

Athletic Skills Training Project Management Plan

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Executive Summary

The purpose of this proposal is to develop a project management plan (PMP) that helps Syracuse University Football create and deliver solutions that support new and transfer athletes in meeting required academic and athletic expectations. Many of these students are missing classes, skipping study halls, and arriving late to practices, which puts their eligibility and performance at risk. This project introduces a focused orientation program that strengthens time management, punctuality, and personal responsibility. Drawing on the team's military leadership and operations experience, the plan recommends a structured and disciplined onboarding model that builds reliable routines and logistical awareness. The project will unfold in three phases: creating the full plan and staff briefing in January, delivering two weeks of four-hour training sessions in August, and completing follow-up reviews in late fall to reinforce accountability and ensure athletes apply their new time-management skills.

Additionally, this Project Management Plan reflects the customer's requests gathered during multiple touchpoints and explains how the project team adjusted the plan to support those needs. After the customer returned from a professional development conference and asked to incorporate a new multimedia tool, the team evaluated the software and confirmed that it could be added without increasing cost or training time. Because the tool enhances engagement and allows easy integration of media into instructional videos, the design steps were updated to include it. PMP also addresses the customer's demand to deliver the final product twenty percent earlier than scheduled. To meet this requirement, the team revised the timeline, increased task overlap where possible, and reallocated resources to maintain quality while accelerating completion.



Figure 2: AI Generated PMP Model for Athlete Skills Training

The remaining sections of this report aim to provide a clear overview of the inputs, activities, and outputs associated with each of the five phases of project management that were used to guide the Athletic Skills Training initiative. The **Define Phase** establishes the project charter by clarifying the mission, scope, and success requirements while identifying the core performance gap in student-athlete time management and outlining the instructional goals, resources, and risks that shape the project’s direction. The **Plan Phase** transforms these strategic goals into sequence operational roadmap, using a variety of products that organize tasks, timelines, personnel, and instructional design processes so the team can manage resources effectively and maintain accountability. Once the coaching staff approves the proposal, the **Organize Phase** begins by grouping personnel, assigning responsibilities, and aligning workflows to prepare for full development of the training program, ensuring every contributor understands their role in producing the final instructional solution. The **Control Phase** then monitors progress, corrects issues, and verifies that all activities stay on schedule, meet quality standards and deliver consistent and effective training to student athletes. Finally, **Close Phase** completes the project by submitting final deliverables, securing client acceptance, evaluating team performance, and collecting insights that support future planning and organizational improvement (Weiss and Wysocki, 1992). Complete and comprehensive information for all aspects of each phase has been documented and maintained in separate phase products that are available upon request.

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Define

The Define Phase lays the foundation for the Athletic Skills Training initiative by creating the project charter and clarifying the mission, scope, and conditions for success. During this stage, the team identifies the central performance problem related to student athlete time management and establishes the instructional goals needed to address it. The phase also determines the resources required and anticipates potential risks that could affect progress. By setting these elements at the start, the Define Phase produces a clear framework that aligns coaches, designers, and student athletes on expectations, timelines, and deliverables (Weiss and Wysocki, 1992).

Project Statement:

The Syracuse Football coaching staff has confirmed that many new student athletes, especially freshmen and transfer students, are not meeting required attendance standards, putting both their academic and athletic standing at risk. Evidence shows a clear performance gap: athletes are missing classes and study sessions and are often late for workouts and practices. A front-end analysis indicates this is a behavioral issue driven by insufficient knowledge, skills, and attitudes rather than motivation. Many athletes lack essential time management abilities and struggle to interpret campus transportation schedules, making it difficult to move efficiently between housing, athletic facilities, and academic buildings. This skills deficit is intensified by an attitudinal challenge, as some new athletes do not view punctuality as important and fail to understand the serious consequences that poor attendance can have on their academic progress and athletic opportunities. If unaddressed, these deficiencies threaten both individual student success and the competitive performance of the Syracuse Football program. The opportunity lies in creating a targeted instructional orientation program designed to strengthen athletes' knowledge, skills, and attitudes related to scheduling, punctuality, and personal responsibility.

