UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL

(UCI)

FINAL GRADUATION PROJECT STRATEGY TO DEVELOP THE PROJECT MANAGEMENT PLAN FOR A SPORT EDUCATION PLATFORM IN PARAMARIBO

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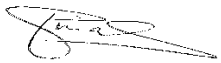

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STUDENT

DEDICATION

I dedicate this work to my parents who always say that everything in life comes at its own time. This requires a lot of patience and faith not to lose sight of the goals ahead. This Final Graduation Project symbolizes yet another milestone which reveals the right path. Through submission of this plan, I am glad to contribute to a growing sector in my home country and worldwide.

ACKNOWLEDGMENTS

To my tutor, Maria Fernanda Ibarra, thank you for your support and guidance throughout the development of this Final Graduation Project (FGP). Your expertise and knowledge were most valuable, which aided in the completion of the FGP.

I express heartfelt appreciation to my family for their continued support and interest in my work. Their support pushed me to this final stage, especially when I felt stuck with all my responsibilities.

Thank you to my colleagues at ESS who provided me with the idea for this FGP. I deeply appreciate the opportunity to participate in this project process.

ABSTRACT

This document delivers a detailed Project Management Plan that outlines required steps to be taken to develop and launch a new sport education platform for the ESS Foundation. The platform will be used to promote and boost professionalism in high-performance sports in Paramaribo as there are limited available resources in sports education for professional sport development.

Accordingly, project purpose and key information such as its scope, time, budget, stakeholders, quality, resources, and their respective deliverable criteria are presented through subsidiary tailored management plans.

The methodology includes the analysis and use of various qualitative methods through the development of the Final Graduation Project and by which all subsidiary plans were developed using the approaches and standards described in the Project Management Body of Knowledge Guide.

Moving forward. ESS-F must adopt robust project management practices, outlined in a comprehensive set of subsidiary plans, to ensure successful project delivery within time, budget and scope constraints.

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ABBREVIATIONS AND ACRONYMS

AC	Actual Cost
BAC	Budget at Completion
COQ	Cost of Quality
CPI	Cost Performance Index
CV	Cost Variance
EAC	Estimated Actual Cost at Completion
ESS-F	ESS Foundation
ETC	Estimate to Completion
EV	Earned Value
FGP	Final Graduation Project
PMBOK Guide	Project Management Body of Knowledge
PM	Project Manager
PMI	Project Management Institute
PMP	Project Management Plan
PV	Planned Value
RACI	Responsible Accountable Consult and Inform
RBS	Risk Breakdown Structure
SPI	Schedule Performance Index
SV	Schedule Variance
TCPI	To Complete Performance Index
WBS	Work Breakdown Structure

EXECUTIVE SUMMARY

This document outlines a project management plan as the Final Graduation Project (FGP) for the Master in Project Management Program (MPM). This plan aims to respond to scientific education high-performance and professional sports development in Paramaribo. Sport education is considered a powerful tool as it promotes social, economic and environmental development. Despite the growing awareness of the importance of sports education in Suriname, it can be difficult to access science-based sport education programs due to a range of factors: funding deficits, the shortage of local, well-versed and qualified sports scientists who are willing to contribute to a formal education program and the failed efforts to promote sport education through digital platforms.

Developing a clearly- defined Project Management Plan for a sport education platform, could pave the way for the creation of a successful sport science program, ultimately facilitating Paramaribo's top athletic development.

The general objective for the project was to formulate a Project Management Plan for the creation of a Sport Education Platform in Paramaribo. The specific objectives were: to assess the contemporary sport education environment in Paramaribo in order to create a efficient launch strategy for a sport education platform; to identify the pre-feasibility indicators for a successful launch of the platform and develop a Project Management Plan- including a Scope Management Plan- to guide successful project execution and maximize the Sport Education's platform's ability to achieve its goals; to craft a Schedule Management Plan by establishing the timeframes corresponding scheduling tools and techniques to manage the timely execution of the project; Finally, the development of comprehensive plans for cost, quality,

resources risk and stakeholder management is necessary to ensure project success. These plans will involve: defining the processes for budget development and approval (Cost Management Plan); identifying and incorporating quality requirements to meet stakeholders' expectations (Quality Management Plan); identifying potential risks and taking steps to minimize potential project disruption (risk Management Plan); and identifying the necessary resources needed, communication and stakeholder processes for this project (Human Resource Plan, Communication Plan and Stakeholder Plan).

The methodology included analysis and use of various qualitative methods through the development of the Final Graduation Project, by which the subsidiary plans were developed using the approaches and standards described in the Project Management Body of Knowledge Guide to affirm the project's reliability and validity. The techniques used to compile and analyze the available data were based on empirical data gathered via meetings, interviews, surveys, and stakeholder assessments.

In conclusion, it can be stated that ESS-F should conduct all its future projects using sound project management procedures detailed through a comprehensive set of subsidiary plans that will guide the successful execution of the project in compliance with the triple constraints of time, budget and scope.

The recommendations are mainly focused on maintaining proper team communication throughout the entire process while ensuring that relevant stakeholders' requirements are fulfilled within the strict scope, time and budgetary constraints. Changes in these constraints adhere appropriate and established authorization before proceeding. Ultimately, stakeholder satisfaction must be maintained.

1 INTRODUCTION

1.1. Background

The Final Graduation Project (FGP) is the final phase of the Master in Project Management (MPM) program, which relates the research process for this Project Management Plan for a Sport Education Platform in Paramaribo. This Project Management Plan will be executed and implemented under the ESS Foundation (ESS-F) to integrate teaching and research, professional development, and community partnerships for the development of coaches and sports scientists.

Sports education in Paramaribo has been gaining popularity in recent decades as the doors are open for opportunities to develop educational programs such as physical education classes, competitive sports training, and academic instruction. Despite the growing awareness of the importance of sports education, there are no dedicated sport education institutes in Paramaribo that offer comprehensive education about science behind movement and high athletic performance. This ESS-F project to focus specifically on key areas of science that are relevant to movement science and athletic performance, has been considered in the budget for top sport which has increased by 10% in 2023, from SRD 10 million to SRD 11 million (Gopal, 202).

Despite the growing awareness of the importance of sports education, there are several key factors underlying the lack of a dedicated sport science institute:

- Prioritization of funding: Establishing and operating a science institute in sport performance requires significant funding. Even if this ESS-F project has been

considered in the government’s budget, unfortunately the government of Suriname has not yet prioritized explicit funding for such an institution; this reality requires greater funding efforts.

- The shortage of expert and qualified sports scientists in the country who are willing to contribute to a formal sport science education program as well as willing to undertake such great project.
- The efforts to promote sport education through present-day platforms are not simultaneously intended to promote scientific programs. Examples of local platforms are the web-based platform of the Suriname Sports Academy (SSA), and the Sport for Life -app of the Suriname Youth Sports Foundation (SYSF). Another such platform, the ADEK Sport Online" platform provide resources to access educational resources, as well as networking opportunities but do not intend to develop such scientific program.

1.2. Statement of the problem

This project management plan for a sport education platform addresses the lack of access to quality sport science education resources to tackle the shortage of local sport performance expertise needed to develop top sport in the city of Paramaribo; moreover, a well-established sport education platform could provide a centralized repository of sport education resources, connect people with qualified sports scientists, facilitate the development of new sport science education programs, and make sport science education more affordable and accessible overall.

1.3. Purpose

To propose a Project Management Plan for a sport education platform as a Final Graduation Project (FGP), could contribute a clear and well-thought-out process that can guarantee success for a sport scientific program that paves the way to Paramaribo's top sport development.

1.4. General objective

To formulate a Project Management Plan for the development of a Sport Education Platform that offers affordable and expanded education access to the sports community in Paramaribo

1.5. Specific objectives

1. Assess the contemporary sport education environment in Paramaribo to create a more efficient launch strategy for a sport education platform.
2. Identify the pre-feasibility indicators for successful launch of the platform.
3. Develop a Project Management Plan to increase the Sport Education Platform's chances of meeting its objectives.

2 THEORETICAL FRAMEWORK

2.1 Company/Enterprise framework

The ESS foundation (ESS-F) is a foundation registered in 2018; since then, it has created a facilitatory space for other sports organizations seeking sport specific coaching in Suriname. ESS-F focusses on providing sport specific scientific programming for national, regional, and international individuals in the most widespread sports. In alignment with the five-year governmental sustainable sports development strategy for communities, ESS-F is fully committed to showcase its vision: nurturing innovative growth, facilitating skill exploration and long-lasting development changes through sports, education, training, and practice- thereby empowering Surinamese individuals and contributing to a better society.

2.1.1 Company/Enterprise background

The ESS-F operates as a foundation and is managed by five (5) individuals, which include the Chairman, Secretary and three (3) other Board Members. The ESS-F has managed or still is actively managing the following projects within the youth sport arena:

- The Children Obesity Campaign– In collaboration with RC Paramaribo North – An exercise specific training regime for twenty-five (25) children, ages 6-12 years old, who present serious health risks caused by serious overweight/ obesity. The program also entailed that at least one of their parents or caregivers was part of this exercise training schedule. This project ran for a period of about twelve (12) months and has reached its completion.

- The High Movement Conscientization Project – Sports mentorship program to increase elite sport level awareness, facilitated 20 boys and 20 girls within one (1) year offering a customized exercise training schedule two times a week. This ran from February 2019 to November 2020.
- Children' Home Project – This ongoing project was launched in 2019. This project also incorporates a 10-day exercise program for various children's homes which are chosen every year. The intention is to provide these children with opportunities for later development.
- The Sports Kinetics Program – This project aligns with the five-year government sustainable sports development strategy for the communities to enhance the knowledge capabilities and practical skills, by delivering an academic sport science course.

2.1.2 Mission and vision statements

The ESS-F strives to offer excellent and ambitious students a platform to achieve the highest possible sport educational opportunities.

Two significant values are:

- Creativity – Providing authentic and customized services as a medium to deliver content that aids the process of improvement and empowerment in sport performance and development.

- Collaboration – The ESS-F is open to partnerships that assist with its goal of providing services and offering solutions for the problems impacting sports development.

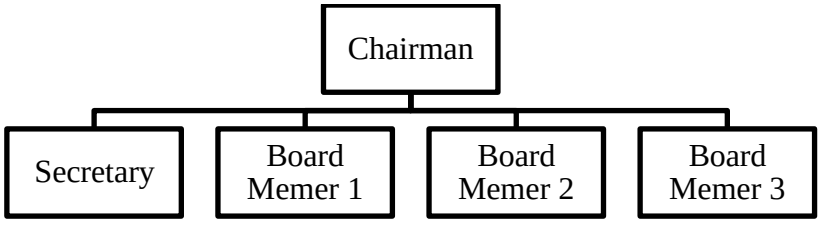
The ESS-F vision is to provide unique elite sport career opportunities for Surinamese and other regional community citizens to develop to their maximum potential through the internationally recognized academic programs.

2.1.3 Organizational structure

The ESS-F is comprised of five (5) members of the board; the chairman, secretary and three (3) other members. These individuals must authorize all activities that are carried out by the foundation. This organizational structure is considered a flat structure and is also known as a horizontal organization or de-layering. This is depicted in Figure 1 below:

Figure 1

Organization Structure



Source. Nannan Panday, Notarial Deed, 19 January 2019

2.1.4 Products offered

The ESS-F is a sport educational institute which provides sport certification training and services for the general population. The foundation also offers exercise and performance strength and conditioning training in several sports such as Weight & Powerlifting, Swimming, Volleyball, Cross Training, Rugby and Track & Field.

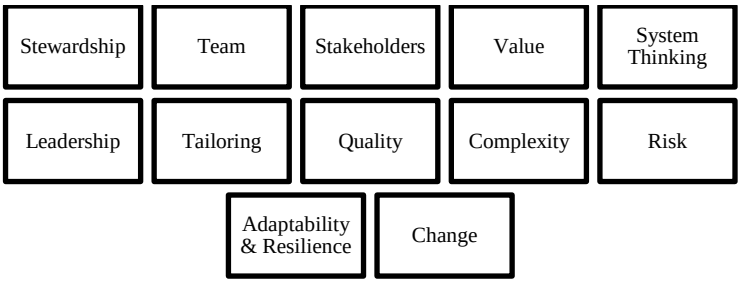
2.2 Project Management concepts

2.2.1 Project management principles

As the PMI (2017, p.23-59) states, foundational guidelines were utilized for strategy and decision making and problem solving in Project Management. To guide the behavior of the people involved in this FGP, twelve internally consistent principles concerning the following key points are highlighted as shown below in Figure 2:

Figure 2

Principles of Project Management



Source. Adopted from the 12 Principles of Project Management, (PMBOK® Guide), Seventh Edition, by the Project Management Institute. (2021).

1. Be diligent, respectful and caring steward from the initiation stages to the closure stages of this FGP. Committing to act with integrity, compliance, and trustworthiness regardless the financial, social, and environmental outcomes of this FGP project. (PMI, 2021, p.24)
2. Create a collaborative Team Environment Teams to accomplish the shared FGP objectives (PMI, 2021, p.28)
3. Effectively engage Stakeholders in the FGP process (PMI, 2021, p.31).
4. Focusing on creating value for this FGP which aligns the ESS-F objectives to intentionally work towards the social benefits and outcomes that it may bring. (PMI, 2021, p.34).
5. Recognize, Evaluate and Respond to the dynamic circumstances Systems Interaction in which this FGP exists (PMI, 2021, p.37).
6. Demonstrate Leadership behaviors by prioritizing vision, creativity, empathy and effective decision making will positively support team needs (PMI, 2021, p.40).
7. Tailor strategies based on the unique requirements of the FPG and adjust to its context (PMI, 2021, p.44).
8. Building and maintaining quality into the processes and deliverables will produce the FGP objectives and acceptance requirements (PMI, 2021, p.47).
9. Continually evaluate and navigate the FGP complexity so that approaches and plans enable the project team to successfully navigate the project life cycle (PMI, 2021, p.50).

10. Embrace Adaptability and Resilience of the project team to help the accommodate change, recover from setbacks, and advance the work of the FGP (PMI, 2021, p.55).
11. Enable change to achieve the envisioned future state by a transition from the current state to the intended future state created by the FGP outcomes (PMI, 2021, p.58).

2.2.2 Project management domains

According to the PMI (2021, p.7), Project Performance Domains are defined as groups of related activities that are critical for the effective delivery of project outcomes. These include the following eight Project Performance Domains as prescribed by the PMI (2021) which operate as an integrated system to achieve desired outcomes:

1. The Stakeholder Performance Domain addresses effective stakeholder interaction, implementing strategies and actions to promote productive involvement that contributes to successful project outcomes. Stakeholders can be defined as "individual, group or organization that may affect r be affected by, or perceive itself to be affected by a decision, activity or outcome of a project" (PMI, 2021, p.8).
2. The Team Performance Domain addresses an encouraging, supportive and high-performance environment for the project individuals that are performing the work to achieve its objectives (PMI, 2021, p.16).
3. The Development Approach & Life Cycle Performance Domain addresses the most appropriate development approach of the project (PMI, 2021, p.32).

4. The Planning Performance Domain addresses the ongoing organization, elaboration and coordination necessary for delivering the project deliverables and outcomes (PMI, 2021, p.51).
5. The Project Work Performance Domain addresses the project actual communication, engagement, managing physical resources, procurements and other work to keep operations running smoothly (PMI, 2021, p.69).
6. The Delivery Performance Domain of the project, focuses on meeting requirements, scope, and quality expectations to deliver the expected outputs that will drive intended outcomes (PMI, 2021, p.80).
7. The Measurement Performance Domain addresses evaluation, assessment and analysis of the project performance and implementing appropriate responses to maintain optimal performance (PMI, 2021, p.93).
8. The Uncertainty Performance Domain addresses the analysis of unknown or unpredicted risks, ambiguity and complexity of the project environment (PMI, 2021, p.116).

The performance domains are tailored towards this FGP considering its unique characteristics, complexity, industry, and stakeholders. Also, the risks and opportunities assessment can determine the most critical domains without adding unnecessary complexity or project costs by involving the team in the alignment process of the established FGP's objectives. Considering the specific needs of the FGP the domains will be tailored in such a way that in the:

- Stakeholder Performance Domain: Depending on the stakeholders needs and interests, more attention will be given to stakeholder engagement and communication.
- Team Performance Domain: Depending on experienced the team experience and location, training and support will be provided to facilitate communication and collaboration.
- Development Approach and Life Cycle Domain: Depending on its complexity a more agile development approach will be adopted.
- Planning Domain: Contingency plans, will be developed depending on the occurrences of uncertainty.
- Project Work Domain: Implement additional quality control measures accordingly.
- Delivery Domain: the depth of the various management plans will be aligned with the delivery of a service.
- Measurement Domain: sophisticated performance measurement system will be applied depending on the performance metrics.
- Uncertainty and Ambiguity Domain: will determine the flexibility and adaptability of the approaches.

2.2.3 Predictive, adaptative and hybrid projects

Three different approaches to project management are predictive, adaptive, and hybrid projects. According to PMI (2027, p.19), the best approach for a particular project

will depend factors such as the nature of the project, the level of uncertainty, and the risk tolerance of the stakeholders as shown in Figure 3 below:

Figure 3

Comparison of Project Approaches

	Predictive project	**Adaptive project**	**Hybrid project**
Suitability	This approach is well-suited to projects where the requirements are well-known and the environment is relatively stable.	This approach is well-suited to projects where the requirements are complex or uncertain, or where the environment is subject to change.	Hybrid projects combine elements of both predictive and adaptive approaches.
Scope	Well-defined	Less defined	Well-defined at a high level, but may be less defined for certain areas
Plan	Detailed upfront plan	Less detailed plan, with more flexibility for change	High-level plan for the entire project, with more flexibility in certain areas
Environment	Relatively stable	Subject to change	May be stable or subject to change, depending on the specific project

Uncertainty	Low	High	Medium
Risk tolerance	Low	High	Medium

Source. Data compiled by Author on the 7th of October 2023

For this FGP, the most suitable approach is a predictive approach.

