

Longhorn Football Student Athlete Improvement Project Management Plan

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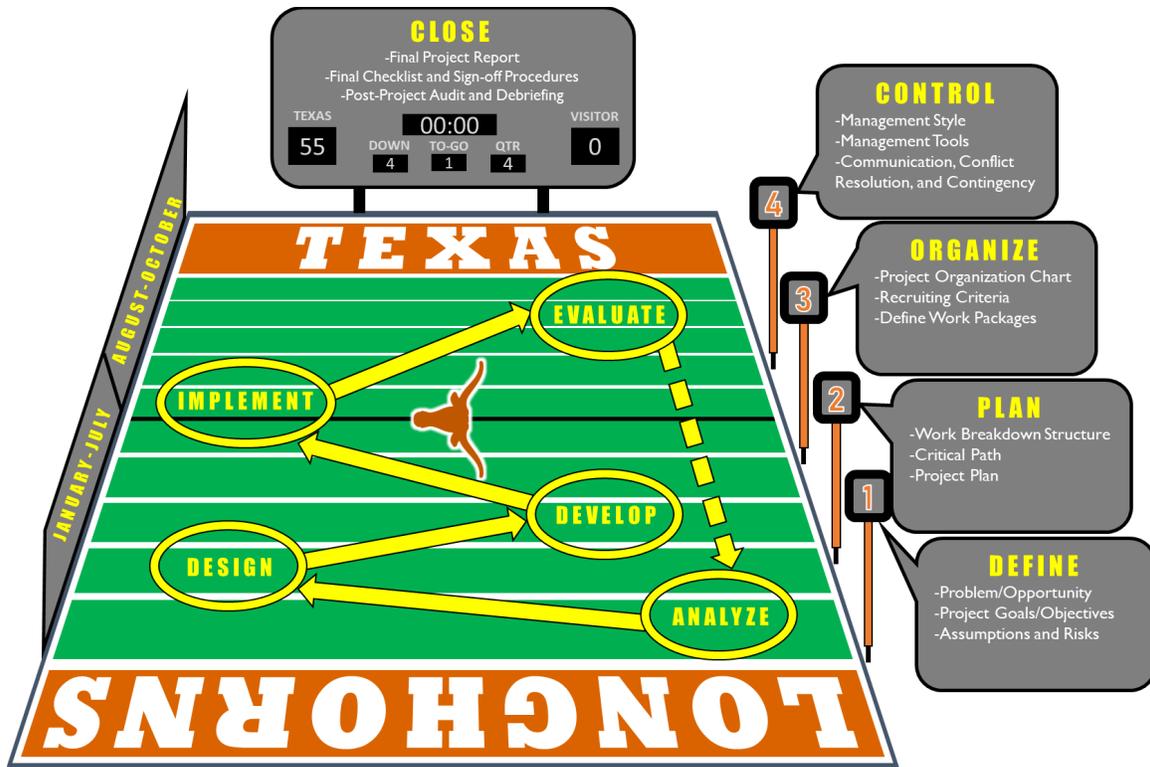
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Executive Summary

The purpose of this project is to create a project management plan (PMP) to assist the University of Texas (UT) Football Program Coaching Staff (client). The Longhorn Football Student Athlete Improvement (LFSAI) PMP will allow for the successful development and implementation of instructional solutions aimed at assisting UT football student athletes. The student athletes of concern, primarily first year and transfer students, are unable to effectively schedule, prioritize, and navigate their responsibilities as UT students and football players. More specifically, these student athletes struggle with arriving in a timely fashion to classes, study sessions, mandatory workouts, exercise sessions, and practices. Further, the student athletes have trouble with reading and understanding their provided schedules, managing time, and prioritizing academic, athletic, and social engagements, and efficiently navigating the UT campus and facilities.

This project management plan was designed to account for commonly anticipated issues and risks that possess the potential to impact timelines, budget, and project scope, which are presented throughout the sections of this report. However, due to the dynamic and intricate nature of project management, it is impossible to forecast for every possible project management issue. Additionally, this report includes adjustments, assumptions, risks, and contingencies design to account for changes proposed by the client during its construction, including the integration of a predesigned multi-media intervention and a 20% project timeline reduction.

The forecasted eight-month cycle, estimated for this PMP, will utilize the first five months to design and develop instructional interventions to aid these student athletes and the UT Football Coaching Staff in closing performance gaps associated with the performance problems. Beginning the third week of June, the focus of this PMP will shift to implementation with follow-up and evaluation of the project occurring from July through August. This report is broken down by the five phases of project management with a definition of each phase beginning each section. This complete report will be provided to the client upon completion.

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Define Phase

This project's definition phase consists of elaboration of the project's purpose and goals through exploration of the project problem, scope, goals, objectives, and success criteria. Further, the define phase outlines required resources and identifies assumptions and risks of the project. Ultimately, the define phase provides the client with a project overview containing valuable information about the project, forming the basis for initial discussion and the first of many decision points throughout the PMP process with an opportunity for review and revision of its content (Weiss, J. & Wysocki, R., 1992).

Project Problem

The University of Texas (UT) Football Coaching Staff has recognized deficiencies in their student athlete's abilities to meet expectations regarding punctuality and attendance of scheduled classes, study programs, tutoring, workouts, and practices. While many student athletes struggle with these challenges it was determined, through a front-end analysis, that these deficiencies primarily effect freshman and transfer students at a disproportionate rate. Inabilities to meet timelines for scheduled events, academic and athletic, result in consequences not only for the individual student athlete, but also for the team, athletic department, university, and the NCAA. These consequences include negative effects to academic standings, potential for progression, and NCAA-imposed ineligibility to participate in athletic programs. Actions must be taken to ensure the continued success of UT student athletes in the classroom and on the Longhorn Football field.