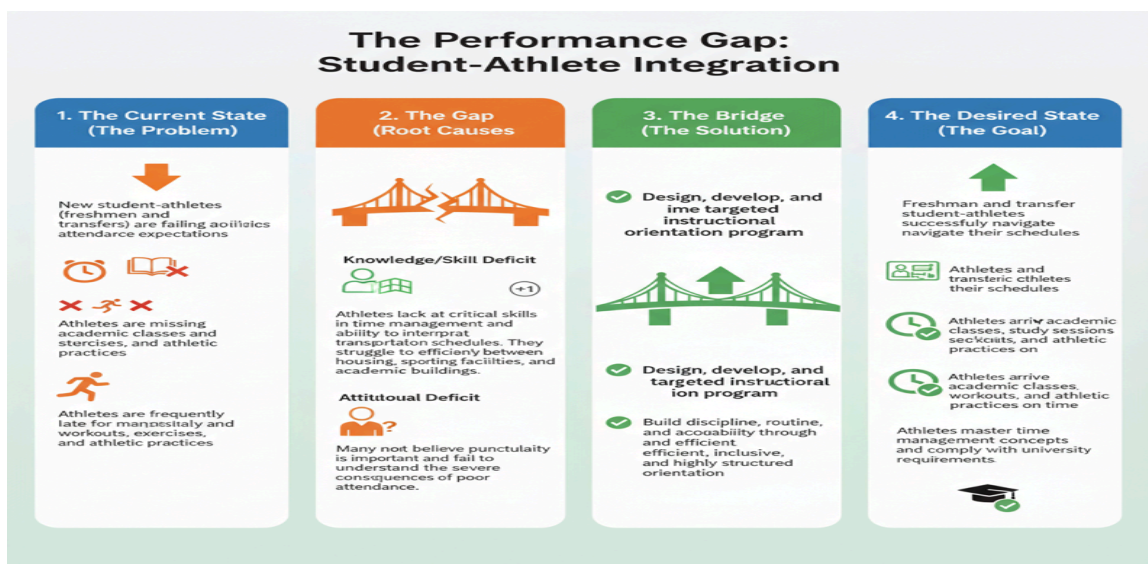


Figure 3: AI Generated Performance Gap Visual

Project Goals:

Drawing on the team's extensive military leadership and operations experience, this initiative can instill discipline, routine, and accountability in new recruits. Like military onboarding, the program will provide a structured, inclusive, and highly organized framework that equips student athletes with the logistical awareness and time management competencies needed to thrive in a demanding collegiate environment. By implementing this program, Syracuse can close the performance gap, support academic viability, and reinforce the disciplined habits essential for long term athletic success.

In January, during the Spring semester, the development phase begins with designing and finalizing a comprehensive and inclusive Project Management Plan (PMP) and creating a 10-minute presentation for the coaching staff. This work establishes the blueprint for closing the performance gap in new student athletes by outlining expectations and support strategies. In August, during the last two weeks of the summer semester, the implementation phase delivers a focused orientation program that teaches time management, schedule navigation, and the balance between academic and athletic responsibilities. The program runs through weekly 4-hour sessions that give student athletes practical skills they can apply immediately. After the program ends, the evaluation and follow-up phase continue through September and October. During this period, staff members monitor homework journals and hold multiple debrief meetings to verify that student athletes understand and use the time-management concepts. These follow-ups also help identify challenges, reinforce accountability, and support ongoing improvement in academic and athletic performance.

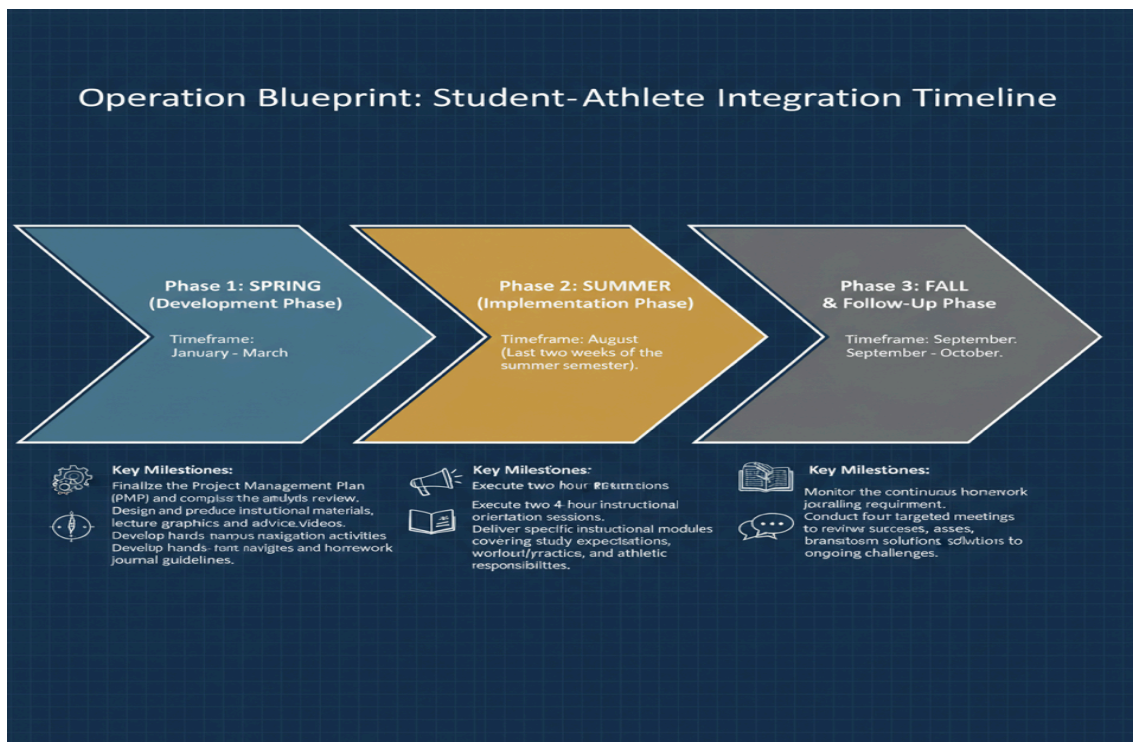


Figure 4: AI Generated Project Timeline

Project Objectives:

This project aims to guide new student athletes through a structured, three-phase process that builds essential time-management skills, strengthens academic and athletic readiness, and provides ongoing support throughout their transition. The objectives below outline the key tasks within the Spring planning phase, the Summer implementation phase, and the Fall evaluation and follow-up phase

Planning and Development Objectives (Spring Phase)

- Develop a comprehensive Project Management Plan (PMP) and a 10-minute presentation covering the project charter, sequenced task plans, team organization, control strategies, and closing procedures.
- Design and produce instructional materials, including lecture graphics on time management and rules, and videos featuring advice from previous athletes.
- Create hands-on navigational activities and demonstrations using campus maps and transportation schedules.
- Build a structured homework journaling system to track time-management habits and logistical challenges.

Implementation Objectives (Summer Phase)

- Execute the instructional orientation program through two 4-hour sessions during the last two weeks of August.
- Deliver instructional modules on academic expectations, study requirements, workouts, practices, and game-day responsibilities.

Evaluation and Follow-Up Objectives (Fall Phase)

- Maintain a continuous homework journaling requirement from August through October.
- Conduct four targeted debriefing meetings—one in the second week of August, and two each in September and October—to review progress, discuss challenges, and develop solutions.

Success Criteria:

The project's success will be measured by its ability to stay on schedule, remain within budget, meet all quality expectations, and produce strong performance outcomes for new student athletes. The criteria below outline the specific indicators that will confirm the project has met its intended standards.

- The Project Management Plan (PMP) and 10-minute presentation are completed on time, and the full analysis and design review is finished before development begins.
- The instructional program is launched as scheduled during the final two weeks of the summer semester.
- All development and implementation costs remain within the approved funding for non-coaching personnel, and student athlete time commitments stay minimal and unpaid.

- The instructional solution integrates lectures, video clips, hands-on activities, site visits, and follow-up routines while fully utilizing each 4-hour session.
- Freshman and transfer athletes consistently arrive on time to classes, study sessions, workouts, and practices.
- Checkpoints and debriefs in September and October confirm mastery of time-management skills and compliance with university expectations.

Assumptions and Risks:

This project operates under several key assumptions that guide planning and highlight potential risks that could affect the schedule, budget, and overall progress. The team assumes that a thorough needs analysis already exists and that the coaching staff has approved the initial instructional design. Before development begins, the team will complete a full review of this analysis to confirm accuracy and alignment with project goals. The project also assumes that senior student athletes have the maturity and established routines needed to serve as strong role models and mentors for new athletes. Another important assumption involves the strict schedule for the orientation program, which must begin exactly on time during the third week of August. Any delay would disrupt the entire implementation timeline. The team also expects to maintain full access to academic and athletic facilities, digital video equipment, and essential university resources such as maps, NCAA policies, and transportation schedules. If any of these assumptions fail, the project may face delays, increased costs, or staffing challenges. The team will respond by adjusting timelines, reallocating resources, or revising instructional strategies to keep the project on track and maintain the quality of the final program.