2.2.4 Project management

Project management, according to PMI (2017, p. 10), is the "application of knowledge, skills, tools, and techniques to meet the project requirements". The FGP advances the integration of the project management processes and the ten (10) knowledge areas within the triple constraints of schedule, cost, and quality. Therefore, other project-related issues of scope, risks, resources, stakeholder engagements, and requirements (PMI, 2017 p. 542) are deemed worthy of consideration.

The ESS-Foundation currently has no formal project management structure. To address this, the FGP will provide best-practice solutions for designing and implementing an agile structure that would benefit both organizations in managing the project.

2.2.5 Project management knowledge areas and processes

Project Management Processes are further grouped into ten knowledge areas. These areas represent a complete set of concepts, terms and activities that make up a professional field (PMI, 2017). Based on the PMI standard and shown in Figure 4, the knowledge areas

cover forty-nine processes, defining specific inputs, tools, techniques, and outputs for effective management the project.

Figure 4

Knowledge Areas

Knowledge Areas	Project Management Process Groups				
	Initiating Process Group	Planning Process Group	Executing Process Group	Monitoring and Controlling Process Group	Closing Process Group
4. Project Integration Management	4.1 Develop Project Charter	4.2 Develop Project Management Plan	4.3 Direct and Manage Project Work	4.4 Monitor and Control Project Work 4.5 Perform Integrated Change Control	4.6 Close Project or Phase
5. Project Scope Management		5.1 Plan Scope Management 5.2 Collect Requirements 5.3 Define Scope 5.4 Create WBS		5.5 Validate Scope 5.6 Control Scope	
6. Project Time Management		6.1 Plan Schedule Management 6.2 Define Activities 6.3 Sequence Activities 6.4 Estimate Activity Resources 6.5 Estimate Activity Durations 6.6 Develop Schedule		6.7 Control Schedule	
7. Project Cost Management		7.1 Plan Cost Management 7.2 Estimate Costs 7.3 Determine Budget		7.4 Control Costs	
8. Project Quality Management		8.1 Plan Quality Management	8.2 Perform Quality Assurance	8.3 Control Quality	
9. Project Human Resource Management		9.1 Plan Human Resource Management	9.2 Acquire Project Team 9.3 Develop Project Team 9.4 Manage Project Team		
10. Project Communications Management		10.1 Plan Communications Management	10.2 Manage Communications	10.3 Control Communications	
11. Project Risk Management		11.1 Plan Risk Management 11.2 Identify Risks 11.3 Perform Qualitative Risk Analysis 11.4 Perform Quantitative Risk Analysis 11.5 Plan Risk Responses		11.6 Control Risks	
12. Project Procurement Management		12.1 Plan Procurement Management	12.2 Conduct Procurements	12.3 Control Procurements	12.4 Close Procurements
13. Project Stakeholder Management	13.1 Identify Stakeholders	13.2 Plan Stakeholder Management	13.3 Manage Stakeholder Engagement	13.4 Control Stakeholder Engagement	

Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.25).

The ten (10) knowledge areas include:

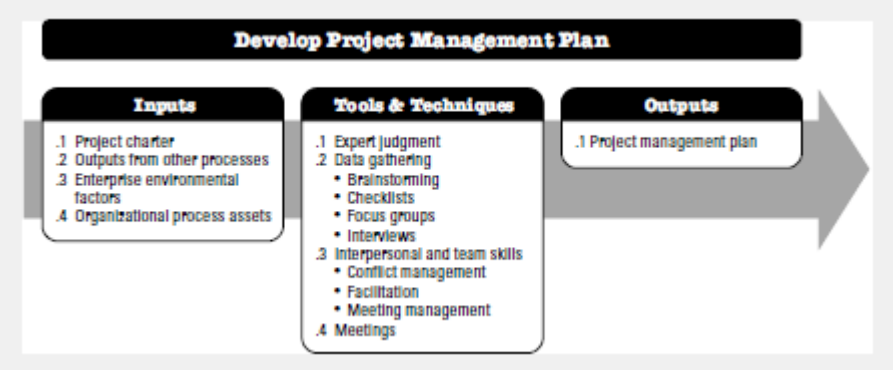
Project Integration Management - includes the processes and activities to identify, define, combine, unify, and coordinate the various processes and project management activities within the Project Management Process Groups. Accordingly, this knowledge area covers the following management processes based on the PMI (2017):

1. Develop Project Charter – formally authorizes the start of the project.
2. Develop Project Management Plan – defining, preparing, and coordinating all plan components integrated into an integrated Project Management Plan.

The benefit of this process, according to PMI (2017, p.82), "is the production of a comprehensive document that defines the basis of all project work and how the work will be performed". Thus, the development of the FGP will enable the ESS Foundation to follow a sequential, logical, and comprehensive framework, to direct, execute, monitor, and close the project ensuring the achievement of project deliverables and objectives. See Figure 5 shows the tools and techniques related to this process.

Figure 5

Develop Project Management Plan: Inputs, Tools & Techniques, and Outputs

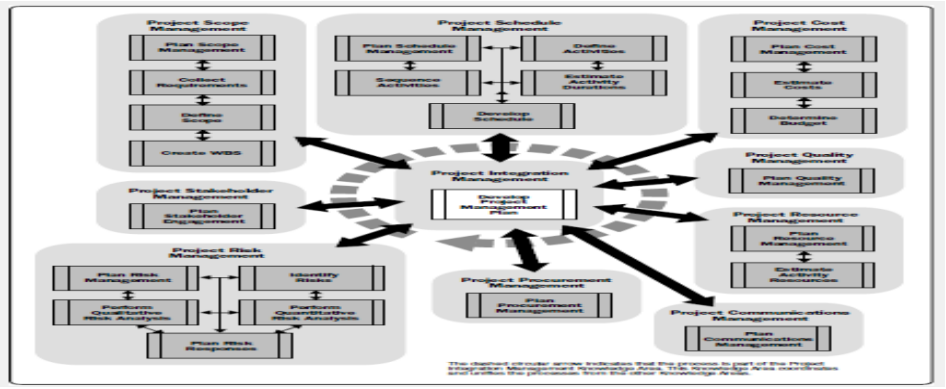


Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.82).

1. Direct and Manage Project Work – is the process of performing the actual work stipulated in the Project Management Plan.
2. Manage Project Knowledge – using existing and new project knowledge to achieve the project objectives.
3. Monitor and Control Project Work – the process of tracking and reporting project progress and performance.
4. Perform Integrated Change Control – the process of reviewing changes, approving changes, managing the changes to deliverables, and communicating the decisions.
5. Close Project or Phase – finalizing and closing the project. Therefore, Figure 6 illustrates an integrated and comprehensive standard approach as vital aspects of the development of the Project Management Plan.

Figure 6

Integration of the knowledge areas in the project management plan



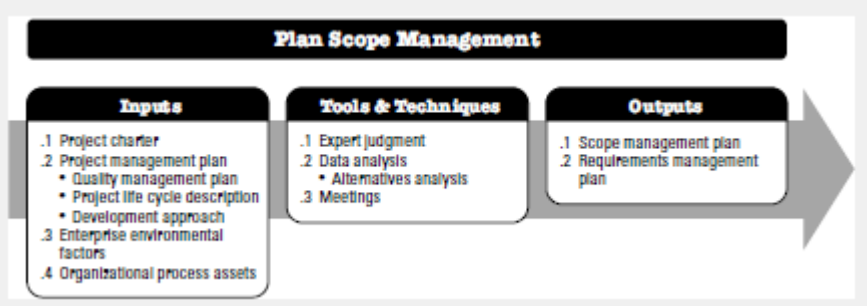
Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.566).

Project Scope Management - includes the processes required to ensure that the project includes all the work required, and only the work required, to complete the project successfully. Changes can occur at any point in time, and it is important to monitor and control scope since changes can alter the project's outcome. This FPG knowledge area will create several Organizational Process Assets (OPAs), including plans, policies, procedures, and knowledge that will establish valuable documented experiences for future projects. The six processes included in this area, based on the PMI (2017, p.129):

1. Plan Scope Management – this plan outlines how to define, validate, and control the project scope. According to (PMI, 2017, p. 134), "this is a process that is performed once or at predefined points in the project, which provide focused guidance on how the scope will be managed". Shown in Figure 7 are the inputs, tools, techniques, and outputs expected for this process.

Figure 7

Plan Scope Management: Inputs, Tools & Techniques, and Outputs



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.134).

2. Collect Requirements – the process of determining, documenting, and managing stakeholder needs and requirements.
3. Define Scope – the development of a detailed description of the project.
4. Create WBS – the subdivision of project deliverables into smaller manageable work packages.
5. Validate Scope – formalizing the acceptance of the completed project deliverables.
6. Control Scope – monitoring the status of the project scope and managing changes to the scope baseline.

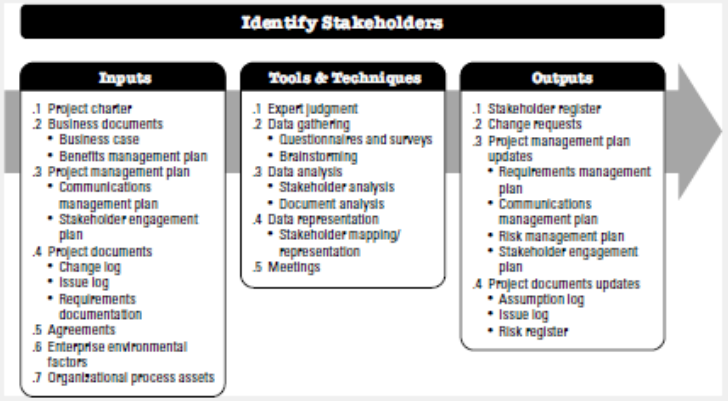
Project Stakeholder Management – includes the processes required to identify the people, groups or organizations that could impact or be impacted by the project, to analyze stakeholder expectations and their impact on the project, and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and execution. Stakeholders play an essential role in determining the success and failure of this

project. Identifying and involving them in the project from the inception is crucial. Based on PMI (2017, p. 503), "includes the process required to identify the people, groups, or organizations that could impact or be impacted by this project. The FGP along with the appropriate tools and techniques will assist to identify stakeholders, develop appropriate mechanisms to analyze expectations, and develop a strategy to engage with these. The four processes involved in Project Stakeholder Management occur throughout the five project process groups and PMI (2017) defines them as:

1. Identifying Stakeholders – the stakeholders regularly, analyzing and documenting relevant information regarding their interests, involvement, interdependencies, influence, and potential impact on project success. Figure 8 illustrates the inputs, tools, techniques, and outputs related to this process.

Figure 8

Plan Scope Management: Inputs, Tools & Techniques, and Outputs



Source: Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.507).

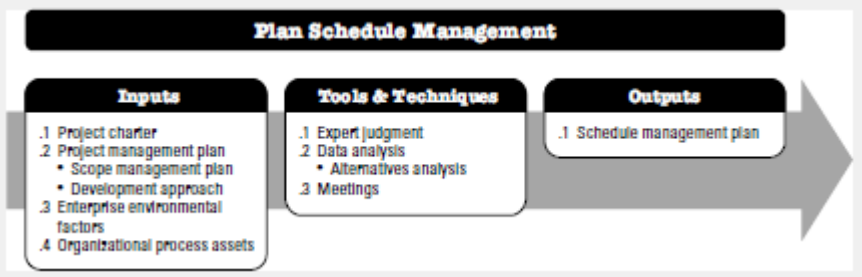
2. Plan Stakeholder Engagement –the process of developing approaches to involve project stakeholders based on their needs and expectation, interests, and potential impact on the project.
3. Manage Stakeholder Engagement – the process of communicating and working with stakeholders to meet their needs expectations, address issues, and foster appropriate stakeholder engagement involvement.
4. Monitor Stakeholder Engagement – the process of monitoring project stakeholder relationships and tailoring strategies for engaging stakeholders through the modification of engagement strategies and plan.

Project Schedule Management – This knowledge area is an integral aspect and the skills required for this knowledge area aids in analyzing and measuring of the time required for the completion of the project while performed during the planning, monitoring, and controlling process groups. This FGP enables the development of the leads and lags technique, which refers to advancement and delays with the project schedule without reducing the project scope (PMI, 2017). Data analysis techniques such as the schedule variance (SV), trend analysis, and the schedule performance index (SPI) will be used to determine, and assess the variation of the project from the schedule baseline, including the cost and scope of the project. The six processes in project schedule management, based on PMI (2017, p. 173) includes:

1. Plan Schedule Management – establishing the policies, procedures, and documentation for planning, developing, managing, executing, and controlling the project schedule.
2. Shown in Figure 9 is the integration of the inputs, tools, techniques, and outputs for this knowledge area.

Figure 9

Plan Schedule Management: Input, Tools & Techniques, and Outputs



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.179).

1. Define Activities – identifying and documenting the specific actions performed to produce the project deliverables.
2. Sequence Activities – identifying and documenting relationships among project activities.
3. Estimate Activity Duration – estimating the number of work periods needed to complete the individual activities with estimated resources.
4. Develop Schedule – the process of analyzing activity sequences, durations, resource requirements, and schedule constraints to create the project schedule.

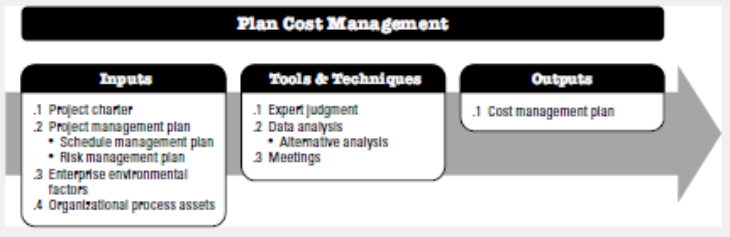
5. Control Schedule – the process of monitoring the status of the project to update the project schedule and manage changes to the schedule baselines.

Project Cost Management – includes the processes involved in planning, estimating, budgeting, financing, funding, managing and controlling costs so that the project can be completed within the approved budget and includes activities such as planning, budgeting, estimating, financing, funding, managing, and monitoring costs to make sure that the project finishes within the scheduled budget" (PMI, 2017, p. 231). Essentially, this process includes the Earned Value Analysis (EVA), which compares the actual schedule and cost performance, incorporates the cost, scope, and schedule baselines to establish the performance baselines and track and monitor its overall performance relative to scope, cost, and schedule constraints. The Project Cost Management Process defined in PMI (2017, p. 231) includes the following:

1. Plan Cost Management – this process defines the project costs, including the estimation, budgeting, managing, and monitoring of project-related costs. Performed at a particular point in the project, this knowledge area establishes the procedures, and policies appropriate for estimating the costs. Therefore, Figure10 shows the inputs, tools, techniques, and outputs related to this process.

Figure 10

Plan Cost Management: Inputs, Tools & Techniques, and Outputs



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.235).

2. Estimate Costs – the process of developing an approximation of the monetary resources needed to complete the work.
3. Determine Budget – the process of aggregating the estimated costs of individual activities or work packages.
4. Control Costs – the process of monitoring the project's cost, including changes to the cost baseline.

Project Quality Management – The Project Quality Management process includes the "processes for incorporating the organization's quality policy regarding planning, managing, and controlling project and product quality requirements to meet stakeholders' objectives" (PMI, 2017 p. 271). The FGP project quality requires the implementation of certified international labor professional qualifications. This knowledge area as part of the data presentation and analysis is the cost of quality (COQ), which includes:

- Prevention cost - preventing poor quality.
- Appraisal cost – evaluating and measuring quality as it relates to project deliverables.

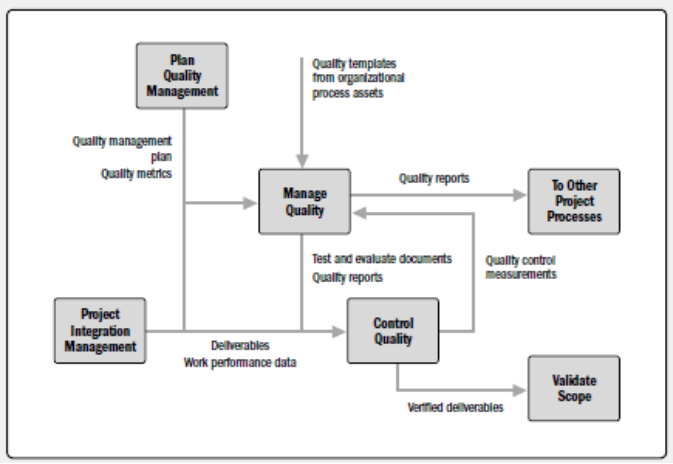
- Failure cost – the cost associated with non-conformance of deliverables.

The processes related to this knowledge area according to PMI (2017), follow the standard as follows:

1. Plan Quality Management – the process of identifying quality requirements and or standards for the project deliverables.
2. Manage Quality –translating the quality management plan into executable quality activities that incorporates the organization's quality policies into the project.
3. Control Quality – the process of monitoring and recording the results of executing the quality management activities to assess performance and ensure the project outputs are complete, correct, and meet consumer expectations. Figure 11 is the integration of the processes to the development of the quality management framework.

Figure 11

Major Project Quality Management Process Interrelations



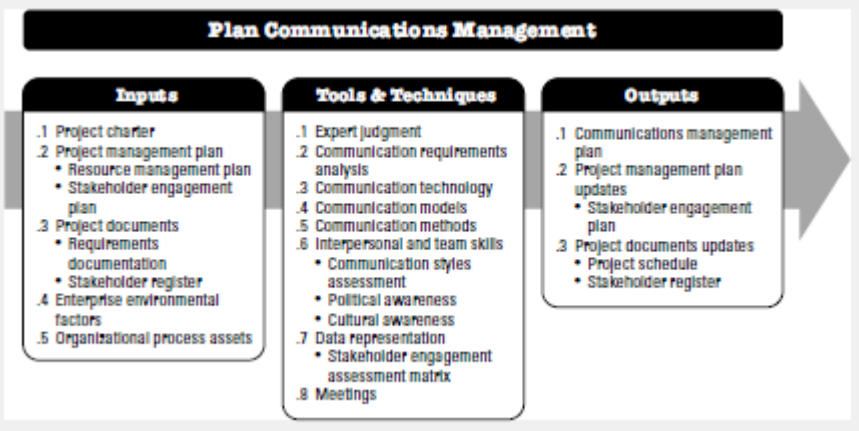
Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p. 273).