Project Goals

The goal of this PMP is to manage the development of instructional interventions beginning in January, conduct intervention implementation beginning the third week of August, and complete the follow-up and evaluation period during the months of September and October. Further, this goal will include the creation of the most effective, efficient, and inclusive plan possible to accomplish the goals of the UT Football Program Coaching Staff. Lastly, this PMP will work to ensure completion of this project on time, within budget, and according to the quality specifications of the client.

Project Objectives

To ensure the completion of this project on time, within budget, and according to specification, several planning considerations, actions, and product developments must be realized. This project utilizes 40 five-day periods spanning ten months of project time occurring from January through October. The periods of activity (start/stop) are annotated next to each objective and activity. The milestones for this project include:

1. Program management activities (period 1-32).
 - 1.1. PM Team orientation (period 1-4)
 - 1.2. PM Team introduction and integration with UT Football Coaching Staff and ID Team (period 2-7)
 - 1.3. Plan and execute Multimedia Platform training (period 3-8).
 - 1.4. Forecast and schedule project meetings and updates (period 1-32).
2. Mentorship activities (period 8-32).

- 2.1. Establish mentorship group with the purpose of providing guidance to LFSAI participants (period 8-12).
- 2.2. Recruit senior student athletes to serve as mentors (period 13-17).
- 2.3. Mentor orientation (period 12-30).
- 2.4. Activation of Mentorship group (period 27-29).
- 2.5. Transition responsibility of mentorship group to coaching staff (period 30-32).
3. LFSAI training events (period 8-32).
 - 3.1. Plan initial 4-hour training session (period 8-29).
 - 3.2. Design and develop instructional materials (period 17-25).
 - 3.3. Design and develop supporting materials (period 21-29).
 - 3.4. Design and develop Multimedia Platform interface (period 25-32).
 - 3.5. Develop practical exercise walk-through schedule (period 20-30).
 - 3.6. Plan follow-up sessions (period 14-32).
4. Conduct evaluation practices.
 - 4.1. LFSAI Participant evaluation (period 21-32).
 - 4.2. Faculty and Staff evaluation (period 23-32).

Success Criteria

Measurable areas of success for this project include:

- PM scheduled activities conducted and completed within specified timeframe.
- Instructional materials designed, developed, and created on schedule.
- Journals designed, developed, ordered, and received prior to instruction.
- All instructional and supportive materials are procured at a cost within budget.
- LFSAI sessions completed as scheduled.
- Student athletes are able to successfully utilize journals and supportive multimedia platforms.
- Rates of student athlete lateness decrease while unexcused absences from all academic and athletic requirements are reduced to 0%.
- Coaching staff feedback displays concurrence with plan and improvement of performance problem.

Resources

The UT Football Coaching Staff has provided the PM team with resources for completing this project. To provide clarity, the resources are broken down by personnel, materials, facilities, and equipment, and budget below.

Personnel

Instructional Design team Specialists

- Instructional Designer(s): Design and develop instructional materials and learning assessments.
- Program evaluation specialists: Design, develop, implement, and analyze evaluations.
- Videographers: Create scripts, direct, edit and produce videos.
- Graphic artists: Create graphic images and advise on graphic design and use of visuals.
- Educational technology/programmers: Web and technology-based site and resources.
- Educational Project Manager: Specialist in managing educational and ID projects.

Coaching and Athletic Staff

- Head Coach: Project sponsor with very limited availability.
- Assistant Coach: Subject matter expert on practice, workout, and team meeting requirements; an Assistant Coach will facilitate instruction with a Student Athlete Academic Counselor; limited availability.
- Student Athlete Academic Counselor: Subject matter expertise on academic schedules, resources, etc.
- On-campus NCAA policy expert: Expert on NCAA policies with very limited availability.
- Junior and Senior Student Athletes: Availability is limited time and based on schedules.

Materials, Facilities, and Equipment

- Access to online resources for supporting instruction
- Access of digital cameras, video equipment, etc.
- Full access to academic and athletic facilities available to student athletes
- Full access to university resources for student athletes
- Printing resources to create paper-based materials
- Data analysis resources to analyze evaluative data

Budget

A pre-agreed budget has been designated for this project including funding of the aforementioned resources. Further, additional resources deemed essential for this project are considered on a case-by-case basis. University staff, faculty, and students are allocated to this project based on their workload and availability.

Assumptions and Risks

The following assumptions and risks must be considered throughout this project. Further, this list is not all encompassing and is subject to review and modification, as needed throughout the PMP process.

- The primary, and most impactful, risk associated with this project is project failure or termination by extinction. Failure or termination will result in the continuance of the performance problem, placing UT student athletes at risk of failure in their roles. Further, the university and its associated athletic programs may be exposed to potential NCAA sanctions, loss of recruiting capability, and decreased enrollment of student athletes due to a failure to close the associated performance gap.
- The LFSAI must start on time to properly coincide with the beginning of the academic and athletic year.
- Due to minimal availability, flexibility and prior scheduling must be properly adhered to for access to the coaching staff.
- Senior student athletes may be utilized as SMEs and mentors, however considerations must be made regarding their availability and potential conflicts with other requirements of higher priority to these students.
- While the University of Texas is located in an area that is less probable of being heavily impacted by severe weather, considerations must be made for travel, electricity, and availability of university provided resources during potential extreme weather events.

