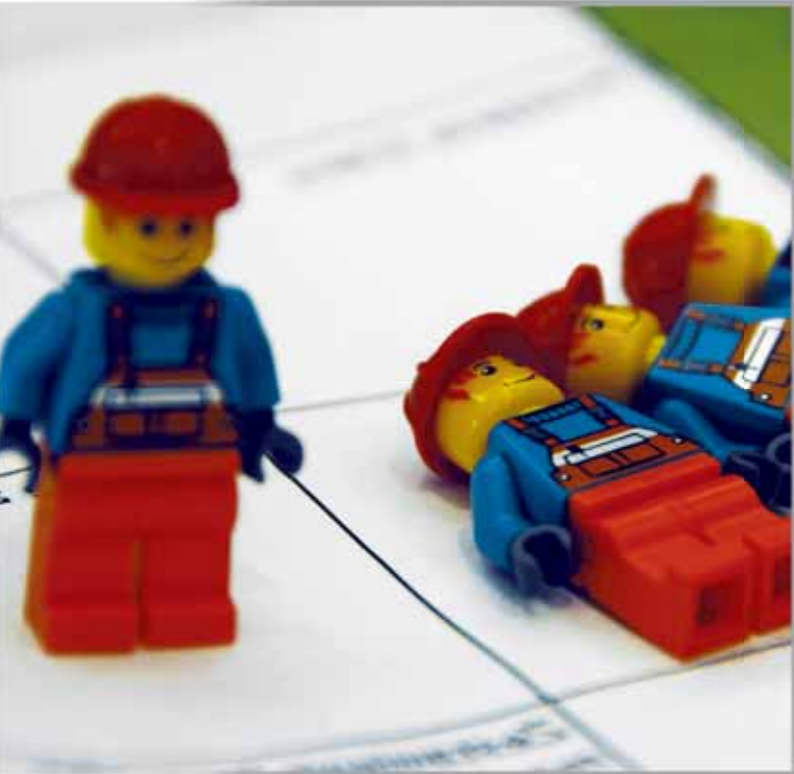




We specialize in creating and conducting project management training sessions based on simulation games and workshops.



The only thing we need to carry out the game is a room of 25m<sup>2</sup>.

The world's best project management simulation games.



Octigo Sp. z. o.o. specializes in innovative project management training sessions. Our mission is to build not only knowledge but also skills and appropriate employees' attitudes. It is possible through the use of modern training tools such as simulation games and workshops. We have experience in delivering training programs for major companies in industries such as: BPO, distribution, finance, IT, automotive, telecommunications, meaning wherever projects determine the competitive advantage of companies. Our training game repeatedly won awards for the best project management training in the world: PMI Award 2007 , PMI Award 2009, PMI Award 2010, PMI Poland Chapter 2010 Product Award.



Massawa  
Mayday, Mayday  
The Bridge  
Theme Park  
A trip around the world  
Expedition to the Pole  
Project Manager School

# The best training in the world according

to PMI in 2007



# Massawa

An interactive workshop that simulates the realization of a historical project

Duration:	1 or 2 days
Training group:	8 - 12 people
Number of concurrent training groups:	any

## Simulated game reality

When Captain Edward Ellsberg took command over the disaster in Port Massawa in Eritrea. He could not imagine this venture to be such a challenge, yet become a turning point in his military career giving him a promotion to admiral. The hottest place on Earth (over 40 ° C), with terrifying humidity, where even the natives have to take breaks at work at noon. A multinational, multilingual, multicultural team. A destroyed port infrastructure. The upcoming German front and the lack of support from the American administration. All these elements made Massawa pass to history.



## The use of the game

### Project team integration (team building)

The workshop can be used at the beginning of a project to integrate the members of the team around a common goal. It can provide valuable information for the future project manager on the attitudes of people and the places of potential conflict. The workshop is particularly valuable with the integration of employees of different companies (customers, suppliers) pursuing a common project. One day of intensive collaboration and communication during Massawa can replace a few weeks long process of getting to know the coworkers in a given project.