Project Communications Management – includes the processes that are required to ensure timely and appropriate planning, collection, creation, distribution, storage, retrieval, management, control, monitoring and the ultimate disposition of project information. This knowledge area involves developing and implementing an effective communication strategy that meets the needs of the project stakeholders. This vital process communicates project scope, milestones, and progress. PMI (2017, p. 259) defines project communication processes as:

1. Plan Communication Management – is the process of developing an appropriate approach and plan for project communication activities based on the information needs of each stakeholder by the identification of stakeholders and determining their project influence. The inputs, tools, techniques, and outputs required for this process are shown in Figure 12.

Figure 12

Plan Communications Management: Input, Tools & Techniques and Outputs



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.366).

2. Manage Communications – the process of ensuring timely and appropriate collection, creation, distribution, storage, retrieval, management, and monitoring of project information.
3. Monitor Communications – the process of ensuring the information needs of the project and stakeholders.

The representation of the data implies the responsibility assignment matrix (RAM), which according to PMI (2017, p. 317), "illustrates the connections between work packages, or activities, and project team members". The RACI (responsible, accountable, consult and inform) chart as shown in Figure 13 is another method to assign roles and responsibilities.

Figure 13

Sample RACI Chart

RACI Chart	Person				
Activity	Ann	Ben	Carlos	Dina	Ed
Create charter	A	R	I	I	I
Collect requirements	I	A	R	C	C
Submit change request	I	A	R	R	C
Develop test plan	A	C	I	I	R
	R = Responsible A = Accountable C = Consult I = Inform				

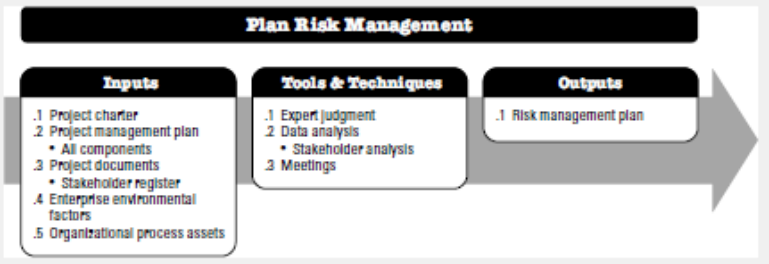
Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p. 317).

Project Risk Management – include the processes of conducting risk management planning, identification, analysis, response planning and controlling risk on a project. And these processes occur within the planning, executing, monitoring, and controlling process groups of this FGP. The Project Risk Management processes according to PMI (2017), includes the following:

1. Plan Risk Management – is a process of defining how to conduct risk management activities for a project. It involves identifying risks, their impact, and the probability of occurring. The development of the process follows the below standard in Figure 14 established by PMI (2017) as shown.

Figure 14

Plan Risk Management: Inputs, Tools & Techniques, and Outputs

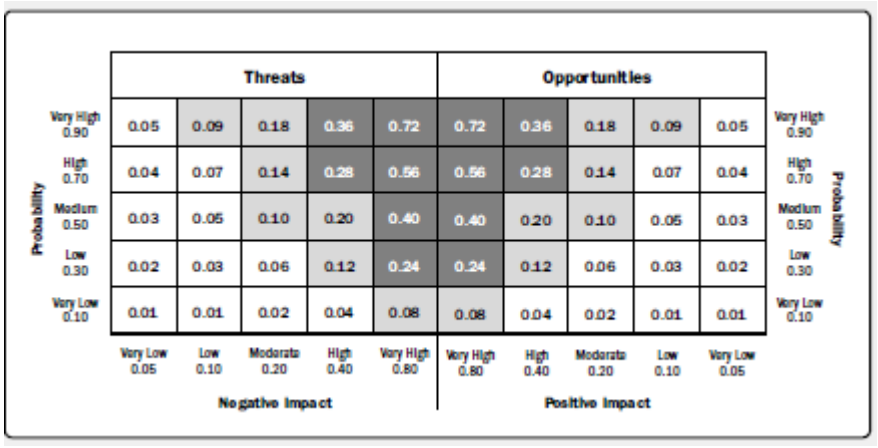


Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p. 401).

2. Identify Risks – the process of identifying individual project risks, sources of overall project risk and documenting their characteristics.
3. Perform Qualitative Risk Analysis – the process of prioritizing individual project risks for further analysis or action by assessing their probability of occurrence and impact.
4. Perform Quantitative Risk Analysis – the process of numerically analyzing the combined effect of identified individual project risks and other sources of uncertainty on overall project objectives. To identify and measure the impact of the project risks the probability matrix. will prioritize and evaluate the probability of the risk occurring. The results and analysis from the matrix will build a framework to develop the appropriate risk response and tracking measures. Figure 15 establishes a sample framework for the measurement and assessment of project risks.

Figure 15

Example Probability and Impact Matrix with Scoring



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p. 408).

5. Plan Risk Responses – the process of developing options, selecting strategies, and agreeing on actions to address overall project risk exposure, and treat.
6. Implement Risk Responses – the process of implementing agreed-upon risk response plans.
7. Monitor Risks – this is a process of monitoring the implementation of agreed risk response plans, tracking identified risks, identifying and analyzing new risks, and evaluating risk response effectiveness throughout the project.

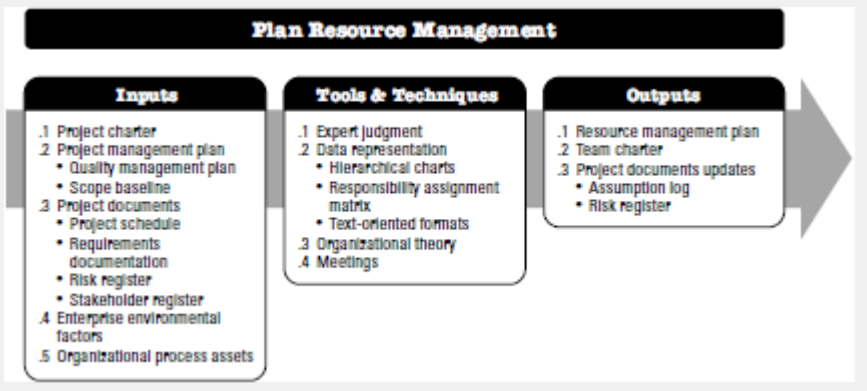
Project Resource Management – includes the processes that organize, manage and lead the project resources. The Project Resources Management processes include the following as defined by PMI (2017):

1. Plan Resource Management – the process of defining, estimating, managing, and utilizing the project's physical resources of the necessary project resources, which

takes into account the project costs, schedule, risk, and quality. Figure 16 below shows the integrated tools and techniques of this process.

Figure 16

Plan Resource Management: Inputs, Tools and Techniques, and Outputs



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p. 213).

2. Estimate Activity Resources – the process of estimating team resources and the type and quantities of material, equipment, and supplies necessary to perform work.
3. Acquire Resources – the process of obtaining team members, facilities, equipment, materials, supplies, and other resources necessary to complete the work.
4. Develop Team – the process of improving competencies, team member interaction, and the overall team environment to enhance project performance.
5. Manage Team – the process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimize project performance.

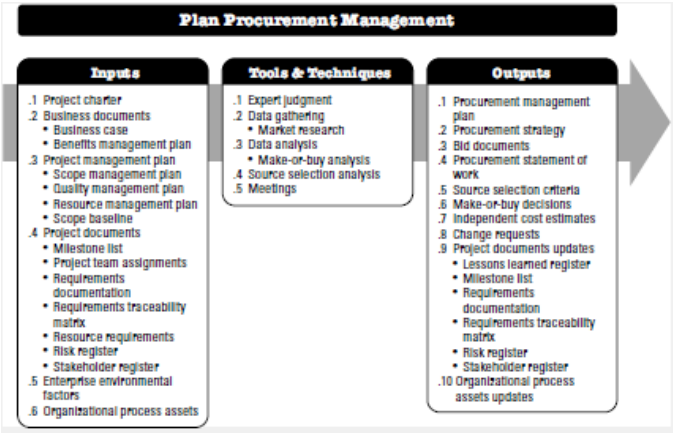
6. Control Resources – the process of ensuring that the physical resources assigned and allocated to the project are available as intended, as well as monitoring the planned versus actual use of resources and performing corrective action as necessary.

Project Procurement Management – includes the processes necessary to purchase or acquire products, services, or results needed from outside the project team. This FGP will outline a procurement process, policies, procedures, and guidelines. Additionally, data analysis requirements for the monitoring and controlling procurement relative to the project deliverables are also important elements. The processes related to this knowledge area based on PMI (2017, p.459):

1. Plan Procurement Management – the process of documenting project procurement decisions, specifying the approach, and identifying potential sellers. The inputs, tools, techniques, and outputs that relate to this process are shown in Figure 17.

Figure 17

Plan Procurement Management: Inputs, Tools & Techniques, and Outputs



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p. 466).

2 Conduct Procurements – the process of obtaining seller responses, selecting a seller, and awarding a contract.

3 Control Procurements – the process of managing procurement relationships, monitoring contract performance, making changes and corrections as appropriate, and closing contracts.

4 The tools and techniques that will be used will assist in determining the appropriate contract types for the project. The technical requirements, quality, standards, schedule, and cost are key determinants throughout the planning, executing, monitoring, and controlling processes.

2.2.6 Project life cycle

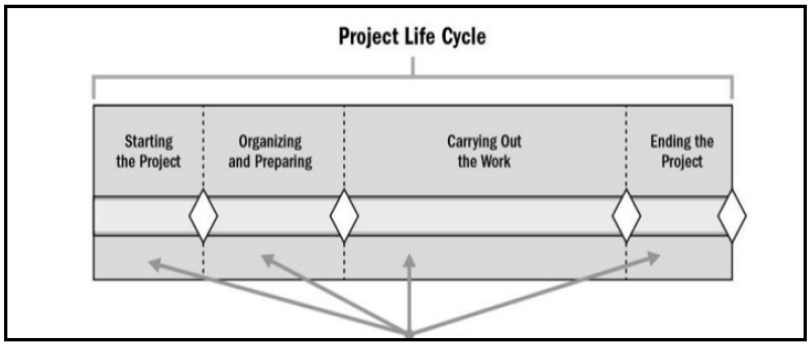
"A project life cycle is a series of phases that a project passes through from start to completion, which is a collection of logically related project activities that culminates in the completion of one or more deliverables" (PMI, 2017 p. 547). Generally, the primary project

life cycle structure based on PMI (2017 p. 548) includes starting the project, organizing and preparing, carrying out the work, and closing the project.

Figure 18 below displays how cost and staffing levels change through each generic project life cycle phase.

Figure 18

Generic Depiction of Project Life Cycle



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.5485).

2.2.7 Company strategy, portfolios, programs and projects

This FGP will only complete the first two phases. The actual execution phase of implementing the Sport Education Platform and closing activities will be completed through another project.

3 METHODOLOGICAL FRAMEWORK

3.1 Information sources

An information source is the origin of information that might inform a person about something on providing knowledge (Sources of Information, 2018). In this case, the quality of information via the published or recorded documents of knowledge for this FGP are to be assessed through primary or secondary sources.

3.1.1 Primary sources

According to McEwan (n.d.), primary sources of information are firsthand accounts or records of activity as they happened. These first-hand, original accounts of information are directly related to the FGP and have not been interpreted or analyzed by anyone else. They are used to gather information such as the scope, schedule, budget, risks, etcetera to track the FGP's progress and identify any potential challenges.

3.1.2 Secondary sources

Secondary sources of information according to Underwood (n.d.), are those which are either compiled from or refer to primary sources of information. The original information having been casually modified selected or reorganized so as to serve a definite purpose for a group of users and contains information arranged and organized on the basis of some organized repackaged knowledge rather than new knowledge.

For this FGP, secondary information sources will be a valuable resource at all stages of the project life cycle as they are used to identify and assess risks, develop the various project subplans, and make informed decisions about the FGP.

Figure 19

Information Sources

Objectives	Information Sources	
	Primary	Secondary
To develop a Project Charter to delineate a clear guidance from initiation to closing of the project.	Interview/ surveys, brainstorming sessions with Sport Business and Education stakeholders, project planning meetings with project team members, Interviews and consultations with and participation in meetings of Sport Education experts.	The PMBOK Guide for information on project management standards, Professional organizations websites such as PMI for information on project management best practices, Microsoft Project Tool, Template provided on the campus for a starting point for planning the charter.
To outline a Scope Management Plan to ensure the inclusion of all the work that is required for a successful completion.	Project charter, Business requirements document, User stories, Subject matter expert interviews,	PMBOK Guide, Microsoft Project, Project scope management templates, Professional organizations websites, Legislation

	Stakeholders Workshops, interviews.	Newspaper Reports, Reports on Sport Education Requirements, Sport Business Requirements, Demographic data.
To create a Stakeholder Management Plan to engage stakeholders throughout the project based on an analysis of their needs, interests and potential impact.	Project charter, WBS, Project scope statement, Dependency relationships, Risk register, Resource estimates. Board meetings, feedback mechanisms, escalation procedures, roles and responsibilities, stakeholder satisfaction metrics.	PMBOK Guide as textbook, Microsoft Project Tool, Professional organizations websites
To construct a Schedule Management Plan by establishing the timeframes with the corresponding scheduling	Project charter, WBS, Resource estimates, Cost estimates, Project	Sport education historical data, Sport education industry benchmarks,

tools and techniques to manage the timely execution of the project.	schedule Tool, Sport Expert judgment	Professional organizations websites.
To create a Cost Management Plan by defining the processes for the development and approval of the budget.	Sport Expert judgment, Project charter, WBS, Resource estimates, Cost estimates, Project schedule.	Sport education historical data, Sport education industry benchmarks, Professional organizations websites.
To create a Quality Management Plan to identify and include the quality requirements to meet stakeholders' expectations.	Project scope statement, WBS, Quality standards and specifications, Project schedule, Resource estimates, Risk assessment, Project budget	PMBOK Guide, Sport education standards and guidelines, Team expertise, Lessons learned from previous projects
To create a Risk Management Plan to identify possible risks and the appropriate risk-responses to minimize the likelihood of their occurrence.	Stakeholders' meetings, Project charter, expertise and experience of team.	Sport industry best practices, PMBOK Guide, Risk management standards and guidelines.

To create a Resource Management Plan to identify, obtain, and manage all resources and services needed for the project execution and completion.	Project charter, WBS, Resource estimates, Risk assessments.	The PMBOK Guide, Microsoft Project Tool, Sport associations and communities, Policies and procedures, Historical data, Subject matter expertise

Note. Data compiled by author on the 7th of October 2023.

3.2 Research methods

Research methods are those investigative techniques whereby data are generated and analyzed, whether this be in controlled experiments, observational studies, or the field of operations (Tomlinson, 2010). Regarding this FGP, applied research methods designed to solve a specific problem or answer certain questions, will be used (Surbhi, 2018). This would allow for the application of the PMI standard practice guidelines for project management to the design, and execution of this FGP. However, to seek a reliable and valid methodological framework for the FGP content, the following research techniques methods will be used:

Content Analysis method

According to Durmic (2020), content analysis enables a systematic and objective process of making replicable and valid results from any type of written data, where results are linked to contexts of their use. For the FGP, this is a suitable method for analyzing data collected in the form of a text. The process for performing the content analysis through the decontextualization; recontextualization; categorization and compilation is also adopted.

For this FGP, in the first step (decontextualization) familiarization with the topic is to be analyzed. As part of the second step (recontextualization) the content is to be read again to mark the aspects that cover the topic of research. Unimportant information that doesn't correspond to the FGP topic and research questions is to be discarded. The third step (categorization) will consist of the departmentation into activities for specific objectives,

goals, and outcomes to be achieved. Finally, in the fourth step (compilation) the analysis results are to be given a meaning and conclusions are to be written up.

Qualitative research method

As mentioned in Williams (2021), there are qualitative research methods which are descriptive methods that obtain data based on engaging in thematic analysis or interpretive patterns to interpret data. Qualitative methods help with the collection of descriptive assessments and convey more detailed, subjective information on attitudes and other constructs. These methods describe a state of affairs, and thus help to deliver a deeper understanding of a situation (Hinze & Hinze, 2017).

For this FGP, the qualitative method through focus groups (group discussions), individual interviews, and participation/observations justifies the importance by focusing on the impact of its development as its suitable to:

- accurately understand the particular context of sport education and the impact of such a platform.
- find out how groups evaluate the particular circumstances and expectations in the context of sport education.