- While full access to UT facilities has been granted, consideration for facility maintenance (routine/emergency) must be made during scheduling to prevent any unanticipated delays in development and implementation.
- While student athletes are available for use as personnel resources, their time must be kept to a minimum due to an inability to monetarily compensate these individuals.
- Due to current social distancing requirements, preparations for a virtual attendance to all PM meetings and functions must be coordinated as a contingency. Further, social distancing and quarantining requirements may affect the execution of an in-person implementation of the developed interventions and should be considered when developing virtual contingencies.
- During construction of this plan, the client indicated the necessity to reduce the project timeline by 20%, or 8 weeks. This reduction presents risks associated with the elements of this plan and will require adjustment, reduction, or elimination of plan elements to meet the 20% timeline reduction requirement.
- Due to integrated buffer time, established during creation of this plan, a 10% reduction of project timelines would not impact the activities of this project, but would eliminate any flexibility. This would require the hiring of an exceedingly high quality staff and program manager to maintain project time, budget, and scope.
- A 20% reduction in project time will require adjustment, reduction, and elimination of some project components. It is imperative that the client review the contents of this proposal thoroughly to ascertain the proper areas that can sustain adjustment, reduction, or elimination.

Plan Phase

The plan phase begins to shape and specify the key functions and activities of the project through the construction and implementation of a work breakdown structure (WBS). The WBS outlines the primary objectives of the project and its major supporting activities, allowing PM personnel to identify the critical path for the project. Ultimately, the plan phase provides the PM team and the client with defined and detailed products, which expand upon the goals and objectives of the project, to ensure the project maintains projected timelines, adheres to the project scope, and meets budget requirements without compromising project intent and quality (Weiss, J. & Wysocki, R., 1992).

Work Breakdown Structure

The work breakdown structure (WBS) developed for this PMP includes four primary project objectives. Each objective correlates with an activity, as listed in the WBS table below, and includes associated sub-activities. Further, the Define section of this report includes a more detailed breakdown of supporting activities in an outline format. This methodology is intended to indicate the depth and breadth of each activity to provide a better and more reliable forecasting opportunity for team leads, managers, and team members. The objectives identified for the LFSAI PMP are PM Activities, Mentorship activities, LFSAI Training Program, and Evaluation Practices. These four activities will allow the team to properly divide and prioritize work efforts while managing the expectations of the client and adhering to the short timeline for this project. The following table depicts the four objectives and their associated subtasks.

WBS Table

Activity #	Activity Description	Characteristics							
		1	2	3	4				
1.0	Program Management Activities	Y	Y	Y	Y				
1.1	PM Team Orientation	Y	Y	Y	Y				
1.2	PM Team, ID Team, and Coaching Staff Introduction and Integration	Y	Y	Y	Y				
1.3	Plan and execute Multimedia Platform training (ID Team/Coaching Staff).	Y	Y	Y	Y				
1.4	Project Meetings and Update Briefings (Reoccurring)	Y	Y	Y	Y				
2.0	Mentorship Activities	Y	Y	N	Y				
2.1	Establishment of Mentorship Group	Y	Y	Y	Y				
2.2	Recruitment of Senior Student Athletes	Y	Y	N	Y				
2.3	Mentor Orientation	Y	Y	Y	Y				
2.4	Activation of Mentor Group	Y	Y	Y	Y				
2.5	Transition of Mentorship Group to Coaching Staff	Y	Y	N	Y				
3.0	LFSAI Training Program	Y	Y	Y	Y				
3.1	Plan LFSAI Training Session	Y	Y	Y	Y				
3.2	Design and Develop Instructional Materials	Y	Y	Y	Y				
3.3	Design and Develop Supporting Materials	Y	Y	N	Y				
3.4	Design and develop Multimedia Platform Interface	Y	Y	Y	Y				
3.5	Develop Practical Exercise Walk-Through	Y	Y	Y	Y				
3.6	Plan Follow-Up Sessions	Y	Y	Y	Y				
4.0	Evaluation Practices	Y	Y	Y	Y				
4.1	LSFAI Participants Evaluation	Y	Y	Y	Y				
4.2	UT Coaches, Faculty, and Staff Evaluation	Y	Y	Y	Y				
Activity Characteristic Legend		1	Status/Completion Measurable	2	Clear Start/End Date Event	3	Time/Cost Easily Managed	4	Manageable/Measureable/Integrateable/Independent

Activity Estimates

Activity numbers in the WBS above correlate directly with the Project Activity Estimate below. This activity estimate provides a snapshot of one subtask included within activity 3.0. Similar to the WBS, the activity estimate includes activity numbers and activity descriptions. The project activity estimate also indicates relationships between activities including the sequencing of the designated activity. Lastly, the project activity estimate provides the start timeframe for listed activities and the expected days required to complete the activity.