### Overcoming communication barriers

The workshop allows you to overcome communication barriers characteristic of the so-called functional silos. Employees of various divisions of a company are faced with the necessity of intensive cooperation in a simulated project which reduces the "we - they" thinking and allows them to create a common language. The workshop participants realize that the project does not start and does not end on a single silo but is owned by the whole organization. It makes the participants aware that the success and failure of a project depends on the whole team, not just the project manager.

### Education of project team members

A lecture on the foundations of projects gives the participants basic knowledge in understanding the functioning of projects in an organization and provides a base set of concepts. This becomes useful on the second day and of course in their daily work with projects. The workshop shows how key project elements such as quality, scope, time, risk, production processes and management, communication, project roles work in practice. Due to this participants soon realize the role they play in real projects. Such a practical illustration supported by a short theoretical training will equip project participants with the requisite knowledge to work effectively in projects. Interestingly, surveys show that among these people who attended Massawa there is an increase in motivation to carry out projects.

### Changing the organizational culture

Massawa the workshop could become a crucial tool for organizational culture change towards better support for projects. In a bank, 200 people involved in projects took part in the workshop. This resulted in an increased awareness of the functioning of the projects in the organization, the standardization of vocabulary and lowering communication barriers. Depending on the needs of the group the training may be modified in all aspects of project management. This means that depending on the findings, we can strengthen fields of knowledge identified by participants during the course of workshop.

## Benefits

1. Acquisition of basic concepts of project management such as: scope, cost, schedule, work breakdown structure, quality, change, sponsor, risk, etc.
2. Understanding the project environment and the impact of shareholders.
3. Understanding the optimal project planning.
4. Understanding the project life cycle and the impact of changes, risks, shareholders, profit, cost of the project in each stage.
5. Learning and hands on practice with project management techniques: map of shareholders, trends, milestones, current planning.

*Before the training, participants receive materials on the basics of project management. During the training, participants receive feedback from the coaches on their weaknesses and strengths, and how to properly organize the management of the project. After the training a summary report shall be constructed indicating the achievements of the group and further recommendations for continued development.*

## Issues

discussed during the course

- Communication in the project
- Management and implementation processes in the project
- Roles in the project
- Change management
- Risk management
- Quality management
- Planning and tracking project execution (milestones)
- Identification of bottlenecks

*„The best workshop I have ever participated in, allowed me to develop, learn how to cope in difficult and unexpected situations. Incredibly improves communication in the team. I could mention more, but it will not reflect the atmosphere of engagement and enjoyment of competing the assignments. You just have to experience it yourself.) It really is worth recommending even if an employee is separated from their obligations for two day this will reimburse the costs incurred much faster than expected.“*

- a participant of Massawa

# Massawa

## – team management

An interactive workshop which teaches collaboration and team management

Massawa – team management is an alternative of Massawa focused on teaching cooperation and communication in a task force. It is addressed to specialists cooperating in small and large teams, who are required to possess skills of effective communication, planning and coordination.

### Benefits

The advantages of Massawa – team management over the traditional training is the interactive training game formula additionally enriched with theoretical blocks for team collaboration and communication. Simultaneously, participants acquire knowledge on how to be an effective team member or its manager, and through simulations have a chance to verify it in practice and also establish the level of skill.

### Training cycle

The two-day Massawa alternative allows the full cycle of education to be conducted. Participants will not only lead a simulated project, but they are also guided by trainers toward correct solutions. In the morning of the first day, the participants acquire knowledge on the roles and relationships in a team, then lead the project independently. On the second day together with the trainer they analyze the strengths and weaknesses of management, and implement a model management process in order to play the second half of the simulation with optimal management. Due to this the participants immediately experience the effects of their actions.