Figure 20

Research Methods

Objectives	Research methods

	Content Analysis	Qualitative Method
To develop a Project Charter to delineate a clear guidance from initiation to closing of the project.	Identify and collect data information that outlines the key elements of the project, such as the project goals, objectives, scope, stakeholders, and risks	Analysis of existing data to identify trends, patterns, and areas of need, Conduct interviews with stakeholders to assess their needs, expectations, gather feedback and concerns, and Send out surveys to ask stakeholders about the priorities for the project, their satisfaction and ideas for improvement.
To outline a Scope Management Plan to ensure the inclusion of all the work that is required for a successful completion.	Analysis of the information gathered from the Project Charter, Stakeholder Register, Requirements Traceability Matrix, and Project Scope Statement.	To obtain information that will inform the development, and understanding of the scope of the project
To create a Stakeholder Management Plan to engage stakeholders throughout the project based on an analysis of	The information obtained from this method aids with understanding stakeholder needs and expectations.	The information obtained from this method would aid in the identification of

their needs, interests and potential impact.		stakeholders, expectations, needs, identify, plan, manage and monitor stakeholder engagements.
To construct a Schedule Management Plan by establishing the timeframes with the corresponding scheduling tools and techniques to manage the timely execution of the project.	Analysis of the information gathered from the Scope Baseline, Project Scope Statement, Activity List, Activity Resource Requirements, Project Network Schedule Diagram, Activity Duration Estimates and Project Schedule.	To receive information on the expectation and value of each project deliverable, which would input into the development of the project schedule
To create a Cost Management Plan by defining the processes for the development and approval of the budget.	Analysis of the information gathered from the Scope Baseline, Project Schedule, Activity Cost Estimate, and Project Funding Requirements.	The information obtained would aid in the development of the budget. This would include the interview of experts and key stakeholders.
To create a Quality Management Plan to identify and include the quality requirements to meet stakeholders' expectations.	Analysis of the information gathered from the Scope Baseline, Schedule Baseline, Cost Baseline, Stakeholder Register, Requirements Documentation, Quality	The interview with key stakeholders, users, and experts would assist with the identification of the

	Metrics, Process Improvement Plan and Quality Checklist	quality requirements for the project.
To create a Risk Management Plan to identify possible risks and the appropriate risk-responses to minimize the likelihood of their occurrence.	Analysis of the information gathered from the Cost Management Plan, Schedule Management Plan, Quality Management Plan, Scope Baseline, Activity Cost Estimates, Activity Duration Estimates, Risk Register and Project Documents.	The information obtained from this method aids with the analysis of risks and the development of the appropriate risk response measure.
To create a Resource Management Plan to identify, obtain, and manage all resources and services needed for the project execution and completion.	The information obtained from this method would utilize the standard management practice to develop the Resource & Procurement Management Plan.	The information obtained from this method aids to estimate, acquire, develop, manage, and control resources related to the project. In addition, interviews with key experts, stakeholders, and the data used to support the Resource Management Plan.

Note. Data compiled by author on the 7th of October 2023.

3.3 Tools

Tools are methods, resources or various approaches and technologies to be used to plan, execute, monitor, and control projects (Maserang,2022). For this FGP, the following approach to the use of different tools will be flexible and adaptable throughout the FGP lifecycle:

- Expert Judgement – judgment provided based upon expertise in an application area, knowledge area, discipline, industry, etc., as appropriate for the activity being performed (PMI, 2017, p.79).
- Meetings – conducted within the structured way among the project team or project stakeholders to either obtain or share information.
- Focus Group Interview – stakeholders, brought together based on a specific subject to obtain specific project information.
- Brainstorming – is a technique used to identify a list of ideas in a short period, conducted in a group setting (PMI, 2017, p.80).
- Interview –to obtain information from key stakeholders by asking a series of questions.
- Questionnaire – written sets of questions designed to quickly accumulate information from a large number of respondents (PMI 2017, p.718)
- Document analysis – the technique used to assess and evaluate project documents.
- Benchmarking – the comparison of actual or planned products, processes, and practices to those of comparable organizations to identify best practices, generate

ideas for improvement, and provide a basis for measuring performance (PMI, 2017, p. 699)

- Variance analysis – a technique for determining the cause and degree of difference between the baseline and actual performance (PMI 2017, p. 725)
- Multi-criteria analysis – the technique utilizes a decision matrix to provide a systematic analytical approach for establishing criteria, such as risk levels, uncertainty, and valuation, to evaluate and rank many ideas (PMI 2017, p. 711).
- Decomposition – a technique used for dividing and subdividing the project scope and project deliverables into smaller more manageable parts (PMI 2017 p. 704).
- Critical path method – the sequence of activities that represents the longest path through a project, which determines the shortest possible duration (PMI 2017, p 704)
- Schedule network analysis – a technique to identify early and late start dates, as well as early and late finish dates, for uncompleted portions of project activities (PMI 2017, p. 722)
- Analogues estimating – a technique for estimating the duration or cost of an activity or a project using historical data from a similar activity or project (PMI 2017 p.699).
- Parametric estimating – an estimating technique in which an algorithm calculates cost or duration based on historical data and project parameters (PMI 2017 p. 712).
- Root-cause analysis – an analytical technique used to determine the basic underlying reason that causes a variance, defect, or risk (PMI 2017. p. 721).
- Audits – an objective evaluation of a project.
- Process analysis – an analytical technique to evaluate a series of project processes.

- Logical data model – a database that describes the information or data to be collected.
- Flowcharts – the depiction in a diagram format of the inputs, process actions, and outputs of one or more processes (PMI 2017, p. 707).
- Cost of quality – all cost incurred over the life of the product by investment in preventing nonconformance to requirements (PMI 2017, p.703)
- Cost-benefit analysis – a financial analysis tool used to determine the benefits provided by a project against its cost (PMI 2017, p. 703).
- Cost aggregation – summing the lower-level cost estimates associated with the various work packages for a given level within the project's WBS (PMI 2017, p. 703).
- Resource breakdown structure – a hierarchical representation of resources by category and type (PMI 2017, p. 719)
- Interpersonal skills - Interpersonal skills are the behaviors and tactics a person uses to interact with others effectively. Interpersonal skills range from communication and listening to attitude and deportment.
- Stakeholder engagement matrix – is a matrix that identifies project stakeholders their power and interest or power and influence.
- Stakeholder analysis – is a technique of systematically gathering and analyzing quantitative and qualitative information to determine how to account for the stakeholder interest throughout the project (PMI 2017, 723).
- Checklist – is a list of completed project activities or actions.

- SWOT Analysis – analysis of strengths, weaknesses, opportunities, and threats of an organization (PMI 2017, p. 724).
- Risk categorization – a group of potential causes of risks (PMI 2017, p. 720)
- Probability and impact assessment - an analysis of the probability of occurrence as it relates to project risks.
- Stakeholder mapping – the process of outlining all stakeholders in a project on a map.
- Earned value analysis – an analysis of data related to scope, schedule, and resources.

Figure 21

Tools

Objectives	Tools
To develop a Project Charter to delineate a clear guidance from initiation to closing of the project.	- Brainstorming - Interviews - Expert judgment, - Meetings - Stakeholder Meeting management - Project charter Template.
To outline a Scope Management Plan to ensure the inclusion of all the work that is required for a successful completion.	Plan Scope Management: - Expert Judgment - Meetings Collect Requirements: - Interviews - Brainstorming - Benchmarking Define Scope: - Expert Judgment - Facilitated Workshops Create WBS: - Expert Judgment - Decomposition Validate Scope: - Group Decision Making Techniques Control Scope: - Variance Analysis

To create a Stakeholder Management Plan to engage stakeholders throughout the project based on an analysis of their needs, interests and potential impact.	Identify Stakeholders: - stakeholder mapping Plan Stakeholder Engagement: - stakeholder analysis - power and interest matrix, power and influence matrix. Manage Stakeholder Engagement: - stakeholder engagement matrix Monitor Stakeholder Engagement: - stakeholder analysis, stakeholder engagement matrix
To construct a Schedule Management Plan by establishing the timeframes with the corresponding scheduling tools and techniques to manage the timely execution of the project.	Plan Schedule Management: - Expert Judgment - Analytical Techniques Define Activities: - Expert Judgment - Decomposition Sequence Activities: - Precedence Diagramming Method - Dependency Determination - Leads and Lags Estimate Activity Resources - Expert Judgment

	- Bottom-up Estimating Estimate Activity Durations - Expert Judgment - Three-Point Estimating Develop Schedule - Critical Path Method - Critical Chain Method - Schedule Compression Control Schedule - Performance Review - Schedule Compression
To create a Cost Management Plan by defining the processes for the development and approval of the budget.	Plan Cost Management - Expert Judgment - Analytical Techniques Estimate Costs - Expert Judgment - Bottom-up Estimating Determine Budget - Cost aggregation - Reserve Analysis Control Costs - Earned Value Management (EVM) - Forecasting

To create a Quality Management Plan to identify and include the quality requirements to meet stakeholders' expectations.	Plan Quality Management - Brainstorming - Benchmarking Perform Quality Assurance - Quality Audits - Process Analysis Control Quality - Inspection - Approved Change Request Review
To create a Risk Management Plan to identify possible risks and the appropriate risk-responses to minimize the likelihood of their occurrence.	Plan Risk Management: - Analytical techniques - Expert judgment Identify Risks - Information gathering techniques - Risk Breakdown Structure (RBS) Perform Qualitative Risk Analysis - Risk probability and impact assessment - Probability and impact matrix Perform Quantitative Risk Analysis: - Quantitative risk analysis and modeling techniques Plan Risk Responses: - Contingent Response Strategies Control Risks

	- Risk Reassessment - Risk Audits - Variance and Trend Analysis - Reserve Analysis • Meetings
To create a Resource and Procurement Management Plan to identify, obtain, and manage all resources and services needed for the project execution and completion.	Plan Resource Management: - Expert judgment - Market Research Estimate Resource Management: • market research, make-or-buy analysis, source selection analysis, proposal evaluation, advertising, performance reviews, earned value analysis, trend analysis. Acquire Resources: • resource breakdown structure Develop Team: • interpersonal team skills Manage Team: • responsibility assignment matrix Control Resources: • Meetings, • Expert judgment • performance reviews.

Note. Data compiled by author on the 7th of October 2023.

3.4 Assumptions and constraints

According to the PMI (2017), an assumption is “a factor in the planning process to be true, real, or certain without proof or demonstration”. These are expected events or circumstances during the FGP project’s life cycle based on the information available on hand. Assumptions may not end up being true, making them to be false and may negatively affect a project, adding risk to it.

Project constraints are limitations, factor that limits the options for managing the project (PMI, 2017). The PMBOK Guide recognizes six project constraints: scope, quality, schedule, budget, resources, and risk. Out of these six, scope, schedule, and budget are known as the triple constraints. Constraints are defined at the beginning of the FGP, and are set boundaries to work within. Business and technical constraints are two types to be mentioned (Usmani, 2022). Business constraints are high-level constraints and often defined when the project starts, like time, budget, and resources. Technical constraints limit the design choices. They are fixed, and any change to the technical specifications can affect the FGP planning (Usmani, 2022).

Figure 22

Assumptions and Constraints

Objectives	Assumptions	Constraints
To develop a Project Charter to delineate a clear guidance from initiation to closing of the project.	All required approvals will be obtained in a timely manner,	The project must be completed within a specific scope,

	The project is necessary and will deliver value to sports education, All project stakeholders are on board, All necessary resources, including budget, personnel, and equipment is accessible, The project team possesses the necessary skills and experience to complete the project successfully, and The external environment will remain stable and predictable.	The project must be completed within the specific timeframe, The project must be completed within the specific budget, The project must be completed with the resources that are available, The project must meet certain quality standards, and The project is executed within a specific risk tolerance.
To outline a Scope Management Plan to ensure the inclusion of all the work that is required for a successful completion.	Well-defined project scope including all requirements, The project team possesses the necessary skills and experience, All stakeholders are on bard with the goals, The project will have access to all necessary	Changes in project scope as project progress, The project must be completed within a specific deadline and using certain resources, All stakeholders' needs must be met, Limited budget, and

	resources, including budget, time, and equipment, and There will be no major unforeseen risks or challenges.	Compliance with specific regulations or standards.
To create a Stakeholder Management Plan to engage stakeholders throughout the project based on an analysis of their needs, interests and potential impact.	All stakeholders are identified and prioritized accordingly, Communication and engagement will be effective and timely, Stakeholders understand and support the objectives, and Stakeholders are willing and able to provide the necessary resources and support.	Stakeholder requirements and level of interest may change during the project, Lack of resources or expertise to manage stakeholders effectively, Limited budget for stakeholder engagement activities, Time constraints for developing and implementing the stakeholder management plan, and Complex or conflicting stakeholder interests.
To construct a Schedule Management Plan by establishing the timeframes with the	An achievable Project Schedule Plan is developed,	The project not completed in the stipulated timeframe,

corresponding scheduling tools and techniques to manage the timely execution of the project.	The scope is well-defined and will not change significantly, All required resources will be available as needed, Team has the necessary skills and experience, and There will be no unforeseen delays.	The project budget and availability of resources, Regulatory requirements and Expertise limitations.
To create a Cost Management Plan by defining the processes for the development and approval of the budget.	A detailed project budget is developed, The project scope is well-defined and will not change significantly, The team has the necessary skills and experience to complete project on time and within budget, Required resources will be available as needed. Estimates for costs and durations are accurate, and	Not enough financial resources are available to complete the project, The deadline is fixed. Limited resources, compliance with certain regulatory requirements, and The project must be completed within a certain time frame in order to meet market demand.

	There will be no unexpected disruptions to schedule or budget.	
To create a Quality Management Plan to identify and include the quality requirements to meet stakeholders' expectations.	The project has a clear and well-defined scope, The team has the necessary skills and experience, Access to the necessary resources, including budget, time, and services, Stakeholders have realistic expectations, and The risks are well-managed.	Quality requirements may change based on alternations with the project scope and cost, Regulatory constraints, Limited budget, Tight deadline, and Lack of team experience.
To create a Risk Management Plan to identify possible risks and the appropriate risk-responses to minimize the likelihood of their occurrence.	The team has the experience to identify, assess, and manage risks, The project has a clear and well-defined scope, The project has a realistic schedule and budget,	Unforeseen risks are liable to develop as the project progresses, Unfamiliarity with risk management processes, Limited time and resources, Lack of stakeholder support, and Complexity of the project

	The project has the support of stakeholders, and The team has access to the necessary resources to manage risks.	
To create a Resource Management Plan to identify, obtain, and manage all resources and services needed for the project execution and completion.	Necessary funds will be available, Providers will meet the schedule and quality requirements, All providers will obtain the necessary permits and approvals, The project team will have access to staff, equipment, facilities, and There will be no unexpected changes to the project's scope.	Specific regulatory requirements, Fixed budget, Fixed deadline, Availability of skills and resources, and Provider contracts.

Note. Data compiled by author on the 7th of October 2023.

3.5 Deliverables

PMI (2017) describes a deliverable as “any unique and verifiable product, result or capability to perform a service that is produced to complete a process”. Thus, any tangible or intangible product, service, or result that must be produced to complete this FGP and help to ensure that the goals and objectives are met.

Figure 23

Deliverables

Objectives	Deliverables
To develop a Project Charter to delineate a clear guidance from initiation to closing of the project.	The Project Charter: Project scope statement, Project objectives, Project milestones and schedule, Project budget, Project team, Project background and rationale, Project risks and mitigation strategies and Project approval signatures
To outline a Scope Management Plan to ensure the inclusion of all the work that is required for a successful completion.	The Scope Management Plan: Scope statement, Work breakdown structure (WBS), Scope verification plan such as reviewing project deliverables, conducting walkthroughs, and obtaining approvals from stakeholders, Scope control plan such as submitting and approving change requests, updating the project schedule and budget, and communicating changes to stakeholders; Scope assumptions and constraints.
To create a Stakeholder Management Plan to engage stakeholders throughout the project based on an analysis of their needs, interests and potential impact.	The Stakeholder Management Plan: Stakeholder register, Stakeholder communication plan, Stakeholder engagement plan, Stakeholder management strategy such as identifying the key stakeholders, assessing their needs and expectations, and developing strategies to address them, Stakeholder power/interest matrix, Stakeholder

	conflict management plan, Stakeholder satisfaction survey
To construct a Schedule Management Plan by establishing the timeframes with the corresponding scheduling tools and techniques to manage the timely execution of the project.	The Schedule Management Plan: Project schedule, Performance measurement baseline, Schedule change management plan, Schedule reporting plan, Schedule assumptions and constraints, Schedule management roles and responsibilities.
To create a Cost Management Plan by defining the processes for the development and approval of the budget.	The Cost Management Plan: Cost estimate, Budget, Cost control plan, Cost reporting, Unit costs, earned value management (EVM), Cost contingency plan.
To create a Quality Management Plan to identify and include the quality requirements to meet stakeholders' expectations.	The Quality Management Plan: Quality policy, Quality objectives, Quality criteria, Quality control and quality assurance activities, Quality reports plan.
To create a Risk Management Plan to identify possible risks and the appropriate risk-responses to minimize the likelihood of their occurrence.	The Risk Management Plan: Risk register, Risk assessment matrix, Risk response plan, Risk monitoring and control plan, Risk management process, Risk management roles and responsibilities, Risk reporting plan.
To create a Resource Management Plan to identify, obtain, and manage all resources	The Resource Management Plan: Resource list, Resource requirements, Resource allocation plan,

and services needed for the project execution and completion.	Resource schedule, Resource budget, Resource risk and mitigation plan, Resource change management process.

Note. Data compiled by author on the 7th of October 2023

4 RESULTS

4.1 Today´s sport education environment in Paramaribo

Paramaribo's growing interest in sports creates fertile ground for launching a successful sport education initiative. However, navigating the current landscape demands a well-defined strategy. This is supported by exploring an economically viable and user-centric sport education platform as a solution within the education environment (Liedtka, 2018). The Bureau of Statistics Suriname (2018) indicate that about 30% of the population is actively involved in sport as shown in figure 24.

Figure 24

Persons participating in sports

Persons participating in sports (P= 501,708)	
Sport	**18-55**
Walking/Running	38001
Fitness etc.	23840
Dans	6175
Individual Ballgames	13987
Team Ballgames	49952
Swimming	19452
Contact sport	3782
Other Sport	6580
Total	161769

Note. Data compiled by author on the 5th of December 2023.

Also, the ministry of Sport in Suriname has provided a strategic document to guide a new era for the development of sport. Despite the fact that the aforementioned document outlines plan to enhance and stimulate education, the current state of Sport Education in Suriname is fragmented and uncoordinated; at present there is no standardization in sport

education programs that are responsible for strategically providing sport education to the community.