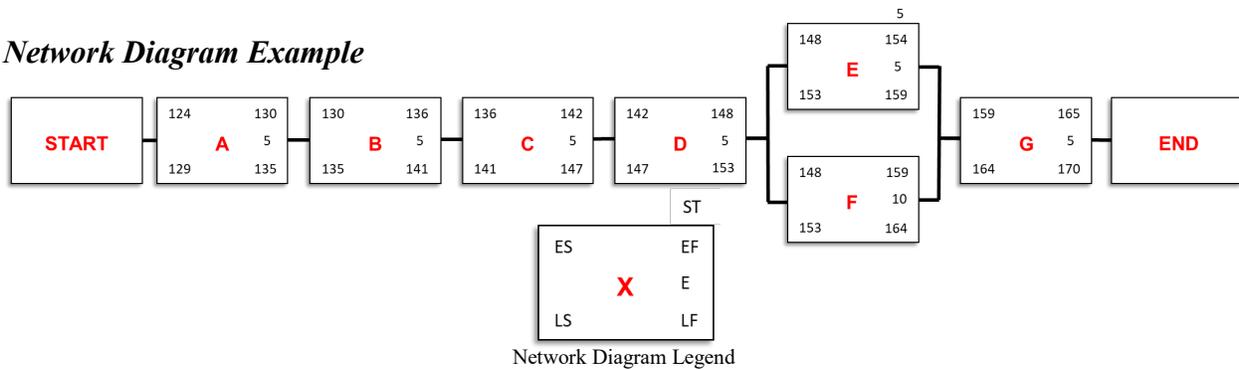
Activity Estimate Example

Activity #	Activity Description	Sequence Relationships		Estimated Time/Start	
		Before	After	Days	Period
3.4.1(A)	Compile instructional material	B		5	25
3.4.2(B)	Develop Platform	C	A	5	26
3.4.3(C)	Beta Test Platform	D	B	5	27
3.4.4(D)	Resolve Platform Conflicts	E	C	5	28
3.4.5(E)	Initiate Platform	G	D	5	29
3.4.6 (F)	Train Client Representative on Platform	G	D	10	30
3.4.7 (G)	Transfer Platform Control to Client		E,F	5	32
Notes:	1) Time-in days 2) Start Schedule- Period 1 (Each period is 5 Days)				

Critical Path

The critical path displays sequential activities, which are critical to achieving the completion of this project on time, within budget, and according to the specifications of the client. Further, the critical path provides data on the earliest start (ES), earliest finish (EF), latest start (LS), and latest finish (LF) times to provide the LFSAI PM with a pacing tool to ensure the project remains on track. The critical path node also displays the letter indicating the activity it represents in the center of each box, or node, the average estimated time required to complete the activity (E), and the forecasted slack time (ST), which indicates how much time delay can be tolerated without effecting the overall completion of the project. A legend indicating where these times can be located in each critical path node can be found below the following critical path Network Diagram figure. Activities on the critical path may align with one another, indicating simultaneous efforts of work, while others may require previous activities to be completed prior to start. Below is a sample of the critical path network diagram associated with the activities from the previously displayed Project Activity Estimate table.

Network Diagram Example



The following table depicts which path is considered as critical (longest estimated route) for this portion of this PMP.

Path	Duration
A,B,C,D,F,G	35 Days Critical Path

Project Proposal

New student athletes belonging to the University of Texas Football Team require instruction relating to adjustments they are sure to experience at UT regarding time management and the criticality of meeting athletic and academic requirements. The more specific areas of need that will be addressed upon approval of this project are:

- Academic scheduling
- Athletic scheduling
- Prioritization
- Campus familiarization
- Mentorship
-

Further, once approved, this project will implement the Longhorn Football Student Athlete Improvement Program focused on three areas of interest:

- **Classroom instruction and lecture**
 - Student athlete expectations
 - Support systems available

- Classroom requirements
- Game and practice responsibilities
- **Practical application exercises**
 - Campus overview
 - Points of interest
 - Transportation capabilities
 - Area navigation
 - Facility familiarization
- **Follow-up sessions**
 - Lessons learned
 - Challenges faced
 - Solutions discovered
 - Brainstorming
 - Question and answer

This project will begin in January and will end in August, seeking a completion timeframe of eight months. Further, this project will utilize the period of time from January until the beginning of June to develop the project with implementation beginning during the third week of June and evaluation running through the month of August.

The primary goal of this project is to develop new UT student athletes in preparation for the rigors that come with what is expected of them as Longhorns. The tools, methods, knowledge, and skill of the PM team will ensure success of this goal. Tools that this team will utilize in realizing the success of new UT student athletes include Gantt charts, timelines, network diagrams, strict reporting procedures, and project work packages that outline and explain the details, efforts, and priorities of work. Organizational charts will be utilized to provide a command and control structure throughout this project's lifespan. Further, at the conclusion of this project, the client will be provided with the final report of success for endorsement, leading this project to a successful closing. The remainder of this report is designed to provide detailed explanations of this project's management plan.

Organize Phase

Upon client concurrence and approval of the project proposal, outlined in the define and plan phases, the PM team begins the organize phase, indicating the transition of the project from planning to implementation. During the organize phase of the project, the PM team works to organize personnel in a task-oriented fashion. This phase, marking the transition from planning to implementation, is where names or titles are placed against specific tasks and activities, with full consideration of the WBS, activity estimates, and established critical path. The deliverables of the organize phase include work package descriptions, a team organization structure, and positional recruiting criteria. Ultimately, the organize phase is where the project, which was shaped during the define and plan phases, is put into action and work begins to move forward while maintaining adherence to timelines, budgetary requirements, and project scope to ensure the expected quality of the project (Weiss, J. & Wysocki, R., 1992).

Personnel Requirements

The LFSAI will require the involvement of many personnel. These personnel will include management, team leaders, team members, specialists, and support staff. Due to the

diverse nature of the project and the various perspectives that must be considered, the qualifications and experience of project personnel must be carefully designed to accommodate the timely completion of the project while maintaining budget and quality and remaining within scope. Further, due the client’s request for a 20% reduction to the project timeline, it is critical to project success that only strong and experienced personnel be recruited as project team members with special emphasis on the skills, knowledge, and abilities of the project manager. Recruitment criteria for each position must be established with consideration to the project’s specific needs and direction. Examples of recruiting criteria for some of the positions associated with this project are located in the table below.