Duration:	2 days
Training Group:	8 – 12 people
Number of concurrent training groups:	any

### The use of the game

- Overcoming communication barriers
- Integration of interdisciplinary teams
- Building motivation for interdisciplinary cooperation
- Awareness of the existence of complex interdependencies between team members
- Resolving conflicts in a group

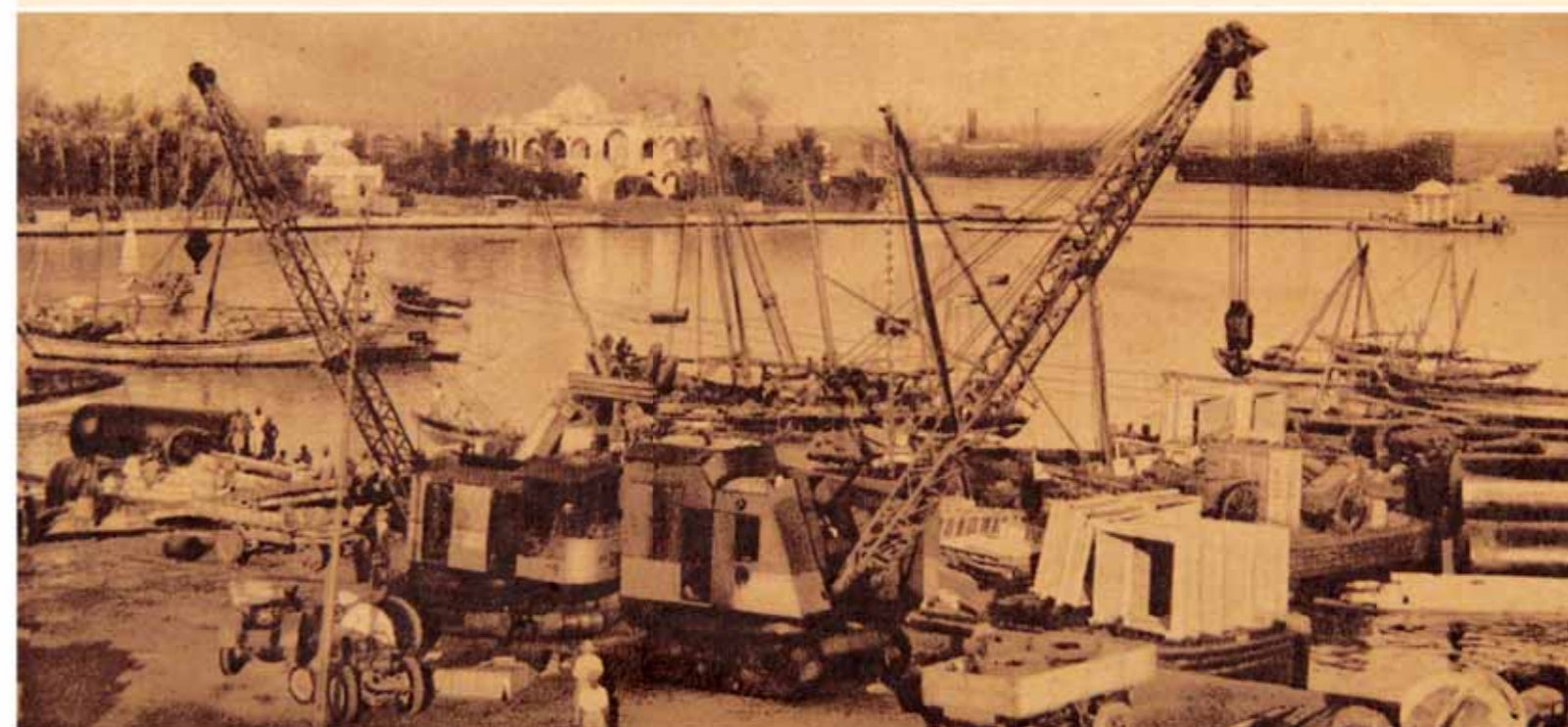
### Target group

- Participants in projects and taskforces
- Project Managers
- Managerial staff
- The members of interdisciplinary teams
- Participants in the programs of „High Potential“
- Leaders of Change

### Issues

discussed during the course

- Communication in a team
- Cooperation
- Team Roles
- The life cycle of the group
- Delegating tasks
- Reporting work
- Conflict solving



# The best training in the world

by PMI in 2009



## The use of the game

During the workshop, participants carry out many projects which are affected by dozens of risks and changes, experiencing the challenges such a turbulent work environment uncovers.