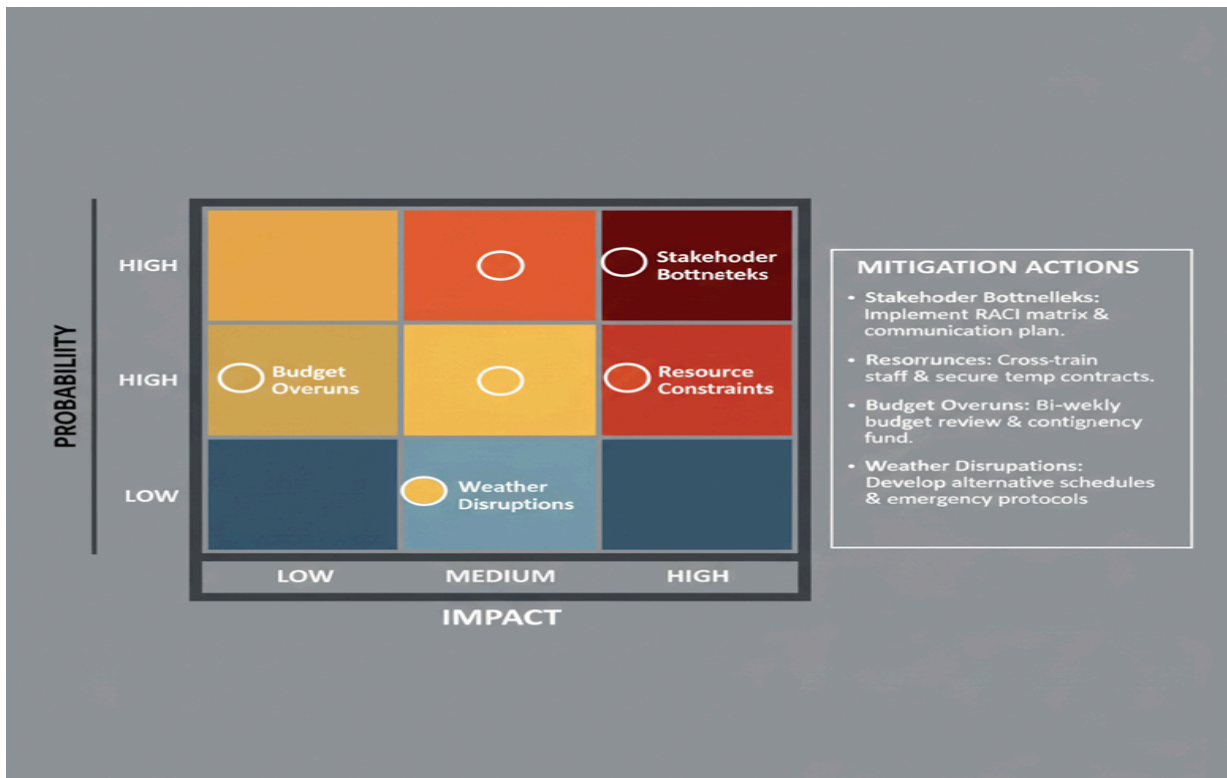


Figure 5: AI Generated- Project Risks and Impact

Project Risks & Mitigations:

- **Risk - Weather Disruptions:** Weather-related events between January and March could cause power outages and transportation issues, threatening the spring development timeline.

- Mitigation: Implement contingency plans for virtual meetings and remote collaboration for the Instructional Design (ID) team, ensuring development milestones are met without physical presence.

- **Risk - Stakeholder Availability (Bottlenecks):** The coaching staff has severe time constraints; the Head Coach is only available for occasional 1.5-hour signoffs, and the NCAA policy expert has very limited time. Time conflicts could delay critical project approvals.

- Mitigation: Schedule all key review milestones well in advance. Design project activities to be highly flexible, allowing for asynchronous review of materials by the coaching staff when necessary.

- **Risk - Student Athlete Resource Constraints:** Junior and senior athletes have limited time based on their own demanding schedules and cannot receive financial compensation for their assistance in development or facilitation.

- Mitigation: Negotiate their time early as part of their service requirements and strictly manage their involvement to ensure their time commitment is kept to an absolute minimum.

- **Risk - Budget Overruns:** The project relies on a pre-agreed, capped amount of funding to support the external ID team (designers, videographers, graphic artists).

- Mitigation: The Educational Project Manager will strictly monitor ID team hours and resource utilization against the fixed budget, prioritizing critical instructional assets (e.g., scheduling lectures and videos) to prevent cost overruns.

Resources Overview:

- **Human Resources:**

- **Instructional Design (ID) Team:** External specialists including an Educational Project Manager, Instructional Designers, Program Evaluation Specialists, Videographers, Graphic Artists, and Educational Technology/Programmers.
- **Coaching and Athletic Staff:** The Head Coach (acting as project sponsor), Assistant Coaches (providing subject matter expertise and facilitation), and Student Athlete Academic Counselors.
- **Subject Matter Experts:** An on-campus NCAA policy expert to ensure compliance.
- **Student Mentors:** Junior and senior student athletes whose schedules permit them to act as role models and assist with the program.

- **Material Resources:**
 - **Facilities:** Full authorized access to university academic and athletic spaces, including classrooms, study areas, meeting rooms, and workout/practice facilities.
 - **Technology & Equipment:** Access to digital cameras, video recording equipment, online learning management systems (e.g., Blackboard), and data analysis resources.
 - **Informational Assets:** Complete access to essential university documents, including campus maps, transportation schedules, student handbooks, and NCAA policy guides.
 - **Production Materials:** Printing capabilities to produce required paper-based instructional resources and homework journals.

- **Financial Resources:**
 - **Dedicated Funding:** A pre-agreed, fixed budget allocated specifically to fund the non-coaching external ID team and necessary development resources.
 - **Internal Labor Allocation:** The time required from the coaching and athletic staff is integrated into their standard workload allocations.
 - **Unpaid Contributions:** Student athlete participation is uncompensated; their time will be carefully negotiated as part of their university service requirements.

Plan

The Plan Phase develops the operational roadmap for the Athletic Skills Training initiative by converting the goals defined earlier into a structured sequence of actions. In this stage, the team builds a Work Breakdown Structure that links instructional design tasks with project management controls, creating a clear outline of what must be completed and who is responsible for each step. By specifying tasks, timelines, personnel needs, and supporting activities, the Plan Phase strengthens accountability and ensures resources are used effectively (Weiss and Wysocki, 1992). This organized approach guides both the instructional design team and athletic staff through development, implementation, and evaluation.