Recruiting Criteria Example

Job Title	Criteria
Project Manager	<ul style="list-style-type: none"> • 5+ year management experience in instructional projects (maintaining scope while meeting time, budget, and quality standards) • Background in athletics and time management • 2-3 years of leadership experience (leading diverse teams, multi-functional skill sets)) • High technical proficiency (PM platforms, LMS, Academic software, MS Office Suite, etc.) • Interpersonal skills (conflict resolution, negotiation, directing, corrective action, public speaking, cohesion, team building, written and verbal correspondence) • Experience in recruitment, assessment, and selection of personnel • Must be situationally adaptive, able to solve problems, flexible, and ambitious
Instructional Designer	<ul style="list-style-type: none"> • 5+ years of ID experience (industry, academic, governmental) • M.S. in Instructional Design or other applicable field • Thorough and complete understanding of ADDIE ID model • Experience working with collegiate staff and faculty • Experience designing proven performance gap interventions • Strong desire to work with and integrate into a team environment • Broad perspective regarding current LMS platforms and capabilities (i.e. Blackboard, Canvas) • Must possess effective communication and interpersonal skills
Program Evaluation Specialist	<ul style="list-style-type: none"> • 3+ years of program evaluation practice • Expertise in a diverse range of qualitative and quantitative methodological approaches • Demonstrated capability to design, develop, and implement both formative and summative evaluation practices • Experience managing evaluation teams and working as an evaluation team member • Strong communication and interpersonal skills • Experience working in the realms of academia and athletics

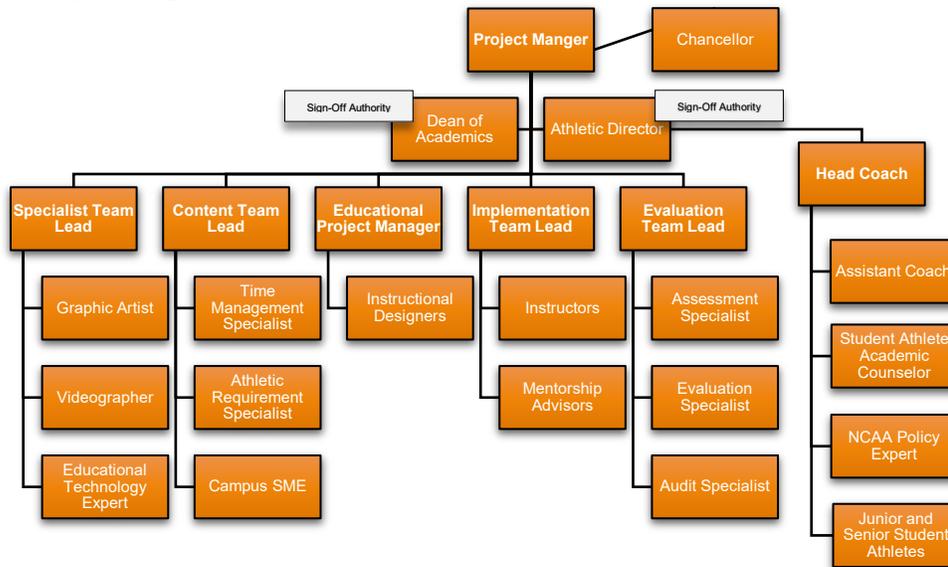
Organizational Structure

The establishment of an organizational structure is critical to the success of any project. Aspects such as hierarchy, team composition, and organizational position contribute to many PM efforts including assignment of tasks, duties, and responsibilities as well as communication channels and compartmental or departmental responsibility regarding employees. Further, organizational structure provides the project with a base of understanding regarding the capabilities and specialties of the project team and how to locate them for interaction on a specific project task or activity. Moreover, the organizational structure plays an invaluable role in the assignment of work packages during the project. Individual team members are grouped according to their purpose to the project resulting in the establishment of task-assignable teams. Lastly, the structure of the organization allows project stakeholders to envision the composition and capabilities of the entire project team while providing specificity regarding the modular teams, which compose the project team. Ultimately, the organizational structure provides a guide to all individuals and external organizations associated with the project to clarify the functions of the project team as they relate to the project’s scope.

The LFSAI organizational structure displayed below indicates the relationships amongst all involved personnel. The project manager is responsible for the entirety of the project, under

the purview of the Chancellor. The UT Dean of Academics and Athletic Director serve as the approval authorities for the project at the discretion of the Chancellor. The departmental teams, which compose the project team, each have a team lead or manager who reports directly to, and receive direction from, the PM. The UT Football Coaching Staff are part of the project team, but are also employees of the university and are therefore organized under the Athletic Director. The individuals assigned to each team have been carefully placed to ensure the functionality of their teams, within the greater scope of the project.

LFSAI Project Organizational Chart



Project Work Packages

LFSAI project work packages have been carefully designed to best utilize the talents, knowledge, and skills of each team as they contribute to the completion of objectives, tasks, activities, and sub-activities associated with the project. The organizational structure assigned team members to their respective teams based on project goals and scope. Further, these assignments are strategic in nature and allow for the proper delegation of work through work package assignment. Ultimately, project work packages assign primary responsibility of project objectives and supporting responsibility of project activities and sub-tasks to ensure timely completion.