The interactive work during the training apart from a bundle of fun also provides the opportunity to observe in practice, what laws govern risky projects and how to apply processes and techniques to risk management and what negative impact takes place during their absence.

## Benefits

1. Acquisition of basic concepts in project management, such as: scope, cost, schedule, Gantt chart, change, sponsor, risk, etc.
2. Becoming acquainted with the environment of carrying out a project and the impact of shareholders.
3. Understanding the project life cycle and the impact of changes, risks, shareholders, profit, cost of the project at various stages.
4. Learning and hands on practice in project management techniques e.g. register of risks, risk management strategies, Gantt's chart, and current planning.

*Before the training, participants receive materials on risk management in the project. During the training, participants receive feedback from the trainers on their weaknesses and strengths and how to properly organize the process of risk management.*

*After the training a summary report shall be forwarded illustrating the achievements of the group and recommendations for further development.*

# Mayday Mayday

Duration: 1 or 2 days

Training Group: 9 – 15 people

Number of concurrent training groups: any

## Target group

- Participants in projects
- Project Managers
- Members of the steering committees
- Managerial staff
- The members of interdisciplinary teams
- Project Management Offices
- Participants in „High Potential“ programs

## Issues

discussed during the course

- Risk management in a project in a detailed range
- Coordinating many risky projects simultaneously
- Building attitudes focused on active search for opportunities and avoiding risks
- The role of knowledge as a factor in reducing uncertainty
- The practical functioning of the risk register
- Communication between the steering committee and project managers

An interactive workshop on risky project management



## Simulated game reality

*Mayday, mayday, mayday – the captain of the bulk carrier traveling on the Baltic Sea just received a disturbing message and immediately changed course and headed for the sinking ship. Soon he saw it. The great ferry rocked on the waves and the damaged side was overflowing with water regularly. Wasting no time, the captain gathered a team and started the rescue operation – the most risky project in which he ever participated.*



# The best training in the world

by PMI in 2010



## The bridge

Duration:	1 or 2 days
Training Group:	7 - 15 people
Number of concurrent training groups:	any

### Interactive critical chain management workshop

The bridge – training game presents critical chain methodology assumptions (Critical Chain Project Management – CCPM) and shows how they operate in practice in a realistic and accessible manner. An additional attraction of the workshop is a paper bridge which is over 2 meters long and 1.5 meters in height.

#### Simulated game reality

*Participants become the builders of a bridge on a river. They receive a complex assignment to complete the bridge a few months sooner than the calculated by the client schedule expects. In order to do this they decide to use the critical chain methodology. Firstly they face the challenge of compressing the schedule, and then begin the aggressive implementation of the project.*

#### The use of the game

During the workshop, participants will learn in a practical manner how to carry out the project with an aggressive schedule. They have a chance to observe the project buffer consumed, usage of feeding buffers, or experience the impact the critical resource encounters through the schedule and pressure.

The simulation supports the implementation of critical chain methodology in the company and is a great complement to theoretical training, building awareness of team members on the implications and opportunities that this approach gives.

#### Training objectives

##### 1. The level of knowledge – the participant:

- Knows basic concepts connected with the critical chain.
- Knows how to compress the schedule according to CCPM.
- Knows how to monitor and manage project support buffers and bottlenecks.
- Knows the difference between safe and aggressive time.

##### 2. The level of competence – the participant:

- Is aware of the reasons for delays in implementations.
- Can identify bottlenecks.
- Can make aggressive plans.
- Can manage projects and buffers.
- Can monitor project by monitoring the use of project buffers (green, yellow, red state).

##### 3. The level of attitudes – a participant:

- Sees the project as a complex system of interrelated elements limited by a number restrictions.
- Recognizes the importance of identifying „bottlenecks“.
- Feels the need to disclose task buffers and to transfer them to project buffers.
- Focuses on threats to project buffers.
- Recognizes the importance of effective critical resource management.

#### Benefits

1. Acquiring knowledge of the terms of CCPM: critical chain, buffer, compression, bottleneck.
2. Hands on practice with the critical chain methodology.
3. Planning an aggressive schedule of the simulated project.
4. Experiencing the realization of a project with an aggressive schedule.
5. Practical monitoring of progress by the rate of consumption of the buffer.