Work Breakdown Structures:

To achieve maximum operational efficiency and satisfy project goals, the work is divided into five primary phases. The following WBS integrates both PM oversight tasks and ID product development tasks, aligning each activity with the necessary specialist skills and estimated durations to ensure realistic start and stop relationships.

Activity No.	Activity Description	Characteristics			
					4
1	Project Management & Initialization (Spring)				Y
1.1	Finalize Project Management Plan (PMP) and combined proposal.				Y
1.2	Secure project sign-off and approval from coaching staff.				Y
2	Front-End Analysis & Resource Gathering (Spring)				Y
2.1	Review complete needs analysis and academic/athletic schedule				Y
2.2	Consult on NCAA policies to ensure instructional compliance.				Y
3	Instructional Design & Development (Spring/Summer)				Y
3.1	Design time management (TM) lecture content and graphics.				Y
3.2	Write video scripts detailing previous athletes' advice.				Y
3.3	Design hands-on navigation activities using maps and schedules				Y
3.4	Create guidelines and rubrics for the homework journaling system.				Y
4	Production & Material Finalization (Summer)				Y
4.1	Secure props, set shots, and practice for video shoots.				Y
4.2	Shoot, edit, and finalize athlete advice videos				Y
4.3	Print and assemble paper-based schedules, maps, and journals.				Y
5	Implementation & Execution (August)				Y
5.1	Conduct Week 1 Orientation (4-hr session: Academic/Athletic responsibilities)				Y
5.2	Conduct Week 2 Orientation (4-hr session: Transportation/Navigation activities)				Y
6	Evaluation, Control, & Closure (Fall)				Y
6.1	Conduct 4 debrief meetings (Week 2 of Aug, twice in Sept/Oct)				Y
6.2	Analyze evaluative data (journals, attendance metrics) to assess mastery.				Y

6.3	Compile final project reporting and complete closing plan sign-off.					Y
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Activity Characteristics Legend: 1-Status/completion measurable; 2-Clear start/end date event; 3-Time/cost easily estimated; 4-Manageable/measurable/integratable/independent

Project Activities Estimates:

The Project Activity Estimate aligns each activity with its corresponding number in the work breakdown structure and places every task in a clear sequence that shows what comes before and after it. It also provides the estimated duration of each activity in weeks. The final column identifies the specific period when each activity will occur, showing how every task fits within the overall timeline. A brief visual representation of these estimates appears below.

Activity No	Activity Description	Sequence relationships		Days	Estimate
		before	after		
.1	Finalize PMP and combined proposal	.2	one		
.2	Secure project sign-off/approval	.1, 2.2	.1		
.1	Review needs analysis & schedules	.1,3,2,3.3	.2		
.2	Consult NCAA policies	.1,3,2,3.3	.2		
.1	Design TM lecture content & graphics	.3, 5.1	.1,2,2		
.2	Write athlete advice video scripts	.1	.2		
.3	Design hands-on navigation activities	.3, 5.2	.1, 2.2		
.4	Create journaling guidelines	.3, 6.1	.1		
.1	Secure props, set shots for videos	.2	.2		
.2	Shoot, edit, and finalize videos	.1	.1		
.3	Print/assemble paper-based materials	.1, 5.2	.1,3,3,3.4		
.1	Conduct Wk 1 Orientation (Academic)	.2	.1,4,2,4.3		
.2	Conduct Wk 2 Orientation (Navigation)	.1	.1		
.1	Conduct 4 debrief meetings (Aug-Oct)	.2	.2		
.2	Analyze evaluative data (journals)	.2	.1	0	
.3	Compile final reporting & closing plan	one	.2		

Time – **in days**; Start schedule – **Period 1 (each period is 5 days)**

Critical Path:

The critical path identifies the sequence of activities that requires the most time and determines the earliest possible completion of the project. The team analyzed each activity to decide which tasks could occur at the same time without disrupting progress. We reviewed the workload carefully to keep the project on schedule, within budget, and aligned with all requirements, while ensuring that every activity supported a smooth and efficient workflow.



Organize

Organizing people and resources at this point in the process is essential for maintaining efficiency and ensuring that implementation proceeds without unnecessary delays. The Organize Phase begins once the coaching staff approves the project proposal and the team shifts from planning into active implementation. During this stage, the project team arranges personnel, tasks, and resources in a way that prepares the group to begin developing the Athletic

Skills Training program. Team members receive clearly defined responsibilities, workflows are aligned, and communication channels are reinforced so everyone understands their role in producing the final instructional solution (Weiss and Wysocki, 1992). This structured coordination supports smooth progress and reduces confusion as the project moves toward full development.