The identification of the sport community in Paramaribo, the target audience, has been observed to understand and collect ideas about its needs and context. Based on the demographics and trends, some potential profiles of the ideal users for the sports education platform in Paramaribo were created which includes their demographics, needs, pain points, and motivations as shown in the table 7 below:

Figure 25

Buyer Persona

Buyer Persona				
	Aspiring athlete	Fitness-Focused Professional	Sport Coach	Enthusiast Student
Demographics:	Male, 15-22 years old, passionate about football, dreams of playing professionally.	Female, 28-40 years old, busy professional with active lifestyle, enjoys variety in workouts.	Male, 35-50 years old, experienced coach in swimming, passionate about community development.	18-25 years old, secondary or tertiary education level student, potentially interested in sports scholarships or professional careers.

Needs:	Personalized training plans for strength and conditioning specific skills, access to qualified coaches with professional experience, performance analysis tools, video tutorials, motivational content.	Convenient and flexible workout routines, focus on strength training and functional fitness, personalized recommendations based on fitness level and goals, integration with wearable devices, progress tracking tools.	Tools for managing training programs and athletes' data, access to online coaching resources and professional development materials, platform for connecting with other coaches and sharing best practices.	Access to qualified instructors, well-structured curriculum, practical training opportunities, focus on sports science), guidance on career paths, internship opportunities, job market insights, access to scholarships, grants, or flexible payment options, online learning platforms, mobile apps, access to sports technology tools.

Motivations:	Improve skills to impress scouts, gain a competitive edge, secure scholarships, ultimately pursue a professional career.	Maintain a healthy lifestyle despite busy schedule, improve overall fitness and well-being, manage stress and boost energy levels, find a supportive community.	Improve coaching skills and knowledge, support athletes' development and reach their full potential, contribute to the growth of sports in the community, build a network of like-minded coaches.	Deep love for specific sports, desire to improve skills and knowledge, pursue a career in sports coaching, sport movement, improve physical fitness, learn about exercise science and lifestyles, build confidence, discipline, teamwork skills, and leadership qualities, connect with other sports enthusiasts, build networks, and be part of a

				supportive community.
Challenges:	Finding quality coaching, overcoming plateaus, managing injuries, balancing training with academics.	Finding time for exercise, staying motivated with routine workouts, adapting routines to busy schedules and travel, managing costs of fitness memberships.	Finding affordable coaching resources and professional development opportunities, managing administrative tasks and athlete communication, accessing technology and online tools.	Difficulty accessing quality sports facilities, equipment, and qualified trainers, high cost of tuition, equipment, and travel for programs and competitions, limited understanding of career options and pathways in the sports industry, juggling education, sports training, and part-time work can be

				demanding, societal biases against female participation in certain sports or leadership roles.

Note. Data compiled by author on the 9th of December 2023.

It is important to empathize with the sport community throughout the design process of this platform, so that its needs, thoughts, emotions and motivations can be understood (Gekeler, 2019). During observations and as mentioned in the Strategy for Sport 2020-2026, the sport community is unique and offers opportunities for social interaction, cultural expression, and personal development, while contributing to the overall society in terms of:

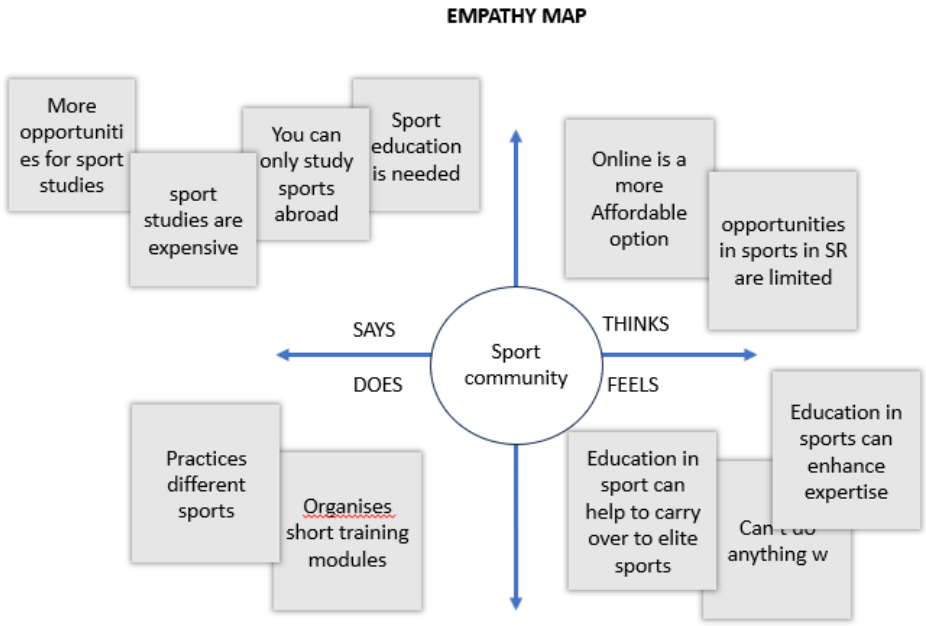
- Cultural diversity of a multi-ethnic society, with populations of African, Javanese, Indian, Chinese, European, and indigenous descent reflected in the sporting landscape;
- Tropical landscape with its diverse ecosystems and rural communities, which influences the types of sports practiced;
- Socio-economic Context: which has shaped its sporting culture; and
- Resilience and Innovation facing the adaptability and resourcefulness in practicing sports.

Thorough analysis and synthesis of the data collected within the community, was conducted after engaging with, observing and documenting the specific details that various

groups related to the profiles mentioned above so that these could be fully appreciated. Herewith, the empathy map as shown in figure 26 aids more insights of what the community members said, thought, did and felt during focused sessions. While it was relatively easy to record what was said and done, it required a bit more analysis to record what was thought and felt.

Figure 26

Empathy Map



Note. Data compiled by author on the 5th of August 2023.

This resulted in the need of effective means to engage in quality, affordable and culturally relevant education methods in order to adapt and thrive within the sport community. By understanding what resonates and attract a diverse and engaged user base

within the sports community in Paramaribo, a sport education platform can therefore be tailored with specific features and approaches.

4.2 Describe the pre-feasibility indicators for successful launch of the platform

Through assessment of the service, organization, technical, financial and legal feasibility indicators, more insights can be gained into the potential success of the sport education platform before its launch. This information will be crucial in guiding the development efforts and increasing the chances of success.

Service Feasibility

- The service that is proposed for this project is setting up a Sport Education Platform. The platform will be hosted through the AM Academy as physical site for gatherings and study meets.
- The Sport Education Platform will offer professional courses within the sport discipline. Most sport clubs and organization offer courses; however, it appears that these tend to be isolated short courses. The Sport Education Platform will offer courses to persons living in Paramaribo giving the local residents the opportunity to advance their careers within their approximate and culturally relatable sporting environment.
- To evaluate the service, demand a short online survey for the platform was conducted as shown in appendix 4 to collect initial information about the service desirability, interest, learning preferences, and user considerations. Results of the answers from 20 participants- who are either athletes or persons working in sports related fields show that 60% of the have heard of sport program platforms, all respondents are interested in studying and are willing to pay between $5000 and $8000 for a sport course online.

Organization Feasibility

The Sport Education Platform will be managed by the ESS-F. The Platform will be hosted through the AM academy for which the development of the curriculum, course content structure and suitable facilities, equipment, instructors, logistics and administrative support resources are already predetermined. The ESS-F's expertise in instructing sport related courses will be assisted by regional external partners, ultimately adding more relevancy to this sector and broadening sport specific knowledge and skills. The ESS-F is registered at various sports federations and also the Chamber of Commerce. The ESS-F has the means to run this project because of its affinity with the sector. Furthermore, the following factors are also present:

- Availability of space for instruction purposes;
- Local and state government support;
- Willingness of high-quality employees to join the program;
- Proximity to similar education institutes for the purpose of sharing knowledge and personnel;
- Possibility of obtaining intellectual property protection in key areas.

Technical Feasibility

The technical feasibility will be high with readily available tools and expertise as shown in figure 28. However, addressing specific technical challenges like cloud-based infrastructure maintenance expertise might require additional resources.

Figure 27

Technical requirements

Technical requirements (Licensed)
- A cloud-based infrastructure - Security and data privacy measures - Consider a content delivery network (CDN) - User interface and experience (UI/UX) Design - Integrations

Note. Data compiled by author on the 28th of January 2023.

Financial Feasibility

Based on the software development cost estimates, potential subscription model and pricing strategy and hosting services start-up costs are estimated at $20,000-$50,000 as presented in figure 29. Pricing will be based on a registration model of 10-15 registrations on a $500 monthly fee. Competitor institutions charge similar prices, suggesting the model is viable. The breakdown of total start up cash needed for the platform is presented.

Figure 28

Start-up costs

Requirements	**Costs**
Technical requirements (Licensed)	**$6.500.00**

A cloud-based infrastructure Security and data privacy measures Consider a content delivery network (CDN) User interface and experience (UI/UX) Design Integrations	
User-oriented requirements	**$10.000**
Content quality and variety Personalized learning features Community and engagement features Mobile accessibility	
Hosting considerations	**$ 10.000**
Venue ($6.500.00) Compliance with regulations ($1000.00) Marketing and promotion ($1500.00) Analytics and reporting measures ($1000.00)	
Total cost	**$26,000.00**

Note. Data compiled by author on the 28th of January 2023.

Legal and regulatory compliance

To address the legal requirements for compliance of this project, the following permits or licenses are required:

- KKF Chamber of Commerce registration required to operate as a foundation within the country.
- Ministry of Education registration required to operate as a formal education institute.
- Hosting Contract which includes terms or conditions governing any lease of location fees for gatherings, specific classes and labs.
- Contract with SEBI which sets the terms or conditions related to personnel exchanges as well as student exchanges.
- Partnership contract which stipulates the terms and conditions under which the sport programs will take place including times, schedules alignments with regional test periods, exams etc.

Analysis of the pre-feasibility indicators of the sports education platform points to a potential for success even if further inquiry into specific technical challenges and financial projections may be necessary to proceed.

This information will be crucial in guiding the development efforts and increasing the chances of success.

4.3 Develop a Project Management Plan to increase the Sport Education Platform's chances of meeting its objectives

4.3.1 Scope Management Plan

The Project Scope Management includes the processes required to ensure that the project includes all the work required, and only the work required, to complete the project successfully (PMI, 2017, p.129). This plan provides the scope framework for the Sport Education Platform. It documents the scope management approach, roles and responsibilities as they pertain to project scope, scope definition, verification and control measures, scope change control, and the project's work breakdown structure through the following processes:

- Collect Requirements;
- Define Scope;
- Create WBS;
- Validate Scope; and
- Control Scope.

4.3.1.1 Collect requirements

Collect requirements is the process of determining, documenting and managing stakeholder needs and requirements to meet project objectives. This process provides the basis for defining and managing the project scope (PMI, 2017 p. 140). The requirements for this project are:

- Platform Definition

- Market Assessment Reporting
- Determine Business Requirements
- Platform Defined
- System design Completed
- User interface design completed
- Website design Completed
- Instructional Design Completed
- Network Completed
- Security Requirements Completed
- Launch Learning Management System
- Marketing Plan Completed
- All other relevant subsidiary project plans Completed

4.3.1.2 Define scope

Define Scope is the process of developing a detailed description of the project and product. The key benefit of this process is that it describes the product, service or result boundaries by defining which of the requirements collected will be included in and executed from the project scope (PMI, 2017, p.150). The scope is to develop an online Sport Education Platform capable of providing instruction for Sport related themes. This e-learning system will contain subject guides, quizzes, student progress trackers and instructor guided learning. The system will be mobile and portable and can be accessed on any WIFI-enabled device.

The project scope management will be the responsibility of the PM and is defined by:

- The scope statement;
- The Work Breakdown structure and
- WBS Dictionary

4.3.1.2.1 Project Scope Statement

The project description and deliverables are to be developed based on the requirements collection process and input from subject experts in software technical support and instructional design. This process of expert judgment provided feedback on the effective ways to meet the requirements of providing this Sport Education Platform.

4.3.1.2.2 Work breakdown structure (WBS)

Create WBS is the process of subdividing project deliverables and project work into smaller, more manageable components. The key benefit of this process is that it provides a structured vision of what has to be delivered (PMI, 2017, p.156). For more effective management, the work required to complete this project will be subdivided into individual work packages. This will allow the PM to more effectively manage the project's scope as the project team works on the tasks necessary for project completion. The project is broken down into five phases: the project initiation phase, the design phase, the Build phase, the testing phase and the marketing phase. Each phase is then subdivided into work packages using decomposition techniques and expert judgement. Table 29 presents the WBS for the Sport Education Platform.

Figure 29

Sport Education Platform WBS

Level 1		Level 2		Level 3	
1	**Project Initiation**	1.1.	Platform Definition	1.1.1	Collect Sponsor Requirements
				1.1.2	Meet with Sponsor
				1.1.3	Establish Project Requirements/Scope
		1.2	Market Analysis Reporting	1.2.1	Conduct user research
				1.2.2	Analize pre-feasibility requirements
				1.2.3	Analyze Information
		1.3	Determine Platform Business Requirements	1.3.1	Identify Key Stakeholders
				1.3.2	Capture Stakeholder requirements
				1.3.3	Categorize Requirements
				1.3.4	Interpret and Record Requirements
2	**Design Phase**	2.1	Establish and complete User Interface Design	2.1.1	Establish and complete Website design Requirements
				2.1.2	Establish and complete Instructional Design
				2.1.3	Establish and complete Security Requirements
3	**Build Phase**	3.1	Website build	3.1.1	Register Domain
				3.1.2	Create website
				3.1.3	Host website
				3.1.4	Upload Content
		3.2	Website Development completed	3.2.1	Create Network
				3.2.1	Network Completed
4	**Testing**	4.1	Quality Testing	4.1.1	User Acceptance testing
				4.1.2	System testing
				4.1.3	Security testing

5	**Marketing**	5.1	Marketing Strategy	5.1.1	Develop Marketing Strategy
				5.1.2	Develop Marketing Plan
6	**Project Management**	6.1	Scope planning		
		6.2	Scheduling		
		6.3	Accounting		
		6.4	Quality Planning		
		6.5	HR Planning		
		6.6	Risk assessment		
		6.7	Reporting		
		6.8	Procurement		
		6.9	Stakeholder Planning		

Note. Data compiled by author on the 12th of February 2024.

4.3.1.2.3 WBS Dictionary

As presented in table 30, the WBS Dictionary includes a detailed entry for each WBS work package. In the context of the WBS, work refers to work products or deliverables that are the result of activity and not to the activity itself to define the work necessary for completing the project. The project team will use the WBS Dictionary as a statement of work for each WBS package.

Figure 30

WBS Dictionary

WBS Level	WBS	WBS Element Name	Description of Work	Deliverables(s)
1	1	Project Initiation	The preliminary work to be carried out in	Platform Definition

			order to give an insight and overview into the requirements necessary to build a platform.	
	2	Design Phase	The design phase will detail the provisions for the platform, in terms of hardware and software elements, user interface design, website design, instructional design and security specifications.	Platform Design completed
	3	Build Phase	Taking the design and execute it to a fully functional platform. The lesson plans and content will be uploaded and the hardware component of the system will be added simultaneously for the platform.	Website completed
	4	Testing	Validate the system, check for errors and completeness through a series of tests to ensure it is error free as possible.	Platform Launch

	5	Marketing	Support efforts with the intention of selecting the methods that are best suited to strengthen the reach of the pool of potential customers	Marketing plan implemented
	6	Project Management	Apply processes and methods to achieve the acceptance criteria for Project Phases and Milestones Associated	All subsidiary plans completed
2	1.1.	Platform Definition		Platform Defined
	1.2	Market Research Reporting	To ascertain information from stakeholders, the system requirements and the business case.	Market Analysis Report completed
	1.3	Determine Platform Business Requirements	To ascertain information for the business case.	Platform Business Requirements determined
	2.1	Establish and complete User Interface Design	To ascertain information for the user interface.	Completed User Interface Design
	3.1	Website build	To select the website specifics	Website build completed
	3.2	Website Development completed	To develop the website specifics	Website Development completed
	4.1	Quality Testing	To ensure the website meets	Quality Test

			specified standards.	
	5.1	Marketing Strategy	To ascertain information for the business case.	Marketing Strategy determined
	6.1	Scope planning	Create project scope	Scope management plan
	6.2	Scheduling	Create project schedule	Schedule management plan
	6.3	Accounting	Create project budget	Cost management plan
	6.4	Quality Assessment	Create project quality	Quality management plan
	6.5	Human resources	Create project human resources	Human resource management plan
	6.6	Risk assessment	Create project risks	Risk Management plan
	6.7	Reporting	Create project communication process	Communication Management plan
	6.8	Procurement	Create project procurement process	Procurement Management plan
	6.9	Stakeholders Influence	Create project stakeholder's management	Stakeholder's management plan
3	1.1.1	Collect Sponsor Requirements	Collect sponsor necessities	Sponsor Requirements collected
	1.1.2	Meet with Sponsor	Meetings with project sponsor	Sponsor meeting conducted
	1.1.3	Establish Project Requirements/Scope	Define scope	Project Requirements/Scope established
	1.2.1	Conduct user research	Conduct user research	User research conducted
	1.2.2	Analize pre-feasibility requirements	Determine pe-feasibility indicators	Pre-feasibility assessed
	1.2.3	Analyze Information	Analyze information	Information analyzed
	1.3.1	Identify Key Stakeholders	Identify Key Stakeholders	Key Stakeholders Identified

1.3.2	Capture Stakeholder requirements	Capture Stakeholder needs	Stakeholder requirements determined
1.3.3	Categorize Requirements	Categorize Requirements	Requirements categorization completed
1.3.4	Interpret and Record Requirements	Interpret and Record Requirements	Requirements recorded
2.2.1	Establish and complete website design Requirements	Establish and complete website design Requirements	Website design Requirements completed
3.1.1	Register Domain	Register Domain	Register Domain selected
3.1.2	Create website	Create website	Website created
3.1.3	Host website	Host website	Website hosted
3.1.4	Upload Content	Upload Content	Content Uploaded
3.2.1	Create Network	Create Network	Network Created
3.2.1	Network Completed	Network Completed	Network Completed
4.1.1	User Acceptance testing	User Acceptance testing	User Acceptance tested
4.1.2	System testing	System testing	System tested
4.1.3	Security testing	Security testing	Security tested
5.1.1	Develop Marketing Strategy	Develop Marketing Strategy	Marketing Strategy
5.1.2	Develop Marketing Plan	Develop Marketing Plan	Marketing Plan

Note. Data compiled by author on the 12th of February 2024.