#### Issues

discussed during the course

- Compressing the schedule on the assumption of ALAP (As Late As Possible).
- Planning the project buffer on the basis of the task buffers.
- Monitoring the project buffer.
- Identifying and exploiting bottlenecks.
- Volatile and random resource productivity but consistent with a given distribution.
- The use of feeding buffers.
- Communication with the steering committee.



#### Target group

- Consultants
- Project Managers
- Steering Committees
- Managerial staff interested in increasing their efficiency in project management
- Project teams

„For me the most interesting thing was the decision-making in selecting the most suitable projects and quick response to emerging events (opportunities / threats). According to me it is a great game!“



# Theme Park

Duration:	1 or 2 days
Training Group:	6 - 15 people
Number of concurrent training groups:	any

An interactive workshop that simulates the enterprise development management through the implementation of the strategic project portfolio.

## Simulated game reality

*In a large city there is an amusement park. Its owner has appointed a new board for the next several months. He has set a simple goal: to earn as much money as possible, expanding the theme park thanks to other projects. The market situation is difficult, because a two-year crisis has just finished. Consumers primarily saved on pleasures including visiting amusement parks. And yet in the area there are several competing amusement parks. Fortunately, our company thanks to the flexibility of cost emerged from this difficult period unscathed and has a chance, thanks to bold investments, to take over a large part of the market. Its success depends on the board.*

## Training objectives

### 1. The level of knowledge – the participant:

- Knows how the prioritization and selection of projects works.
- Knows the perspective of the committee steering the project portfolio.
- Knows best practices of resource allocation in projects.
- Knows the techniques to categorize and prioritize projects.

### 2. The level of competence – the participant:

- Can balance resources in the project portfolio
- Can prioritize projects.
- Can estimate cash flow in the project portfolio.
- Can calculate the value of the project portfolio.

### 3. The level of attitudes – a participant:

- Is aware that the project is an investment that is expected to generate return from the perspective of the steering committee.
- Is aware of the impact of good project portfolio management.
- Is aware of the operation of long-and short-term business objectives.

## The use of the game

The workshop illustrates how the steering committee and top management management of the company manages its development through projects. It shows that at the highest level of management projects are regarded as investments that must give a specific value and are subject to a cost and risk influence, that at this level is said about the project resource utilization, cash flows, strategic change, business results, etc. and no longer about a project team, schedule, or scope. The training shows how to effectively manage the resource pool to realize the company's strategy efficiently. It shows that the basic building block of organizational development are projects organized and managed in a portfolio.

## Benefits

The workshop organized in a two-day formula provides the opportunity to first learn the project portfolio management methodology and software in accordance with the standards of PMI in a lecture format, and then on the second day effectively check the just acquired knowledge and on their own lead a strategic project portfolio in a large company. It teaches good habits of portfolio management and the value of project analysis, balancing resources, avoiding starting too many investments at once, management of bottlenecks in the organization, quick deletion of unprofitable projects and many others.



## Issues

discussed during the course

- Project Portfolio Management
- Implementation of strategy through programs and projects
- Analysis of cash flow
- Evaluation of project logs
- Prioritisation and selection of projects: Qsort, forced ranking, comparing in pairs
- Balancing resources

## Target group

- Consultants
- Project Managers
- Steering Committees
- Managerial staff interested in increasing the efficiency of project management
- Project teams

A great map of the world and a group of travelers departing in an unpredictable journey around the planet, i.e. project change management in a nutshell.



# A trip around the world

Duration:	1 or 2 days
Training Group:	9 - 15 people
Number of concurrent training groups:	any

An interactive workshop makes the participants aware of how volatile projects are and how to effectively deal with many overlapping changes

## Simulated game reality

Players come together in teams, whose task is to implement a fascinating project – a trip around the world. The project was commissioned by the Geographical Society and the TV Traveller who want to shoot a series of reports called the Great Planet. The aim of the teams is to visit as many most attractive places on Earth from the list of the top one hundred most beautiful places. Unfortunately, conditions on the planet are extremely variable, in order to successfully achieve the objectives of the trip, participants must actively manage change, such as epidemics, airline strikes, financial crisis, management and project teams changes, new priorities and many others.