Title	Job	Recruiting Criteria
Project Manager		Education: Bachelor's or master's in project management, Education, Organizational Leadership, or related Experience: 5+ years managing educational or training-focused projects; stakeholder communication; vendor negotiation; budget Skills: Budgeting, communication, timeline enforcement, familiarity with ADDIE. Attributes: Detail-oriented, decisive, accountable.
Instructional Design Management		Education: Degree in Instructional Design, Educational Technology, Curriculum Development. Experience: 3–5 years supervising ID teams; applying ADDIE; multimedia asset development. Skills: Content development, editing, storyboarding. Attributes: Creative, organized, collaborative.
Operations and Training		Education: Degree in Education, Sports Administration, Operations Management. Experience: Coordinating training sessions; campus operations familiarity. Skills: Logistics, scheduling, administrative planning. Attributes: Organized, proactive.
Quality and Risk Management		Education: Degree in Quality Assurance, Organizational Development, Project Management. Experience: Program evaluation; risk mitigation; performance assessment. Skills: Data analysis, quality metrics, root-cause analysis. Attributes: Methodical, detail-oriented.
Instructional Design (ID) Specialists		Education: Instructional Design, Educational Technology, Communications. Experience: Designing content, graphics, scripts, hands-on activities. Skills: Articulate, Adobe Suite, writing, visual communication. Attributes: Creative, collaborative.
Videographer		Education: Film Production, Media Arts. Experience: Shooting, editing, producing educational videos. Skills: Premiere, Final Cut, DaVinci; storyboarding. Attributes: Creative, reliable.
Coaching Staff		Experience: Leadership in athletics; mentoring athletes. Skills: Communication, motivational speaking, reviewing materials. Attributes: Respected, influential.
NCAA Experts		Experience: NCAA compliance knowledge; advising athletic departments. Skills: Policy interpretation, content review. Attributes: Precise, objective.
Senior Student Athletes		Experience: 2–3 years in program; strong academic responsibility. Skills: Mentorship, communication, video participation. Attributes: Positive role models.
Academic Counselors		Education: Counseling, Academic Advising, Higher Education. Experience: Working with student athletes; academic policy knowledge. Skills: Documentation, communication. Attributes: Supportive, detail-oriented.

Personnel Needs:

The Athletic Skills Training project requires a team that brings strong leadership, clear communication, and reliable technical and instructional abilities. The project manager guides the entire effort by coordinating schedules, managing resources, and ensuring steady communication with all stakeholders. The instructional design leaders and specialists create learning materials, organize content, and develop activities that support time management and academic success. The operations and training staff handle logistics, scheduling, and the coordination of campus resources. Quality and risk personnel monitor progress, evaluate performance, and address potential problems before they affect the project. The videographer produces clear and engaging video content that supports the instructional program. Coaching staff members provide mentorship and help review materials to ensure they reflect athletic expectations. NCAA experts offer guidance on compliance, while senior student athletes serve as positive role models. Academic counselors support students by reinforcing academic expectations and helping them stay organized throughout the program.

Project Organizational Chart:

The organizational structure for the Athletic Skills Training project brings together a coordinated team that supports planning, development, and implementation from multiple angles. At the top of the structure, the Project Manager, Greg Vasquez, provides overall leadership and ensures that every unit works toward the same goals. Reporting directly to him is the Internal Project Team, which includes Douglass Wilson, Billy Scott, and Gregory Tidwell. This group handles day-to-day coordination, internal communication, and operational support.

Alongside this team is the Instructional Development Unit, which includes the Instructional Designer and the Videographer. These specialists create the learning materials, visual content, and instructional tools that shape the student athlete experience. Their work transforms project goals into practical, engaging training resources. The third branch consists of the Advisory and Approval Stakeholders. This group includes coaches, NCAA representatives, academic counselors, and senior student athletes. They provide expert insight, ensure compliance with athletic and academic standards, and offer real-world perspectives that strengthen the program. Together, these stakeholders help validate content, guide decision-making, and support the success of new student athletes.

Organizational Structure

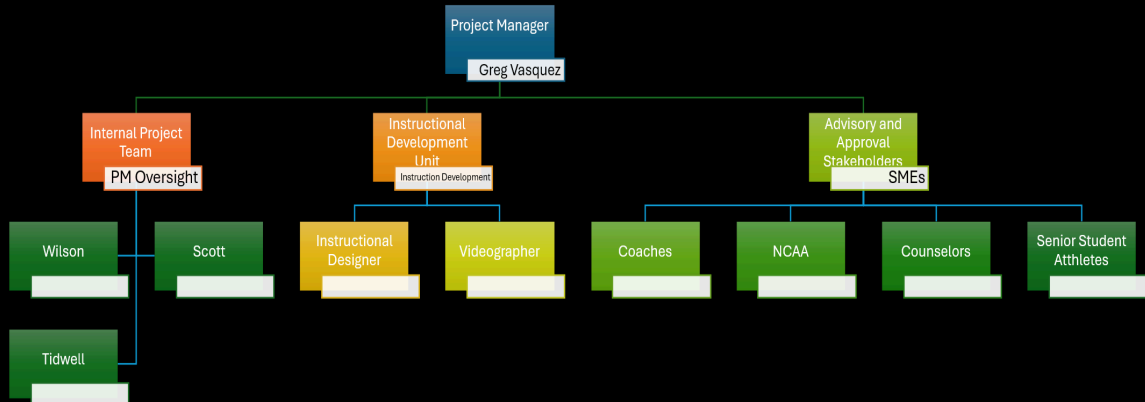


Figure 6: AI Generated Organizational Structure Visual

Project Work Packages:

A project work package is a key project management tool because it breaks a large initiative into smaller, manageable units of work that are easier to plan, assign, and track. Each package outlines a defined set of tasks, identifies who is responsible for leading them, and specifies the skills needed to complete the work. This structure improves clarity, strengthens accountability, and helps the project manager monitor progress through all phases of the athletic skills training project. In this initiative, work packages distribute responsibilities across a coordinated team. The project manager oversees the full effort, handling communication, negotiations, and budget decisions. The instructional design manager leads the development of lectures, videos, and hands-on activities. The operation manager manages logistics, coordinates the four-hour training sessions, and guides students through transportation and scheduling tasks. The quality and risk manager evaluates processes and monitors athlete performance.

Instructional design specialist support content creation, while the videographer records and edits athlete advice videos. Coaching staff members review materials and introduce the program to new athletes. NCAA experts ensure compliance, senior athletes provide mentorship, and academic counselors supply schedules and academic expectations. Together these work packages create a structured, efficient workflow that supports successful project execution period

Work Package	Personnel	Lead	Periods	Timeline	Key Tasks and Required Skills
Project Manager		TBD		TBD	Project oversight, stakeholder communication, negotiations, and budget management
Instructional Design Management		TBD		TBD	Supervise development of lecture materials, videos, and hands-on activities; applying ADDIE methodologies.
Operations and Training		TBD		TBD	Coordinating the 4-Hour training sessions, managing transportation schedule instruction, and administrative planning.
Quality and Risk Management		TBD		TBD	Process improvement orientation program, risk mitigation, and assessing workforce(athlete) performance.
Instructional Design (ID) Specialists		TBD		TBD	Design lecture content and graphics for time management modules. Develop scripts for videos. Create hands-on navigation activities.
Videographer		TBD		TBD	Secure props and set up shots for videos. Shoot, edit, and finalize the Athlete Advice videos.
Coaching Staff		TBD		TBD	Provide project sign-off and approval of the proposal. Facilitate introduction to emphasize importance of training.
NCAA Experts		TBD		TBD	Consult on NCAA policies to ensure compliance.

Senior Student Athletes	TBD	TBD	Provide mentorship and participate in video production.
Academic Counselors	TBD	TBD	Provide academic schedules and calendars required during FEA. ID attendance requirements and academic responsibilities.

Control

Steady monitoring and timely corrective action are essential for keeping a project on course and maintaining overall performance. The Control Phase centers on tracking progress, addressing problems as they appear, and ensuring the project stays aligned with its planned goals. For the Athletic Skills Training initiative, this stage verifies that all activities remain on schedule, meet quality expectations, and use resources responsibly. The project team reviews ongoing work, makes adjustments when tasks fall behind, and confirms that student athletes receive consistent and effective training throughout the process (Weiss and Wysocki, 1992)

Gantt Chart

The Gantt Chart shown below provides a partial visual outline of the schedule our team will follow for the Athletic Skills Training Project Management Plan; a complete listing can be found in the full Control Phase product document upon request. The chart is built from the tactical blueprint and the work breakdown structure created for this initiative. Each period on the chart represents five days, which allows the team to track progress in a clear and consistent way. The chart serves as the main planning tool because it shows the sequence of activities, the person responsible for each task, and the progress made at any point in time. It also identifies the start and end periods for every activity and highlights any changes that may have influenced the schedule. The chart helps the team understand how each task connects to the next and how delays in one area may affect the overall timeline. It also identifies the critical path by marking the activities that determine the earliest possible completion date. These activities appear with red borders on their bars, which allows the team to monitor them closely and ensure that the project stays on track.

The Athletic Skills Training Project Management Plan							
Project Manager: Greg Vasquez							
Status/Variance Report							
Task No.	Description	Activity	Stakeholder/Skill	Lead	Start (Period)	Duration (Days)	End (Period)
4.1	Secure props, set shots for videos	Secure	Stakeholder	Videographer			5
4.2	Shoot, edit, and finalize videos	Shoot,	Stakeholder	Videographer			7
4.3	Print/assemble paper materials	Print/assemble	Training	Ops & Training			7
6.2	Analyze evaluative data (journals)	Analyze	& Risk (QR)	Quality	8	0	39
6.3	Compile final report & closing	Compile	Manager (PM)	Project	0		40

Status/Variance Report

A status and variance report provides a clear snapshot of how a project is performing compared to its original plan. It highlights what has been completed, what remains in progress, and where any delays or changes have occurred. It also helps the project team understand whether the schedule, resources, or outcomes are still aligned with expectations. As of the current review period, which is simulated at Period 5, the following report identifies progress made so far and any deviations from the original plan that may require attention or corrective action.