The LFSAI project includes four primary objectives supported by several activities and sub-tasks. These primary objectives are derived from the work breakdown structure located in the Plan Phase section of this report. To ensure proper scheduling and assignment, the LFSAI work packages have been designed to indicate the estimated timelines for each of the components of the project. Further, the LFSAI project timeline is based on 5-day periods, indicated numerically in the chart below. These timelines permit personnel, assigned to work packages, to better understand their requirements for work completion in support of the project objectives. The truncated visual representation of LFSAI work packages below provides a snapshot of work packages assigned to the project manager, ID Team, and evaluation team. The work package, personnel, tasks, and timelines are displayed for each work package along with a description of the skills required to complete these work packages.

LFSAI Project Work Package Example

Work Package	Personnel	Tasks	Time Line Periods																																Skills
			JAN				FEB				MAR				APR				MAY				JUN				JUL				AUG				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
1	Project Manager	1.0																																	Management, planning, leadership, and programmatic expertise. Mastery of technical, communication, conflict resolution, and problem solving capabilities. Personal experience working with collegiate faculty and staff, focused on student-centric human performance improvement.
		2.0																																	
		3.0																																	
		4.0																																	
2	ID Team	1.1																																	Specializes in the design and development of instructional material focused on the production of effective interventions to close identified performance gaps. Maintains a thorough understanding of the ADDIE process. Possess the capability to create and implement effective learning assessment protocols and evaluation practices.
		1.2																																	
		1.3																																	
		1.4																																	
		3.1																																	
		3.2																																	
		3.3																																	
		3.4																																	
3.5																																			
3	Evaluation Team	1.1																																	Specializes in the design, development and implementation of formative and summative evaluation practices. Maintains a high level of expertise regarding qualitative and quantitative methods of program evaluation.
		1.2																																	
		1.4																																	
		3.1																																	
		3.6																																	
		4.1																																	
		4.2																																	

Control Phase

The control phase of project management centers on reporting and schedule maintenance, and closely aligns with the implementation phase of the ADDIE model. Through the utilization of several tools, the control phase allows for adjustment to scheduling, reallocation of resources to behind-schedule tasks and activities, and serves to keep the project within scope while adhering to timelines, budget, and quality measures. Further, the control phase is initiated upon the hiring of the PM and the PM team. According to Weiss & Wysocki, the criticality and importance of accurate reporting during the control phase must not be underestimated (1992).

Strategies

The strategies used to during the control phase of the LFSAI project include the use of team orientations, team development processes, an efficient communication plan, effective conflict resolution, considerations for contingency efforts, and robust scheduling mechanisms.

Team Orientation

At the onset of the LFSAI project, team orientations are scheduled to focus the project team members and provide a deeper understanding of project scope, goals, and individual purpose. In addition, team orientations will familiarize project team members with their colleagues, the coaching staff, and university staff and faculty.

Team Development

Team development will begin upon completion of orientation and will seek to ensure cohesiveness and a universal understanding of goals amongst the teams while enhancing situational awareness and knowledge of project specifics. During this period, teams will begin to integrate with one another and their coaching staff counterparts and will conduct team training and university prescribed multimedia platform training.

Communication

The dynamic nature of the LFSAI project requires a high level of communication efficiency due to the shorter than optimal timeline for completion and the anticipated high levels of work tempo. The following communication modalities are intended to serve as the formal

communications process while personnel are expected to conduct effective daily communication practices throughout the project.

- **Status Reporting:** Team leads and managers are required to provide the project manager with work-status update reports at the beginning of each even-numbered period (bi-weekly). These reports will indicate the status of assigned tasks, activities, and sub-activities to allow timeline maintenance and contingency efforts to remediate timeline deviations.
- **Variance Reporting:** Variance reports will be completed and presented to the project manager, as needed, to inform the project manager of unforecasted changes to the schedule resulting from task delay or completion of tasks ahead of schedule. Variance reports will allow the PM to activate contingencies to get ahead of potential delays or to reallocate resources and personnel to critical path functions. An example of the variance report for this project is located below.
- **Project Update Meetings:** Project update meetings will occur during the last period of each month of the project. These meetings will consist of team leads and managers briefing the project manager on their progress including any variances or challenges. Conducted in a group format, project update meetings will allow conversation amongst all, to encourage open thought, with the intention of sharing knowledge and lessons learned. This open dialogue will assist in team cohesion and support mechanisms.
- **Stakeholder Meetings:** Scheduled for the first period of every other month, beginning in March, stakeholder meetings will provide the project manager with the opportunity to inform, and receive feedback from, the project's stakeholders. Those invited will include the Chancellor, Dean of Academics, Athletic Director, and Head Coach. Stakeholder meetings will occur the week following project update meetings to allow the project manager to carry current and relevant information forward to the stakeholders.

Conflict and Schedule Resolution

Projects of this magnitude are sure to result in conflict. Conflicts amongst stakeholders, team leads and managers, and team members will occur and possess the potential to impact project timelines, budgets, and quality. Conflicts will be handled at the lowest level possible. Team leads and managers are expected to resolve internal team conflicts as well as conflict occurring between team leads and managers. However, if the conflict holds the potential to affect project timelines, budgets, or quality it is the responsibility of the team lead or manager to inform the project manager immediately.

Given the scope and limited timeline of the LFSAI project, scheduling conflicts are anticipated to occur. Should a scheduling conflict hold the potential of affecting ultimate project timelines, budgets, or quality, the project manager will serve as the adjudicating and final decision authority on resolutions to the scheduling conflict. Scheduling issues will be addressed in an efficient and timely manner to reduce their impacts on the project. Resolution of scheduling conflicts may entail the cooperation and assistance of several members, or all, of the project team. It is during these instances that the individuals of the team must place the success of the project ahead of all else.