## Training Objectives

### 1. The level of knowledge

– the participant:

- Knows the process of change management.
- Knows what change management is.
- Knows how the change log works.

### 2. Skill level – participant:

- Can analyze the impact of changes in the project dimensions.
- Can modify the project to match the demands of change.
- Can document changes.
- Can negotiate changes to keep integrity of the project.

### 3. The level of attitudes

– the participant:

- Believes that preserving the integrity of the project is an important responsibility of the project manager.
- Takes a proactive approach when there is change and seeks to educate project shareholders of the consequences of their decisions.
- Believes that project changes are inevitable.
- Understands how complex integrity management and short-term company goals are.

## The use of the game

The theme of the workshop is to manage the integrity of the project. Integrity is understood as coherence, consistency, completeness of all elements of the project (scope, cost, time, communication, shopping, etc.) in the context of the purposes for which the project was launched. Integrity management is to cause project integrity despite the changes occurring in the project.

## Benefits

- Awareness of the role and multi-dimensional impact on changes of the project
- Learning the process of change management
- Learning what is the integrity of the project
- Understanding the value of a proactive approach to changes in projects
- Understanding the roles of the project manager and the steering committee in the process of change management

## Issues

discussed during the course

- Project integrity
- Change request
- The process of change management
- Change log
- Baseline and current plan
- The role of the steering committee



## Target group

- Project Participants
- Project Managers
- Members of a steering committee
- Managerial staff
- The members of interdisciplinary teams

# Project Manager School

The most practical and condensed postgraduate project management course.

**Project Manager School** is the only post-graduate course in Poland with an emphasis not only on knowledge but on skills of the project manager with practical award-winning simulation games honored by the Project Management Institute.

## Benefits

- The possibility of obtaining a postgraduate diploma
- Over 50% of the time of the course is spent on PMI award-winning simulation workshops
- Emphasis on skills and attitudes that support project management
- The most cross-sectional and full curriculum of project management and project portfolio
- The classes are conducted only by practitioners
- Compact teaching formula – 120 hours of lessons during 6 weekends – offers maximum value in minimum time
- More than a four-year period of creation and verification of the program

## Target group

- Project and team managers
- Managers, leaders and coordinators responsible for coordinating tasks and projects
- Business owners, CEOs, board members interested in implementing project management methodologies and project portfolio in their company
- Trainers, coaches and consultants who are planning to expand the scope of substantive competence in the project area
- Those interested in improving the effectiveness of their work in the area of planning, risk, quality, communication, or scope management
- Those selected for the programs associated with talent management, with a higher potential, forming the future managerial staff
- The school offers both the opportunity to acquire competence for people who are just entering the topics of project management as well as people working in this environment.
- The school also provides initial preparation for the CAPM and PMP certification.



Our award-winning simulation games honored by PMI as the best project management training in the world has had over **1000 participants.**

## The overall program

- Modul no.1 (2 days) – Introduction to project management, structure and environment of the project, workshop: Pole Expedition
- Modul no.2 (2 days) – Communication in the project management team, the game: Massawa (PMI Award 2007)
- Modul no.3 (2 days) – Managing the scope, time, cost, quality
- Modul no.4 (1 day) – Management of change, the integrity of the project, the game: A trip around the world
- Modul no.5 (3 days) – Risk management, the game: Mayday Mayday (PMI Award 2009)
- Modul no.6 (1 day) – Project Portfolio Management, the game: Theme Park
- Modul no.7 (1 day) – Preparing for the CAPM, PMP, mock certification test

## The organizational framework

- Duration: 12 days (6 weekend sessions)
- The substantive scope: 7 blocks (a set of knowledge about project and portfolio management), including 5 training games
- Hours of training: 120
- Training group: up to 15 people
- Ability to organize closed groups at any time and place

## Total Assessment Project Manager School:

„The scope has exceeded my expectations (there was a lot more than I thought!)”

„Excellent interaction of knowledge and experience of the trainers.”