4.3.1.3 Validate scope

Validate Scope is the process of formalizing acceptance of the completed project deliverables. The key benefit of this process is that it brings objectivity to the acceptance process and increases the chance of final product, service, or result acceptance by validating each deliverable (PMI, 2017, p. 169). Scope verification discusses how the deliverables will

be verified against the original scope and how the deliverables from the project will be formally accepted. The deliverables for the project should be formally accepted and signed off on by the PM throughout the lifecycle of the project and not held back as a single deliverable at the end of the project.

As this project progresses the PM will verify interim project deliverables against the original scope as defined in the scope statement, WBS and WBS Dictionary.

Once the Project Manager verifies that the scope meets the requirements defined in the project plan, the Project Manager and Sponsor will meet for formal acceptance of the deliverable. During this meeting the Project Manager will present the deliverable to the Project Sponsor for formal acceptance. The Project Sponsor will accept the deliverable by signing a project deliverable acceptance document. This will ensure that project work remains within the scope of the project on a consistent basis throughout the life of the project.

4.3.1.4 Control Scope

Scope Control is the process of monitoring the status of the project and product scope and managing changes to the scope baseline (PMI, 2017, p.167). This section of the Scope Management Plan also details the change process for making changes to the scope baseline. The PM and the project team will work together to control the scope of the project. The project team will leverage the WBS Dictionary by using it as a statement of work for each WBS element. The team will ensure that they perform only the work described in the WBS dictionary and generate the defined deliverables for each WBS element. It will be the PM

that oversee the team and the progression of the project to ensure that this scope control process is followed.

If a change to the project scope is needed the process for recommending changes to the scope of the project must be carried out. Any team member or sponsor can request changes to the project scope. All change requests must be submitted to the PM in the form of a project change request document. The PM will then review the suggested change to the scope of the project. The PM then either denies the change request if it does not apply to the intent of the project or organize a change control meeting between the team and Sponsor to review the change request further and perform an impact assessment of the change. If the change request receives initial approval by the PM and Sponsor, the PM will formally submit the change request to the Sponsor who approves the change requested by signing the project change control document. The PM will then update all project documents and communicate the scope change to all team members and stakeholders.

4.3.1.4.1 Roles and responsibilities

Table 31 below outlines the roles and responsibilities for the scope management of this project.

Figure 31

Roles and Responsibilities for the Scope Management Plan

Role	Description

Sponsor	- Approve or deny scope change requests as appropriate.
	- Evaluate need for scope change requests.
	- Accept project deliverables.
Change Control Board	- Approve or deny scope change requests as appropriate.
	- Evaluate need for scope change requests.
Project Manager	- Measures and verify project scope.
	- Facilitate scope change requests.
	- Facilitate impact assessments of scope change requests.
	- Organize and facilitate scheduled change control meetings.
	- Communicate outcomes of scope change requests.
	- Update project documents upon approval of all scope changed.
	- Facilitate team level change review process.
Team Member	- Participate in defining change resolutions.
	- Evaluate the need for scope changes and communicate them to the project manager, as necessary.

Note. Data compiled by author on the 28th of November 2023.

4.3.2 Schedule Management Plan

As defined by PMI (2017, p.173), Project Schedule Management includes the processes required to manage the timely completion of a project and consist of:

- Define Activities;
- Sequence Activities;
- Estimate Activity Resources;
- Estimate Activity Durations;
- Develop Schedule; and
- Control Schedule.

The deliverable coming out of this process is the plan will guide the project team through the schedule to ensure that the project team remains on task and within the time frame stipulated. The inputs for this process are the Project Charter and Scope Management Plan. The project schedule is an important part as its purpose is to define the approach that will be used in creating the project schedule considering the mentioned processes.

4.3.2.1 Define activities

Define Activities is the process of identifying and documenting the specific actions to be performed to reproduce the project deliverables. The key benefit of this process is to break down work packages into activities that provide a basis for estimating, scheduling, executing, monitoring and controlling the project work (PMI, 2017, p. 183). The Scope Baseline developed is used as the input for this process. The work packages from the WBS

are decomposed and to ensure that all the work necessary to complete the platform is carried out, the Activity List is developed (see table 32 below).

Figure 32

Activity List Sport Education Platform

ID	Activity Name	Description of Work
1	**Project Initiation**	The preliminary work to be carried out in order to give an insight and overview into the requirements necessary to build a platform.
1.1.	Platform Definition	
1.1.1	Collect Sponsor Requirements	Collect sponsor necessities
1.1.2	Meet with Sponsor	Meetings with project sponsor
1.1.3	Establish Project Requirements/Scope	Define scope
1.2	Market Research Reporting	To ascertain information from stakeholders, the system requirements and the business case.
1.2.1	Conduct user research	Conduct user research
1.2.2	Analize pre-feasibility requirements	Determine pe-feasibility indicators
1.2.3	Analyze Information	Analyze information
1.3	Determine Platform Business Requirements	To ascertain information for the business case.
1.3.1	Identify Key Stakeholders	Identify Key Stakeholders
1.3.2	Capture Stakeholder requirements	Capture Stakeholder needs
1.3.3	Categorize Requirements	Categorize Requirements
1.3.4	Interpret and Record Requirements	Interpret and Record Requirements
2	**Design Phase**	The design phase will detail the provisions for the platform, in terms of hardware and software elements, user interface design, website design, instructional design and security specifications.

2.1	Establish and complete Platform Design Requirements	To ascertain information for the system requirements.
2.2.1	Establish and complete website design Requirements	Establish and complete website design Requirements
2.2.2	Establish and complete Instructional Design	Establish and complete Instructional Design
2.2.3	Establish and complete Security Requirements	Establish and complete Security Requirements
3	**Build Phase**	Taking the design and execute it to a fully functional platform. The lesson plans and content will be uploaded and the hardware component of the system will be added simultaneously for the platform.
3.1	Website build	To select the website specifics
3.1.1	Register Domain	Register Domain
3.1.2	Create website	Create website
3.1.3	Host website	Host website
3.1.4	Upload Content	Upload Content
3.2	Website Development completed	To develop the website specifics
3.2.1	Create Network	Create Network
3.2.1	Network Completed	Network Completed
4	**Testing**	Validate the system, check for errors and completeness through a series of tests to ensure it is error free as possible.
4.1	Launch Sport Education Platform	Launch Sport Education Platform
4.1.1	User Acceptance testing	User Acceptance testing
4.1.2	System testing	System testing
4.1.3	Security testing	Security testing
5	**Marketing**	Support efforts with the intention of selecting the methods that are best suited to strengthen the reach of the pool of potential customers
5.1	Marketing Strategy	To ascertain information for the business case.

5.1.1	Develop Marketing Strategy	Develop Marketing Strategy
5.1.2	Develop Marketing Plan	Develop Marketing Plan
6	**Project Management**	Apply processes and methods to achieve the acceptance criteria for Project Phases and Milestones Associated
6.1	Scope planning	Create project scope
6.2	Scheduling	Create project schedule
6.3	Accounting	Create project budget
6.4	Quality Assessment	Create project quality
6.5	Human resources	Create project human resources
6.6	Risk assessment	Create project risks
6.7	Reporting	Create project communication process
6.8	Procurement	Create project procurement process
6.9	Stakeholders Influence	Create project stakeholder's management

Note. Data Compiled by the Author on the 16th January 2024.

4.3.2.2 Sequence activities

Sequence Activities is the process of identifying and documenting relationships among the project activities. The key benefit of this process is that it defined the logical sequence of work to obtain the greatest efficiency given all project constraints (PMI 2017, p. 187). is the third phase and the inputs to be used to carry out the Sport Education Platform are the schedule Management Plan, Activity list, Milestone list and Project Scope Statement which generates a Project Sequencing activities in table 33:

Figure 33

Sequencing activities

WBS	Task Name	Predecessors
0	**Sport Education Platform**	
1	Project Initiation	
1.1	Platform Definition	

1.1.1	Collect Sponsor Requirements	
1.1.2	Meet with Sponsor	3
1.1.3	Establish Project Requirements/Scope	4
1.2	Market Research Reporting	
1.2.1	Conduct user research	
1.2.2	Analize pre-feasibility requirements	7
1.2.3	Analyze Information	8
1.3	Determine Platform Business Requirements	
1.3.1	Identify Key Stakeholders	9
1.3.2	Capture Stakeholder requirements	11
1.3.3	Categorize Requirements	11
1.3.4	Interpret and Record Requirements	13
2	**Design Phase**	
2.1	Establish and complete User Interface Design	14
2.2	Establish and complete website design Requirements	16
3	**Build Phase**	
3.1	Website build	
3.1.1	Register Domain	17
3.1.2	Create website	20
3.1.3	Host website	21
3.1.4	Upload Content	22
3.2	Website Development completed	
3.2.1	Create Network	23
3.2.2	Network Completed	25
4	**Testing**	
4.1	Quality Testing	
4.1.1	User Acceptance testing	26
4.1.2	System testing	29
4.1.3	Security testing	30
4.2	Launch Platform	31
5	**Marketing**	
5.1	Marketing Strategy	31
5.2	Develop Marketing Strategy	34
5.3	Develop Marketing Plan	35
6	**Project Management**	
6.1	Scope planning	14
6.2	Scheduling	38
6.3	Accounting	39
6.4	Quality Assessment	40
6.5	Human resources	41
6.6	Risk assessment	42
6.7	Reporting	43

6.8	Procurement	44
6.9	Stakeholders Influence	45

Note. Data Compiled by the Author on the 16th January 2024.

4.3.2.3 Estimate activity resources.

Estimate Activity Resources is the process of estimating the type and quantities of material, human resources, equipment or supplies required to perform each activity. The key benefit of this process is that it identifies the type, quantity and characteristics of resources required to complete the activity which allows more accurate cost and duration estimates (PMI, 2017, p. 195). Based on the Activity List, the only resource identified was the PM which is shown in the Activity Resource Requirements below (see figure 34 below).

Figure 34

Activity Resource Requirements

WBS	Task Name	Resource Names
0	Sport Education Platform	
1	**Project Initiation**	
1.1	Platform Definition	PM
1.1.1	Collect Sponsor Requirements	PM
1.1.2	Meet with Sponsor	PM
1.1.3	Establish Project Requirements/Scope	PM
1.2	Market Research Reporting	Team
1.2.1	Conduct user research	Team
1.2.2	Analize pre-feasibility requirements	Team
1.2.3	Analyze Information	Team
1.3	Determine Platform Business Requirements	PM
1.3.1	Identify Key Stakeholders	PM
1.3.2	Capture Stakeholder requirements	PM
1.3.3	Categorize Requirements	PM
1.3.4	Interpret and Record Requirements	PM
2	**Design Phase**	Team

2.1	Establish and complete User Interface Design	Team
2.2	Establish and complete website design Requirements	Team
3	**Build Phase**	Team
3.1	Website build	Team
3.1.1	Register Domain	Team
3.1.2	Create website	Team
3.1.3	Host website	Team
3.1.4	Upload Content	Team
3.2	Website Development completed	Team
3.2.1	Create Network	Team
3.2.2	Network Completed	Team
4	**Testing**	Team
4.1	Quality Testing	Team
4.1.1	User Acceptance testing	Team
4.1.2	System testing	Team
4.1.3	Security testing	Team
4.2	Launch Platform	Team
5	**Marketing**	Team
5.1	Marketing Strategy	Team
5.2	Develop Marketing Strategy	Team
5.3	Develop Marketing Plan	Team
6	**Project Management**	PM
6.1	Scope planning	PM
6.2	Scheduling	PM
6.3	Accounting	PM
6.4	Quality Assessment	PM
6.5	Human resources	PM
6.6	Risk assessment	PM
6.7	Reporting	PM
6.8	Procurement	PM
6.9	Stakeholders Influence	PM

Note. Data Compiled by the Author on the 16th January 2024

4.3.2.4 Estimate activity durations

Estimate Activity Durations is the process of estimating the number of work periods needed to complete individual activities with estimated resources. The key benefit of this

process is that it provides the amount of time each activity will take to complete, which is a major input into the Develop Schedule process (PMI, 2017, p. 195). For the project, the Activity List, Activity Resource Requirements and Project Scope Statements were used to generate the Activity Duration Estimates. This was done using expert judgment and the Three-point Estimating technique as shown in figure 35.

Figure 35

Activity Duration Estimates

WBS	Task Name	Duration	Start	Finish
0	Sport Education Platform	56 days	Thu 2/15/24	Thu 5/2/24
1	**Project Initiation**	19 days	Thu 2/15/24	Tue 3/12/24
1.1	Platform Definition	5 days	Thu 2/15/24	Wed 2/21/24
1.1.1	Collect Sponsor Requirements	3 days	Thu 2/15/24	Mon 2/19/24
1.1.2	Meet with Sponsor	1 day	Tue 2/20/24	Tue 2/20/24
1.1.3	Establish Project Requirements/Scope	1 day	Wed 2/21/24	Wed 2/21/24
1.2	Market Research Reporting	16 days	Thu 2/15/24	Thu 3/7/24
1.2.1	Conduct user research	10 days	Thu 2/15/24	Wed 2/28/24
1.2.2	Analize pre-feasibility requirements	4 days	Thu 2/29/24	Tue 3/5/24
1.2.3	Analyze Information	2 days	Wed 3/6/24	Thu 3/7/24
1.3	Determine Platform Business Requirements	3 days	Fri 3/8/24	Tue 3/12/24
1.3.1	Identify Key Stakeholders	1 day	Fri 3/8/24	Fri 3/8/24
1.3.2	Capture Stakeholder requirements	1 day	Mon 3/11/24	Mon 3/11/24
1.3.3	Categorize Requirements	1 day	Mon 3/11/24	Mon 3/11/24
1.3.4	Interpret and Record Requirements	1 day	Tue 3/12/24	Tue 3/12/24
2	**Design Phase**	11 days	Wed 3/13/24	Wed 3/27/24
2.1	Establish and complete User Interface Design	5 days	Wed 3/13/24	Tue 3/19/24
2.2	Establish and complete website design Requirements	6 days	Wed 3/20/24	Wed 3/27/24
3	**Build Phase**	17 days	Thu 3/28/24	Fri 4/19/24
3.1	Website build	11 days	Thu 3/28/24	Thu 4/11/24
3.1.1	Register Domain	3 days	Thu 3/28/24	Mon 4/1/24
3.1.2	Create website	5 days	Tue 4/2/24	Mon 4/8/24
3.1.3	Host website	2 days	Tue 4/9/24	Wed 4/10/24

3.1.4	Upload Content	1 day	Thu 4/11/24	Thu 4/11/24
3.2	Website Development completed	6 days	Fri 4/12/24	Fri 4/19/24
3.2.1	Create Network	3 days	Fri 4/12/24	Tue 4/16/24
3.2.2	Network Completed	3 days	Wed 4/17/24	Fri 4/19/24
4	**Testing**	7 days	Mon 4/22/24	Tue 4/30/24
4.1	Quality Testing	6 days	Mon 4/22/24	Mon 4/29/24
4.1.1	User Acceptance testing	2 days	Mon 4/22/24	Tue 4/23/24
4.1.2	System testing	2 days	Wed 4/24/24	Thu 4/25/24
4.1.3	Security testing	2 days	Fri 4/26/24	Mon 4/29/24
4.2	Launch Platform	1 day	Tue 4/30/24	Tue 4/30/24
5	**Marketing**	3 days	Tue 4/30/24	Thu 5/2/24
5.1	Marketing Strategy	1 day	Tue 4/30/24	Tue 4/30/24
5.2	Develop Marketing Strategy	1 day	Wed 5/1/24	Wed 5/1/24
5.3	Develop Marketing Plan	1 day	Thu 5/2/24	Thu 5/2/24
6	**Project Management**	9 days	Wed 3/13/24	Mon 3/25/24
6.1	Scope planning	1 day	Wed 3/13/24	Wed 3/13/24
6.2	Scheduling	1 day	Thu 3/14/24	Thu 3/14/24
6.3	Accounting	1 day	Fri 3/15/24	Fri 3/15/24
6.4	Quality Assessment	1 day	Mon 3/18/24	Mon 3/18/24
6.5	Human resources	1 day	Tue 3/19/24	Tue 3/19/24
6.6	Risk assessment	1 day	Wed 3/20/24	Wed 3/20/24
6.7	Reporting	1 day	Thu 3/21/24	Thu 3/21/24
6.8	Procurement	1 day	Fri 3/22/24	Fri 3/22/24
6.9	Stakeholders Influence	1 day	Mon 3/25/24	Mon 3/25/24