The Athletic Skills Training Project Management Plan
Project Manager: Greg Vasquez
Status/Variance Report

Task No.	Stakeholder	Lead	Complete	Status	Schedule
			Variance/Comments		
1.1	Manager	Project	00%	On	Complete
1.2	g Staff	Coachin	00%	On	Approval
2.1	c Counselors	Academi	00%	On	Review
2.2	Experts	NCAA	00%	On	Consultati
3.1	Specialists	ID	0%	Behind	Delayed start; variance of -0.5 periods due to graphic revisions.
3.2	Specialists	ID	00%	On	Scripts finalized in Period 4.
3.3	Specialists	ID	0%	Early	Began ahead of schedule in Period 5.
3.4	Management	ID	0%	On	Nearing completion; no variance.
4.1	pher	Videogra	0%	Behind	Behind 2 days; props delayed due to facility access issues.
4.2	pher	Videogra	%	Future	Scheduled for Period 6.
4.3	Training	Ops &	%	Future	Scheduled for Period 7.
5.1	Training	Ops &	%	Future	Locked for August launch.

Communication Plan

To protect the integrity of the Athletic Skills Training project during the implementation phase, the Project Manager, Greg Vasquez, has established clear protocols that guide communication, accountability, and problem solving throughout the team.

- **Reporting Schedule:** Each team member provides a weekly status update through the project management system.
- **Variance Action:** The Project Manager meets with any team member who shows a variance greater than three days to determine whether changes in resources or task sequencing are needed.
- **Stakeholder Communication:** Significant variances and project adjustments are communicated directly to the Coaching Staff, who serve as project sponsors, along with clear evidence that supports the recommended changes.
- **Conflict Resolution:** The team resolves issues by practicing active listening, showing respect for others, and keeping attention on the goals of the project.

Schedule Resolution

A project manager plays a vital role in spotting, managing, and solving schedule problems so the team can deliver a strong final product. Effective schedule control starts with

clear expectations, realistic timelines, and open communication so everyone understands their responsibilities. When delays appear, the project manager investigates the cause, whether it involves limited resources, unclear tasks, or competing priorities, and then works with the team to adjust workloads or shift resources. Regular meetings, progress reviews, and milestone checks help the manager catch early warning signs before they grow into major setbacks. If a task falls behind, the manager may fast track activities, add support, or redistribute work to team members with available time. Consistent communication also encourages team members to report issues early. By combining proactive monitoring with quick problem solving, the project manager keeps the schedule aligned with project goals and maintains steady progress. This approach reflects established project management best practices that emphasize continuous oversight and flexible planning to protect the project schedule (Project Management Institute, 2021).

Contingency Plan

A well-designed contingency plan equips the project manager to react quickly when unexpected problems threaten the schedule, budget, or overall quality of the final product. This plan identifies likely risks such as staffing gaps, equipment or software failures, and sudden shifts in customer expectations, and it outlines the actions the manager should take when these issues arise. When a disruption occurs, the project manager puts the planned response into motion, reallocates resources as needed, and updates the team and stakeholders on any changes. This organized approach reduces delays and keeps minor setbacks from growing into larger obstacles. Strong contingency planning reflects guidance in the project-management field that stresses the importance of anticipating risks and responding with flexible, well-prepared strategies (Meredith and Shafer, 2020).

Potential Issues	Plan to Resolve
Customer requests adding new video-editing software observed at conference	Adjust schedule and budget if applicable. Integrate into workflow after confirming functionality.
Customer requests final product delivery 20% ahead of schedule	Reassess timeline, increase resources if feasible, and confirm revised deadlines with all stakeholders.
Team members fall behind on assigned tasks	Reallocate workload, provide support or clarification, and adjust task sequencing to maintain progress.
Technology failure during content development	Activate backup systems, switch to alternate tools, and revise timeline if needed.
Unexpected staff absence or loss	Temporarily shift responsibilities, bring in alternate personnel, or adjust deadlines to maintain momentum.

Close

The Close Phase represents the official completion of the project and the point at which all final deliverables are handed over to their long-term owners. During this stage, the team submits the completed products, finalizes the closure procedures, and secures the client's confirmation that the work meets all expectations. The project manager also reviews the performance of team members, contractors, and other contributors to document strengths and areas for improvement. In addition, the team compiles and organizes project records, lessons learned, and any information that may support future planning or enhance organizational knowledge (Weiss and Wysocki, 1992)

The Close phase marks the official completion of the Athletic Skills Training Project and the transfer of all finished materials to the groups responsible for using them long term. During this stage, the team confirms that every deliverable is approved, documented, and ready to support future student athletes. A key task in this phase is securing final approval from the Coaching Staff, who review the completed instructional materials, including videos, graphics, and navigation tools, to verify that each product meets the required standards. Once they provide full sign off, the team transfers all instructional resources to the Operations and Training leads, including the athlete advice videos, campus navigation maps, and journaling rubrics that reinforce time management skills. This ensures the orientation program can continue without additional development work. The Close phase also finalizes all contracts with external contributors and organizes remaining project records such as reports, drafts, and evaluation data. These archived materials will support future updates and help guide improvements in later projects (PMI, 2021).

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