„Excellent atmosphere favouring learning.”

„Diversified methods of teaching.”

„Great activities (emphasis on hands on practice).”

„Great transfer of project knowledge! Emotions reached „highs” and that is good. See you at the next training.”

„Participants from various industries – for me the bomb! It

turns out that there are other parallel worlds to my pharmaceutical industry.

„A smile placed by the word School will fully give the specifics of the classes, great atmosphere and most importantly, learning through personal and trainers’ experience, and that is priceless! The measure of this is a very fast pace of time passing. If this continues I will have to say “good things come to an end too quickly”

„You have built a nice atmosphere favouring learning - mind you, that during the breaks we talked often on topics related to activities - so nice socially, but also efficient in terms of learning.”

Participants of the first edition of Project Manager School

# What is a business simulation?

The simulation assumes behavior not of imitation but the involvement of their own professional skills and the achievement of certain goals. It also assumes the right to make mistakes. From the perspective of the participants in the simulation it is real and not feigned. It contains a real discussion, real decisions, not fake. The only artificial thing are the surroundings the participants are placed in everything else remains true. There are no roles, but actual functions with real consequences.

A simulation is an event, in which participants have enough information to work with professional intent in relation to their roles and goals of the simulation.

*„Simulation games – in them is the strength: to be tripped over and asked how you feel, and after that help to lift you and acquire reflections for the future”*

*– a quote from the participant of Project Management School.*

This quotation is the opinion of one of the participants of our simulations, however it is not isolated. It comes from very clear mechanisms for adult learning. Why do we turn to this form of work?

## 1. The possibility to fully and repeatedly go through the Kolb cycle

Experience, analysis, generalization, change. The Kolb cycle says explicitly that based on events that took place in reality (experience both positive and negative) an analysis should be carried out which dissects the learning experience. The next step should be to draw more general regularity, which has wider application, not only to my current problem. The new description of the basis for action is to allow the learner to understand the mechanisms that affect not only the symptoms, but most of all the causes of problems. Practice is nothing like trying to force the implementation of solutions created based on experience. Simulation, in its construction, involves repeated walks through the whole cycle independently or assisted by a trainer. Thanks to this opportunity the learning process is much more than a typical training session.



## 2. The involvement of emotions in training

Emotions accompany us in daily work. Their appearance in the simulation is really a “side” effect of a well-functioning training, but also a conscious and planned one. Anger, frustration, panic, sadness, but also the satisfaction, joy, or fun, a full range of emotions scroll by during the simulated reality, after all, the participants are in its midst. Emotions are just a tool to help you better assimilate knowledge and remember it through the prism of your experience in the workshop. But not only.

## 4. The attractiveness of the form

Simulations are very attractive for the participants as a form of conducting lessons. Simulations often come with an additional story, real problems, it is very interactive and requires the cooperation of the group or at least requires them to communicate. During a good simulation there is no way to get bored, and the problem of social idleness and avoidance of active participation in training is solved by the logistics of the game.

## 3. Sustainability of content

Speaking of effective training, apart from knowledge and skill on many occasions we must refer to the attitudes of participants in the acquired content. Emotional involvement is the most effective way to change these. Our attitudes are realized, composed, and thus are possible to change by three components: cognitive, emotional and behavioral. Research shows that all three components are important, but wanting to change the attitude of the participants in the fastest, most effective, and most lasting manner is to impact emotions.

## 5. Solution

A key element of a good simulation, in addition to the virtual world, is to present the so-called. „solutions” that is how the team should deal with it to achieve the best results. In the case of project management games it is to implement the correct solution, methodical process and project management tools. In fact, the participants, led by a trainer, implement project management methodology on the example of business simulation. Agenda of simulation game assumes:

- a) giving participants a chance to play the simulation by themselves,
- b) then discuss the achievements and mistakes,
- c) on their basis the trainer implements model rules and good practices of project management,
- d) so the group can see what values correct management gives them in practice during the second part of the simulation.





We invite you to read  
our blog at:

**[www.octigo.pl](http://www.octigo.pl)**

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Download the free guide  
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with small steps”**