Contingency Planning

Regarding the LFSAI Project, exceptional levels of communication and efficient and effective reporting are the keys to successful contingency planning. Although this project plan has been meticulously constructed with an expert mindset, the probability of issues that require activation of contingencies is always present in project management. Should the requirement for contingency efforts arise, the project manager holds personal responsibility for the identification and remediation of the issue. The project manager will work to resolve conflicts that escalate to the PM level and will make every effort possible to ensure proper resource and personnel allocations to resolve scheduling concerns. Ultimately, the PM holds primary responsibility regarding the maintenance of timeline, budget, and quality of the project.

Scheduling

Project management scheduling is both a science and art. As one of the primary responsibilities of the project manager, effective scheduling allows the project to remain on time, within budget, and according to specification (Weiss, J. & Wysocki, R., 1992). To properly schedule, the PM requires tools that allow one to visualize and interpret the broad and specific schedules of work relating to the project. For the LFSAI project, the PM will utilize a Gantt chart and a Status/Variance report.

Gantt Chart

The Gantt chart serves as the primary tool for scheduling during the LFSAI project and includes all objectives, tasks, activities, and sub-activities involved in the project. Further, the Gantt chart identifies the skill positions responsible, the start and stop times, and visual representation of timelines for each objective, task, activity, and sub-activity of the project. This visualization provides a perspective, which allows the project manager to properly coordinate, track, and monitor progress while also providing an understanding of the relationships between each activity and project entity. Below is a sample from the LFSAI project Gantt chart, the full Gantt chart for this project is located in Appendix I of this report.

Longhorn Football Student Athlete Improvement PMP					Project Timeline																																
Objective	Activity	Sub Activity	Skill	Start	Stop	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG																								
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1.0	Program Management Activities		PM	1	40	[Red bar]																															
1.1	PM Team Orientation		PM	1	4	[Yellow bar]																															
		1.1.1	PM	1	2	[Yellow bar]																															
		1.1.2	PM	1	3	[Yellow bar]																															
		1.1.3	PM	1	3	[Yellow bar]																															
		1.1.4	PM	3	4	[Yellow bar]																															
1.2	PM Team/ID Team/Coaching Staff Introduction and Integration		PM	2	7	[Yellow bar]																															
		1.2.1	PM	2	3	[Yellow bar]																															
		1.2.2	PM	2	4	[Yellow bar]																															
		1.2.3	PM	2	4	[Yellow bar]																															
		1.2.4	PM	4	5	[Yellow bar]																															
		1.2.5	PM	4	7	[Yellow bar]																															
1.3	Plan and Execute Multimedia Platform Training		SPC	3	7	[Green bar]																															
		1.3.1	SPC	3	4	[Green bar]																															
		1.3.2	SPC	3	4	[Green bar]																															
		1.3.3	SPC	4	5	[Green bar]																															
		1.3.4	SPC	5	6	[Green bar]																															
		1.3.5	SPC	6	7	[Green bar]																															
		1.3.6	SPC	7	8	[Green bar]																															
2.0	Mentorship Activities		IMP	8	30	[Red bar]																															
2.1	Establish Mentorship Group		IMP	8	12	[Yellow bar]																															
		2.1.1	IMP	8	9	[Yellow bar]																															
		2.1.2	IMP	9	10	[Yellow bar]																															
		2.1.3	IMP	10	11	[Yellow bar]																															
		2.1.4	IMP	10	11	[Yellow bar]																															
		2.1.5	IMP	11	12	[Yellow bar]																															
2.2	Recruit Senior Student Athletes as Mentors		IMP	13	17	[Yellow bar]																															
		2.2.1	IMP	13	15	[Yellow bar]																															
		2.2.2	IMP	15	16	[Yellow bar]																															
		2.2.3	IMP	16	17	[Yellow bar]																															

Status/Variance Report

The status/variance report is a reporting tool that allows team leads and managers to assess and report deviations from the established timeline to the project manager. This report

will be required to be submitted to the PM on a bi-weekly basis, at all project update meetings, and as needed when schedule variances occur. The status/variance report aligns closely with the Gantt chart. Differences between the Gantt chart and the status/variance report include that the timeline is more focused, spanning a 12-period timeframe, and that it includes a textual explanation of the indicated status or variance. Below is an example of the LFSAI status/variance report. The vertical red line is indicative of the current date while the black arrow overlays indicate the timelines of each objective, task, activity, and sub-activity.

Longhorn Football Student Athlete Improvement PMP					Status/Variance Report												Schedule Variance/Status	
Objective	Activity	Sub Activity	Skill	Start	Stop	Project Timeline												
						9	10	11	12	13	14	15	16	17	18	19		20
2.0			IMP	8	36	[Red bar spanning 9-20]												On schedule
	2.1		IMP	8	12	[Yellow bar spanning 9-12]												Mentorship Group Established; Completed on time.
		2.1.1	IMP	8	9	[Yellow bar spanning 9-9]												Completed on time
		2.1.2	IMP	9	10	[Yellow bar spanning 9-10]												Delayed (0.50) due to Head Coach schedule conflict; Completed
		2.1.3	IMP	10	11	[Yellow bar spanning 10-11]												Delayed (0.25) pending Head Coach approval; Completed
		2.1.4	IMP	10	11	[Yellow bar spanning 10-11]												Delayed (0.25) pending Head Coach approval; Completed
		2.1.5	IMP	11	12	[Yellow bar spanning 11-12]												Delayed start (0.50); Completed on time
	2.2		IMP	13	17	[Yellow bar spanning 13-17]												Ahead of schedule (0.50)
		2.2.1	IMP	13	15	[Yellow bar spanning 13-15]												Completed on time
		2.2.2	IMP	15	16	[Yellow bar spanning 15-16]												Completed ahead of schedule
		2.2.3	IMP	16	17	[Yellow bar spanning 16-17]												Started ahead of schedule (0.50); Anticipated completion on time
	2.3		IMP	12	29	[Green bar spanning 12-29]												On schedule
		2.3.1	IMP	15,27	15,27	[Green bar spanning 15-27]												On schedule
		2.3.2	IMP	16,28	16,28	[Green bar spanning 16-28]												Awaiting start
		2.3.3	IMP	12	14	[Green bar spanning 12-14]												Completed on time
		2.3.4	IMP	17	17	[Green bar spanning 17-17]												Awaiting start
		2.3.5	IMP	23	25	[Green bar spanning 23-25]												Awaiting start
		2.3.6	IMP	29	29	[Green bar spanning 29-29]												Awaiting start