Note. Data Compiled by the Author on the 16th January 2024

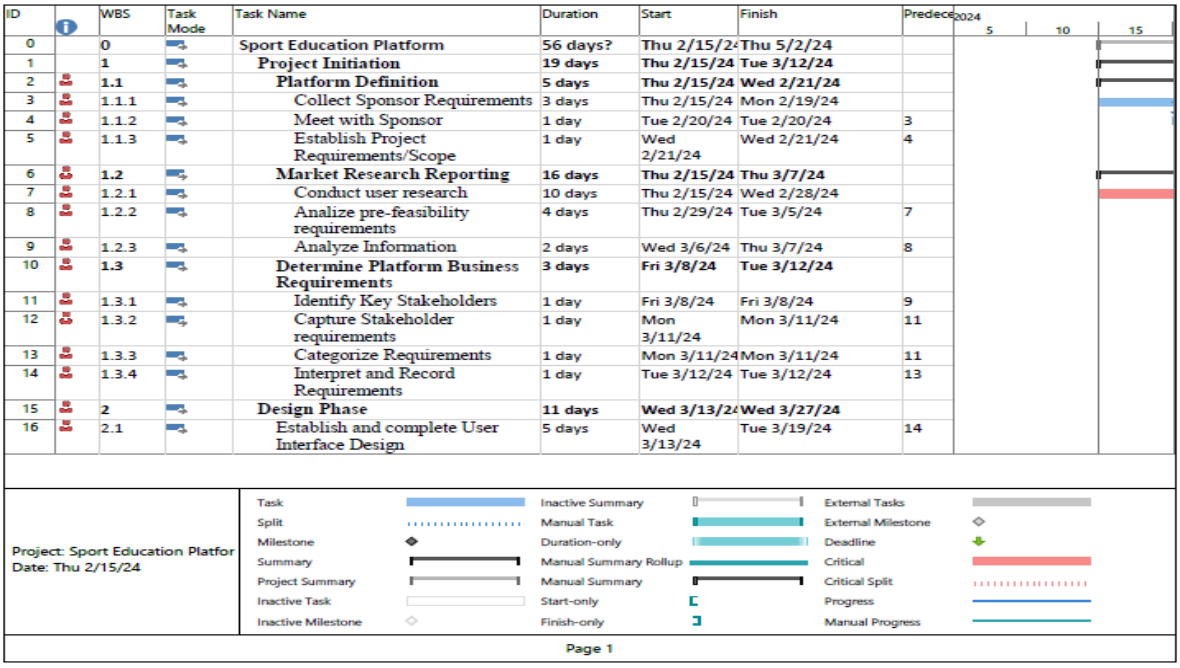
4.3.2.5 Develop schedule

Develop Schedule is the process of analyzing activity sequences, durations, resource requirements, and schedule constraints to create the project schedule model. The key benefit of this process is that by entering schedule activities, durations, resources, resource availabilities, and logical relationships into the scheduling tool, it generates a schedule model with planned dates for completing project activities (PMI, 2017, p. 205). The inputs for this process were the Activity List, Project Network Schedule Diagram,

Activity Resource Requirements, Activity Duration Estimates and Project Scope Statement. The Critical Path Method, Critical Chain Method and Schedule Compressions were the techniques used to generate the Project Schedule

Figure 36

Project Schedule



ID	WBS	Task Mode	Task Name	Duration	Start	Finish	Predece
0	0		**Sport Education Platform**	**56 days?**	**Thu 2/15/24**	**Thu 5/2/24**	
1	1		**Project Initiation**	**19 days**	**Thu 2/15/24**	**Tue 3/12/24**	
2	1.1		**Platform Definition**	**5 days**	**Thu 2/15/24**	**Wed 2/21/24**	
3	1.1.1		Collect Sponsor Requirements	3 days	Thu 2/15/24	Mon 2/19/24	
4	1.1.2		Meet with Sponsor	1 day	Tue 2/20/24	Tue 2/20/24	3
5	1.1.3		Establish Project Requirements/Scope	1 day	Wed 2/21/24	Wed 2/21/24	4
6	1.2		**Market Research Reporting**	**16 days**	**Thu 2/15/24**	**Thu 3/7/24**	
7	1.2.1		Conduct user research	10 days	Thu 2/15/24	Wed 2/28/24	
8	1.2.2		Analize pre-feasibility requirements	4 days	Thu 2/29/24	Tue 3/5/24	7
9	1.2.3		Analyze Information	2 days	Wed 3/6/24	Thu 3/7/24	8
10	1.3		**Determine Platform Business Requirements**	**3 days**	**Fri 3/8/24**	**Tue 3/12/24**	
11	1.3.1		Identify Key Stakeholders	1 day	Fri 3/8/24	Fri 3/8/24	9
12	1.3.2		Capture Stakeholder requirements	1 day	Mon 3/11/24	Mon 3/11/24	11
13	1.3.3		Categorize Requirements	1 day	Mon 3/11/24	Mon 3/11/24	11
14	1.3.4		Interpret and Record Requirements	1 day	Tue 3/12/24	Tue 3/12/24	13
15	2		**Design Phase**	**11 days**	**Wed 3/13/24**	**Wed 3/27/24**	
16	2.1		Establish and complete User Interface Design	5 days	Wed 3/13/24	Tue 3/19/24	14

ID	WBS	Task Mode	Task Name	Duration	Start	Finish	Predece
17	2.2		Establish and complete website design Requirements	6 days	Wed 3/20/24	Wed 3/27/24	16
18	**3**		**Build Phase**	**17 days**	**Thu 3/28/24**	**Fri 4/19/24**	
19	**3.1**		**Website build**	**11 days**	**Thu 3/28/24**	**Thu 4/11/24**	
20	3.1.1		Register Domain	3 days	Thu 3/28/24	Mon 4/1/24	17
21	3.1.2		Create website	5 days	Tue 4/2/24	Mon 4/8/24	20
22	3.1.3		Host website	2 days	Tue 4/9/24	Wed 4/10/24	21
23	3.1.4		Upload Content	1 day	Thu 4/11/24	Thu 4/11/24	22
24	**3.2**		**Website Development completed**	**6 days**	**Fri 4/12/24**	**Fri 4/19/24**	
25	3.2.1		Create Network	3 days	Fri 4/12/24	Tue 4/16/24	23
26	3.2.2		Network Completed	3 days	Wed 4/17/24	Fri 4/19/24	25
27	**4**		**Testing**	**7 days?**	**Mon 4/22/24**	**Tue 4/30/24**	
28	**4.1**		**Quality Testing**	**6 days**	**Mon 4/22/24**	**Mon 4/29/24**	
29	4.1.1		User Acceptance testing	2 days	Mon 4/22/24	Tue 4/23/24	26
30	4.1.2		System testing	2 days	Wed 4/24/24	Thu 4/25/24	29
31	4.1.3		Security testing	2 days	Fri 4/26/24	Mon 4/29/24	30
32	**4.2**		**Launch Platform**	1 day?	Tue 4/30/24	Tue 4/30/24	31
33	**5**		**Marketing**	**3 days**	**Tue 4/30/24**	**Thu 5/2/24**	
34	5.1		Marketing Strategy	1 day	Tue 4/30/24	Tue 4/30/24	31
35	5.2		Develop Marketing Strategy	1 day	Wed 5/1/24	Wed 5/1/24	34
36	5.3		Develop Marketing Plan	1 day	Thu 5/2/24	Thu 5/2/24	35
37	**6**		**Project Management**	**9 days**	**Wed 3/13/24**	**Mon 3/25/24**	
38	6.1		Scope planning	1 day	Wed 3/13/24	Wed 3/13/24	14

2024 5 10 15

Project: Sport Education Platfor
Date: Thu 2/15/24

Task
Split
Milestone
Summary
Project Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
External Tasks
External Milestone
Deadline
Critical
Critical Split
Progress
Manual Progress

Page 2

ID	WBS	Task Mode	Task Name	Duration	Start	Finish	Predece
39	6.2		Scheduling	1 day	Thu 3/14/24	Thu 3/14/24	38
40	6.3		Accounting	1 day	Fri 3/15/24	Fri 3/15/24	39
41	6.4		Quality Assessment	1 day	Mon 3/18/24	Mon 3/18/24	40
42	6.5		Human resources	1 day	Tue 3/19/24	Tue 3/19/24	41
43	6.6		Risk assessment	1 day	Wed 3/20/24	Wed 3/20/24	42
44	6.7		Reporting	1 day	Thu 3/21/24	Thu 3/21/24	43
45	6.8		Procurement	1 day	Fri 3/22/24	Fri 3/22/24	44
46	6.9		Stakeholders Influence	1 day	Mon 3/25/24	Mon 3/25/24	45

2024 5 10 15

Project: Sport Education Platfor
Date: Thu 2/15/24

Task
Split
Milestone
Summary
Project Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
External Tasks
External Milestone
Deadline
Critical
Critical Split
Progress
Manual Progress

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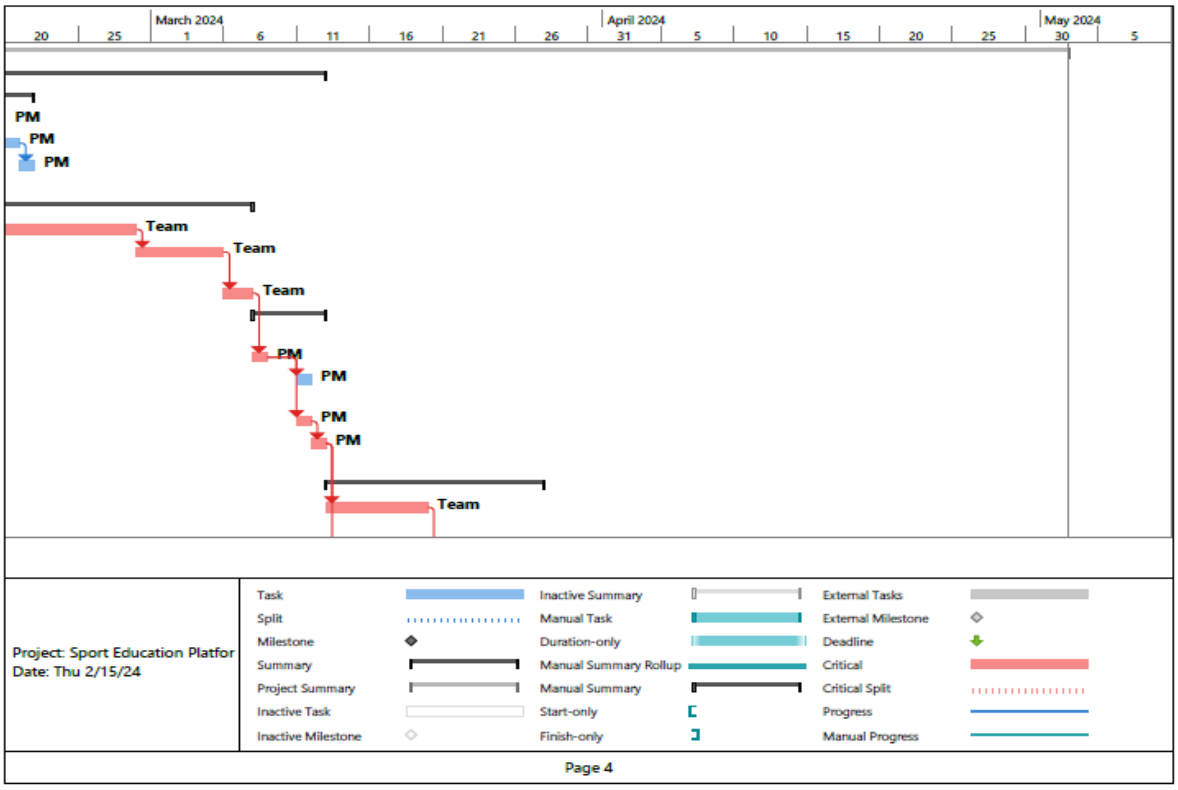
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Project: Sport Education Platfor
Date: Thu 2/15/24
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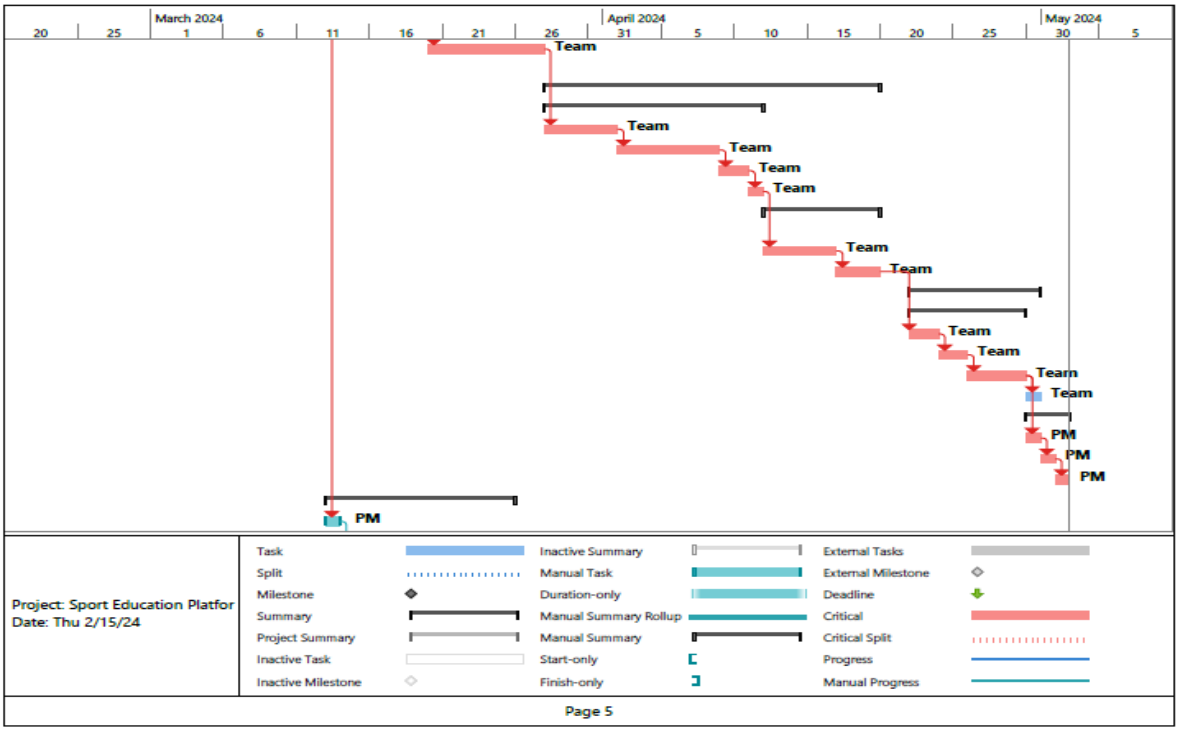
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Project: Sport Education Platfor
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Progress
Manual Progress

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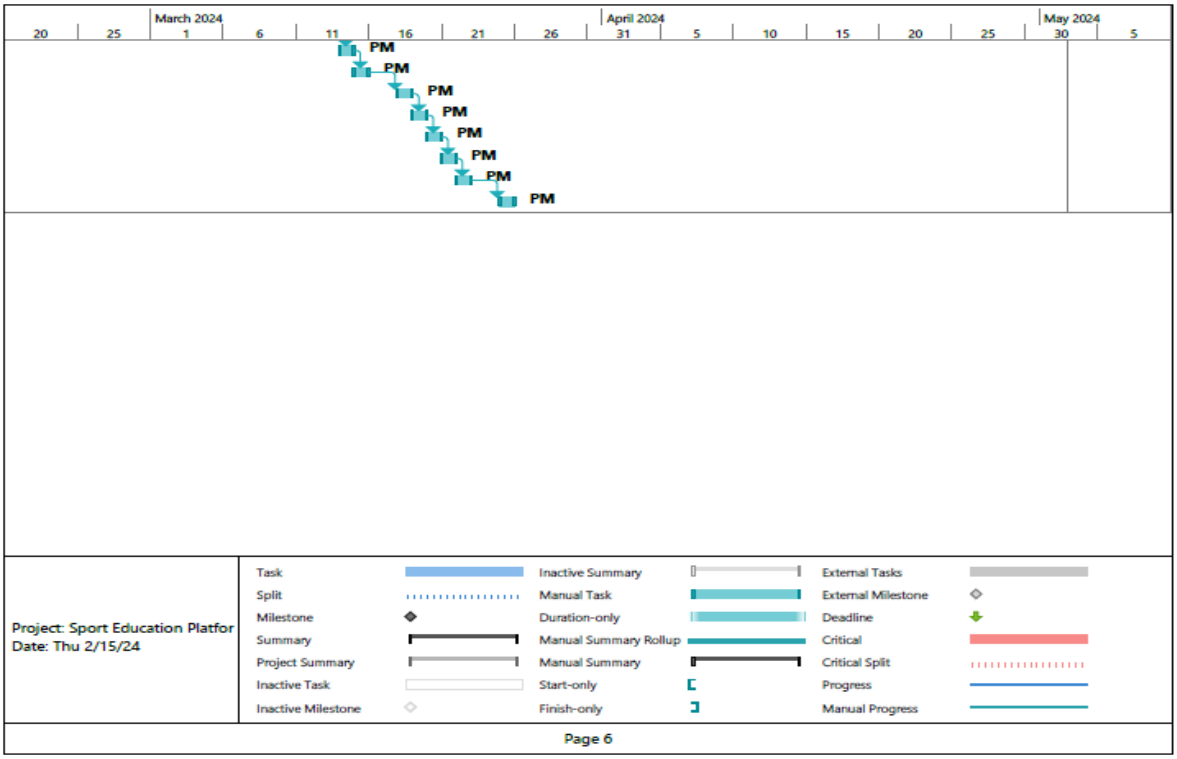


Note. Data Compiled by the Author on the 16th January 2024

Roles and responsibilities for schedule development are as follows:

- The PM will be responsible for facilitating work package definition, sequencing, and estimating duration and resources. Also, facilitate the creation of the project schedule using the standard scheduling tool and validate the schedule with stakeholders and the Project Sponsor. The PM will obtain schedule approval from the Project Sponsor.
- The Project Sponsor will participate in reviews of the proposed schedule and approve the final schedule before it is baselined.

- The Project Stakeholders will participate in reviews of the proposed schedule and assist in its validation.

4.3.2.6 Control schedule

Control Schedule is the process of monitoring the status of project activities to update project progress and manage changes to the schedule baseline to achieve the plan. The key benefit of this process is that it provides the means to recognize deviation from the plan and take corrective and preventive actions and thus minimize risk (PMI, 2017, p. 222). As the project progresses, the input for this process will be the Project Schedule and through Performance Review and Schedule Compression, the following outputs will be generated:

- Work Performance Information;
- Change Requests (as needed); and
- Project Documents Updates.

