

## Practice & Preparation for IDE 761 PMP Project

For my **Project Title** and **Authors and Contributors**, I co-authored the document titled "Athletic Skills Training Project Management Plan". I collaborated on this comprehensive plan alongside my team members Billy Scott, Gregory Tidwell, and Greg Vasquez for our IDE 761: Strategies in Educational Project Management course under the instruction of Professor Tiffany Koszalka.

In the **Context of the project work**, our team developed a project management plan (PMP) to help Syracuse University Football create and deliver solutions that support new and transfer athletes in meeting required academic and athletic expectations. Recognizing that many of these student-athletes were missing classes, skipping study halls, and arriving late to practices, we designed a focused orientation program aimed at strengthening time management, punctuality, and personal responsibility. Drawing heavily on our team's military leadership and operations experience, we recommended a structured and disciplined onboarding model to build reliable routines and logistical awareness. The project was planned to unfold across three major milestones: creating the full plan and staff briefing in January, delivering two weeks of training sessions in August, and completing follow-up reviews in late fall to reinforce accountability.

Regarding the **Description of which phase(s) of IDD&E this product represents**, this work primarily represents the **Management** and **Implementation** phases of the instructional systems design process. While instructional design often focuses heavily on content creation, this product demonstrates the rigorous project management lifecycle, initiating, planning, executing, monitoring, and closing, required to successfully deploy a large-scale training initiative. This includes critical administrative tasks such as securing final approval from coaching staff, transferring instructional resources (like athlete advice videos and campus navigation maps) to operations leads, and archiving project records to support future program updates.

In my **Short reflection and self-assessment of the product**, designing this project management plan reinforced the critical intersection between instructional design and operational leadership. I recognized that even the most meticulously designed learning materials will fail to achieve their goals without a disciplined, well-managed framework for delivery and stakeholder alignment. By leveraging my military background to establish strict project timelines, clearly defined scope, and sustainable transfer-of-responsibility protocols, I strengthened my ability to lead complex educational initiatives from concept to execution. This project ultimately proved that effective instructional design requires not just pedagogical expertise, but the strategic management skills necessary to ensure a program's long-term sustainability and success.