Close Phase

The close phase establishes the procedures for bringing the project to conclusion. During this phase, the client receives project deliverables and the final project report for approval and sign-off. A listing of PM issues encountered throughout the project, along with recommendations, is constructed during the close phase. Further, the close phase initiates the evaluation process of all project employees, staff, and contractors. This evaluation data and other pertinent project information are retained for future reference. In addition, the close phase includes project audit procedures which informs the PM and all PM team members on project successes and areas which may need improvement during future projects.

Client Approval

Client approval of the project indicates that the project met all timelines, budget requirements, and established specifications and levels of quality while adhering to the scope of the project. Client approval is indicative of a job well done and assurance that the client believes the project has served to close the identified performance gap. A full project report accompanied by a presentation provided by the project team will be delivered to the client for approval. The following documentation will also be provided, as deliverables, for client consideration.

Documentation and Deliverables

The documentation of the project provides the client and the project team with an in-depth resource of information about the project. Further, project documentation serves as highly relevant historical data about the project and may be repurposed for use in future projects. Ultimately, project documentation substantiates the project and serves in a supporting role to the final report. The deliverables included in project documentation for the LFSAI project include the following.

- Project goals, objectives, and criteria for success (define phase)
- Work breakdown structure (plan phase)
- Activity estimates (plan phase)

- Full network diagram of all project activities with definition of the critical path (plan phase)
- Project team recruiting criteria for all positions (organize phase)
- Project organizational structure (organize phase)
- All project work packages (organize phase)
- Project Gantt chart (control phase)
- Other pertinent documentation, charts, graphs, rosters, and information (all phases)

Post-Implementation Audit

The post-implementation audit is designed to evaluate the project's effect regarding its measurement against project goals, budgetary requirements, established timelines, intent, outcome, level of quality, maintenance of scope, and, ultimately, the satisfaction of the client. This evaluation measure informs the project team of project success. It is also imperative to make every attempt to include all project personnel, regardless of time of involvement on the project, during audit procedures to ascertain all perspectives regarding project functions and attributes. The LFSAI post-implementation audit will consist of the following methods, based on project activity data.

- **Project team survey**
This survey will be designed to ascertain the perspectives of the project team regarding the project from the define phase through the close phase. Survey questions will span from individual opinions on project team interaction, efficiency, communications, and work execution to overall project functionality and effect.
- **Coaching staff and university faculty survey**
The coaching staff will be surveyed to gain an understanding of the impact the project has had on the LFSAI participants, the Longhorn Football Program, the coaching staff, university faculty, and the culture of UT. Further, this survey will gauge the perspectives of the coaching staff regarding their impressions of the project team and the worthiness of the project as it relates to the University of Texas.
- **Stakeholder survey**
Stakeholders will be surveyed to ascertain their views on the process of the project, from inception through termination, and their opinions on the efficacy of the project weighed against its original project goals.
- **Project team member debriefs**
Team member debriefs will consist of face-to-face discussions between each member of the project team and the project manager. The goal of these debriefs is to inform the project manager of any perspectives they may not have been aware of throughout the process of the project.
- **Project team lead and manager debriefs**
Team lead and manager debriefs will occur upon completion of team member debriefs and will focus on any issues stemming from team member views of the project. These debriefs will also be face-to-face with the PM.

- **Full comparison of achievements against project goals**
The PM will conduct an in-depth analysis of project. The PM will investigate what was supposed to happen and compare their findings to what actually happened to gain understanding on the differences that occurred during the project.
- **Final audit checklist**
The PM will utilize all data extrapolated from previous audit activities to compile a checklist for distribution to all team members. This document will compare and contrast the successes, challenges, and outcomes of the project to determine what elements of project activity should be sustained and where improvements can be made during future projects.

Final Project Report

The final project report will compile all of the data and information expanded upon throughout this section to serve as a document of reference for the client. The organization of the final project report will include signature pages for client approval and sign-off. Ultimately, the goal of the final project report is to gain concurrence from the client that the project aligns with the following statements

- The project performed successfully
- The project was properly organized and administered
- The techniques used throughout the project aided in project accomplishment
- The strengths and weaknesses of the project have been properly assessed
- The recommendations of the project manager and project team regarding this project's future are appropriate

Once client approval is obtained, the final project report will be duplicated and distributed to all stakeholders for informational retention and historical purposes. Approval of the final project report leads to the initiation of project team member final performance evaluation practices and final project closure.

Reference

Weiss, J. & Wysocki, R. (1992). 5-Phase Project Management. Perseus Books. Cambridge, Massachusetts.