The project schedule will be reviewed and updated on at least a bi-weekly basis with actual start, actual finish, and completion percentages that are provided by task owners. The PM is responsible for holding bi-weekly schedule updates/reviews; determining impacts of schedule variances; submitting schedule change requests; and reporting schedule status. The Project Sponsor will maintain awareness of the project schedule status and review/approve any schedule change requests submitted by the PM.

Schedule changes

If any member of the project team determines that a change to the schedule is necessary, the Project Manager and team will meet to review and evaluate the change. The PM and team must determine which tasks will be impacted, variance as a result of the potential change, and any alternatives or variance resolution activities they may employ to see how they would affect the scope, schedule, and resources. If after this evaluation is complete the PM determines that any change will exceed the established boundary conditions, then a schedule change request must be submitted. Any change requests that do not meet these thresholds may be submitted to the PM for approval. Once the change request has been reviewed and approved, the PM is responsible for adjusting the schedule and communicating all changes and impacts to the Project Sponsor, and stakeholders.

4.3.3 Cost Management Plan

Project Cost Management includes processes involved in planning, estimating, budgeting, financing and funding, managing and controlling costs so that the project can be completed within the approved budget (PMI,2017). Cost is one of the triple constraints of a project and the accurate determination of the budget is vital. For the development of the Cost Management Plan, the processes as defined by PMI (2017, p.231) are to be explored from planning to controlling the cost:

- Estimate Cost,
- Determine Budget and
- Control Costs.

4.3.3.1 Estimate cost

Estimate Costs is the process of developing an approximation of the monetary resources needed to complete project activities. The key benefit of this process is that it determines the amount of cost required to complete project work (PMI, 2017, p. 240) based on the Scope Baseline and Project Schedule.

Estimating the costs will be done in collaboration with the sponsor who has experience in online sport education system requirements and resources. In addition, the PM will acquire information on current pay scales as well as the activities of the project to aggregate the budget as in table 37. Documents such as the WBS, project scope statement, project schedule, human resource plan, enterprise factors (market conditions, brochures gathered) and the cost plan will be necessary in this regard. The costs of the equipment and

resources will be estimated from quotations submitted using a vendor bid analysis. The PM and sponsor will determine the best option.

Figure 37

Costs Estimates

Human Resources			**Resource**	
Position	**#**	**SRD**	**Type**	**SRD**
PM	1	$ 40,000	Web server & components	$ 30,000
Team	4	$ 80,000	Windows Server Package	$ 9,500
Web & System Admin	1	$ 20,000	Website domain	$ 500
Instructional Designer	1	$ 20,000	Software and licenses	$ 12,000
Total		**$ 160,000**	Total	**$ 52,000**

Note. Data Compiled by the Author on the 17th January 2024.

Determine Budget

Determine Budget is the process of aggregating the estimated costs of individual activities or work packages to establish an authorized cost baseline. The key benefit of this process is that it determines the cost baseline against which project performance can be monitored and controlled (PMi,2017, pg. 248). All the acquired estimates will then be aggregated to determine the budget for the project. This cost baseline as in figure 38, will be the basis by which the PM and team will measure the performance of the project along with monitoring and controlling the costs within the project.

Figure 38

Project Budget

Component	**SRD**
Initiation	$ 4,500
Designing	$ 8,500
Human Resource	$ 160,000
Testing	$ 9,500
Hardware/Software	$ 35,500
Marketing	$ 15,000
Sub-Total	$ 233,000
Contingency Reserve (5% of total)	$ 11,650
Management Reserve (3%)	$ 6,990
Total	**$ 251,640**

Note. Data Compiled by the Author on the 17th January 2024.

4.3.3.2 Control costs

Control Costs is the process of monitoring the status of the project to update the project costs and managing changes to the cost baseline with the benefit to recognize variance from the plan in order to take corrective action and minimize risk (PMI, 2017, pg. 257). To accurately monitor and control the costs a set of control thresholds will be defined along with the actions to be taken if the project activates control threshold. This would prompt the PM in agreement with the sponsor to set the corrective measures with the offset.

Any alteration on the budget, modification of scope or decrease in quality of the final platform must be approved by the sponsor.

4.3.3.2.1 Cost performance measurement

The Earned Value Management (EVM) is used as cost performance measurement and integrates project scope, cost, and schedule measures to help the assessment and measurement of project performance and progress. The PM will review the following earned value measurements:

- Schedule Variance (SV) is a measurement of the schedule performance for a project, and is calculated by subtracting the Planned Value (PV) from Earned Value (EV). EV is the actual value earned in the project, and PV is the value the project schedule tool indicates should have been earned at the measurement point. Subtracting PV from EV provides a measurement to indicate the status of the baseline schedule according to the project plan.
    - If SV is zero, the project is considered to be on schedule.
    - If SV is greater than zero, the project is earning more value than planned and is considered to be ahead of schedule.
    - If SV is less than zero, the project is earning less value than planned and is considered to be behind schedule.
- Cost Variance (CV) is a measurement of the budget performance for a project. CV is calculated by subtracting Actual Costs (AC) from EV (actual value earned in the project). AC represents actual costs incurred to date. Subtracting AC from EV

provides a measurement to indicate the status of the project as it relates to budget and cost.

  - If CV is zero, the project is considered to be on budget.
  - If CV is greater than zero, the project is earning more value than planned and is considered to be under budget.
  - If CV is less than zero, the project is earning less value and is considered to be over budget.

- Schedule Performance Index (SPI) is a measurement of the progress achieved against that which was planned. SPI is calculated as EV/PV. If EV is equal to PV the value of the SPI is 1.
  - If EV is less than the PV then the value is less than 1, which means the project is behind schedule.
  - If EV is greater than the PV the value of the SPI is greater than one, which means the project is ahead of schedule.
  - A well performing project should have its SPI as close to 1 as possible.
- Cost Performance Index (CPI) measures the value of the work completed compared to the actual cost of the work completed. CPI is calculated as EV/AC.
  - If CPI is equal to 1 the project is considered to be on budget.
  - If CPI is greater than 1, the project is considered to be under budget.
  - If CPI is less than 1, the project is considered to be over budget.

The varied thresholds and interpretations of the above metrics would lead the PM to implement prescribed control measures. When the CV and SV lie between +/- 0.1 the PM would need to begin to pay close attention to the project status and document that variance. A move to a +/- 0.2 variance range should trigger a red flag and swift remedial action must be taken to normalize the project and return it to approved acceptable levels.

When the CPI or SPI goes less than 0.95 or greater than 1.05 the PM must put in the corrective actions to bring the project back to budget and time.

4.3.4 Quality Management Plan

Project Quality Management, as defined by the PMI (2017), includes the processes and activities of the performing organization that determine quality policies, objectives, and responsibilities so that the project will satisfy the needs for which it was undertaken. For a service to meet certain standards and customer satisfaction it must meet certain criteria and compliances. Consequently, quality control must be factored into any project. This also applies to conducting the activities for the Sport education platform.

The Quality Management Plan includes the following processes as defined by PMI (2017, p. 271) to ensure that quality is planned; will be managed; assurance and quality control activities are defined to acceptable quality standards:

- Plan Quality Management,
- Perform Quality Assurance and
- Control Quality

4.3.4.1 Plan Quality Management

Plan Quality Management is the process of identifying quality requirements and/or standards for the project and its deliverables and documenting how the project will demonstrate compliance with relevant quality requirements and/or standards. The key benefit of this process is that it provides guidance and direction on how quality will be managed and validated throughout the project (MI, 2017 p. 278). Online sport education systems are subject to international quality standards. Here are some of the international standards that will be employed for this platform.

4.3.4.1.1 Quality Standards for sport E-learning

Figure 39

International Quality Standards for E-learning Development

Standard	
ISO 29993 (ISO, n.d.)	SO/IEC 19796-1 is a quality standard following the principles of quality management developed for learning, education and training in general and it has been adopted to the specific needs of developers and providers of online services and digital resources in many implementations and projects. The aims of this document are to improve transparency and enhance the credibility of distance learning services, to protect consumers by preventing prejudicial practices and to improve the quality of distance learning services for all interested parties. The reference process model covers the sequence of experiences of learners and sponsors in prototypical distance learning services. This document is intended to be used alongside ISO 29993.
Open ECB-Check (ECB-Check, n.d.)	The ECB-Check tool can also be used for internal quality check of the courses and program. The Open ECB-Check is an accreditation and quality improvement scheme for e-Learning programs which supports quality assessments of e-Learning programs.

Note. Data Compiled by the Author on the 17th January 2024.

4.3.4.1.2 Quality Policy

The quality policy aims to:

- Provide a service that leads to client satisfaction.
- Pay attention to proper understanding of the requirements of the user clients.
- Provide all deliverables in accordance with the schedules agreed upon.
- Minimize complaints by keeping a complaint record, using root cause analysis and creating suitable preventive measures.
- Follow the prescribed internationally set standards for measuring quality of e-learning products.

4.3.4.1.3 Roles and Responsibilities

Figure 40

Roles and Responsibility for Quality Management

Roles	Responsibilities
PM	Delivers the Sport education platform to meet stakeholder expectations
User client	Provides the quality expectations for the platform being delivered
Testing team member	Validates the testing measures, designs and develops test scripts and data sets, executes tests, reports and diagnoses' defects to the PM.

Note. Data Compiled by the Author on the 17th January 2024.

4.3.4.1.4 Deployment

Figure 41

Matrix of Deployment

Level of Responsibility	Activities	Indicators	Goals
PM	To follow the prescribed internationally set standards	International Standards	Measure the quality of the platform based on the use of international standards.
	Keeping a complaint record, using root cause analysis and creating suitable preventive measures	Quality tools provided	Ensure the system is free of errors and defects as to minimize user
Team	Focus on the requirements of the users of the platform.	Survey data	Adhere to the surveys conducted and the elements the users require.
	Provide products that lead to user satisfaction.	Quality plan	Deliver a user-friendly platform.

Note. Data Compiled by the Author on the 17th January 2024.

4.3.4.1.5 Quality Metrics

Figure 42

Matrix of Quality Assurance

Deliverable	Acceptance Requirements	Metrics
Website Development Completed	Run the website offline to verify the links are functional and all the activities and exercises are uploaded.	Review of Scope Management Plan Allow some selected users to interact with the system to ascertain if it meets their satisfaction
Website Design Completed	Design must fit user requirements	Review of Scope Management Plan
Network Completed	Network must be able to accommodate multiple (100s) user logins at once	Review of Scope Management Plan Run the platform on the network

Note. Data Compiled by the Author on the 17th January 2024.

4.3.4.2 Perform quality assurance

Perform Quality Assurance is the process of auditing the quality requirements and the result from quality measurements to ensure that appropriate quality standards and operational definitions are used. The key benefit of this process is that it facilitates the improvement of quality processes (PMI,2017, p. 242). Quality assurance is necessary to ensure the progression is in harmony with the quality standards set out in the plan. This will ensure that the deliverables are to the satisfaction and approval of the stakeholders. The methods for used are as follows:

- Quality Audit: review the processes leading up to the final product to establish its compliance with the prescribed principles. It will be carried out with the Project Manager and the team.
- Comparative analysis: using fixed criteria a comparison will be conducted to determine whether or not the deliverables are consistent with the set quality guidelines
- Process analysis: will be incorporated into certain aspects of the project in the effort to improve the processes leading up the learning management system.

4.3.4.2.1 Checklist

The quality checklist would be used as a qualitative measure to provide the team with a balanced overview and insight where improvements can be made by tracking faults or errors through the phases of the project. Where a '*no*' response occurs, the PM traces the error and ensures on the next evaluation a '*yes*' response is obtained.

Figure 43

Quality Checklist Template

Quality Checklist					
Project: Sort Education Platform					**Date:**
	Verification				
Quality Item	**Yes**	**No**	**N/A**	**Date**	**Comments**
Does the project have an approved quality management plan?					
Has the quality management plan been reviewed by all stakeholders?					
Do all stakeholders have access to the quality management plan?					
Is the quality management plan consistent with the rest of the overall project plan?					
Have product quality metrics been established, reviewed, and agreed upon?					

Have process quality metrics been established, reviewed, and agreed upon?					
Do all metrics support a quality standard which is acceptable?					
Do all metrics have agreed upon collection mechanisms?					
Do all metrics have an agreed upon collection frequency?					
Have Quality Metrics Review Meetings been scheduled throughout the project's duration?					
Are all metrics clear, measurable, controllable, and reportable?					
Is the project team familiar with the project's quality review process?					
Does the project have an appropriate number of resources assigned for quality assurance and control?					
Has the project team established a					

repository for all quality documentation?					
Do all team members have access to the quality documentation repository?					
Have all appropriate team members been notified of their required participation in quality reviews?					
Have quality responsibilities been assigned and documented and the applicable personnel notified?					
Have process quality standards been established, documented, and communicated?					
Have quality thresholds and limits been established, documented, and communicated?					
Does the change control process accommodate project changes based on quality improvements?					

Is the PM aware of his/her responsibilities relating to quality acceptance?					
Is the Stakeholder aware of his/her responsibilities relating to quality acceptance?					

Note. Data Compiled by the Author on the 17th January 2024.

4.3.4.2.2 Cause and Effect Diagram

The Cause-and-effect diagram (also called Ishikawa or fishbone chart) will be used to trace and track errors through the system with the possible solutions. The team brainstorms about the reasons why potential issues arisen.

4.3.4.2.2 Flowchart

To show a step-by-step flow of operation to get a solution of a problem or to figure out the process sequence a pictorial representation will be used. The flowchart will give an indication of the process of entering logins and the possible outcomes. Thus, it can assist with the decision-making process and the steps necessary for correcting faults.

4.3.2.2.3 Control Charts

Data plotted in time order in a control chart always has a central line for the average to analyze changes over time determined from historical data. By comparing current data to these lines, conclusions can be drawn about whether the process variation is consistent and

in control or unpredictable and out of control. Therefore, a control chart could be used for testing the system in terms of speed of access of activities by a user client.

4.3.4.3 Control quality

Control Quality is the process of monitoring and recording results of executing the quality activities to assess performance and recommend necessary changes. The key benefit of this process includes the identification of the causes of poor process or product quality and recommending and/or taking action to eliminate them; and the validation of deliverables and work to meet the requirements specified by key stakeholders necessary for final acceptance (PMI, 2017, p. 298). The process is iterative, and the inputs will be the Quality Metrics and Quality Checklist above. The following outputs will be generated as necessary through inspection and Approved Change Request Review:

- Quality Control Measures;
- Validated Changes;
- Verified Deliverables;
- Work Performance Information;
- Change Requests;
- Project Management Plan updates; and
- Project Documents updates.

Quality control is focused on monitoring project deliverables to verify that these are of acceptable quality and are complete and correct, and includes the inspection, analysis, and actions required to ensure quality output. This process involves:

- Verifying, validating, and monitoring of work products to ensure the requirements for quality and scope of work are being fulfilled;
- Inspecting deliverables and documentation and comparing these items to a standard of quality defined for the project; and
- Monitoring output of workflows progress, detecting problems and allowing for corrections prior to delivery of services.

The PM will schedule regularly occurring project, management, and document reviews. In these reviews, an agenda item will include a review of products, any discrepancies and/or audit findings, and a discussion on platform improvement initiatives.

4.3.5 Human Resource Management Plan

Human resources management deals continuously with the human capital of this project. “Human Resource Management involves procurement, development and maintenance of human resources by organizing, managing, and leading the project team. The project team is comprised of the people with assigned roles and responsibilities for completing the project” (PMI, 2017, p. 333).

For the sport education platform, the staff component would comprise full time and part time employees. In addition, some of the tasks would be outsourced from overseas regions. The roles and responsibilities of each are to be clearly outlined and detailed. This plan also involves the following processes:

- Plan Human Resource Management
- Acquire Project Team
- Develop Project Team
- Manage Project Team

4.3.5.1 Plan Human Resource Management

Plan Human Resource Management is the process of identifying and documenting project roles, responsibilities, required skills, reporting relationships, and creating a staffing management plan. The key benefit of this process is that it establishes project roles and responsibilities, project organization charts, and the staffing management plan including the timetable for staff acquisition and release (PMI, 2017, p. 312).

In this phase the roles and responsibilities of the project team will be defined as resented in figure 44.

Figure 44

HR Management Roles & Responsibilities

Position	**Roles and responsibilities**	**Skills**
PM (1)	Set objectives in line with client needs, which may include scope, content, timings and budget.	Excellent organization skills to plan the use of people and resources to meet deadlines.
	Plan work and set deadlines to meet the agreed needs.	Strong interpersonal skills to motivate and lead the team. The ability to monitor and control budgets.
	Select, lead and motivate team from both internal and external stakeholders	Good communication and negotiation skills to manage expectations. The ability to use initiative and make decisions under pressure.
	Monitor the work to make sure it is on time and within budget.	

	Co-ordinate the work of the team and delegate tasks where appropriate.	
	Identify and manage risks to ensure delivery is on time.	
	Implement any changes throughout the process.	
	Report regularly to management and the user client.	
Web & Service Admin (2)	Establishes Web system specifications by analyzing access, information, and security requirements; designing system infrastructure.	**System Administration** Technical Understanding
	Establishes Web system by planning and executing the selection, installation, configuration, and testing of server hardware, software, and operating and system management systems; defining	Telecommunications Technologies Dependability Handles Pressure General Programming Skills Internet Technologies Verbal Communication

	system and operational policies and procedures.	Basic HTML and Flash programming knowledge.
	Maintains Web system performance by performing system monitoring and analysis, and performance tuning; troubleshooting system hardware, software, and operating and system management systems; designing and running system load/stress testing; escalating application problems to vendor.	Solid knowledge of course development software and at least one Learning Management System. Visual design skills (Dreamweaver, Photoshop, Illustrator) and ability to storyboard. Ability to write effective copy, instructional text, audio scripts/video scripts.
	Accomplishes organization goals by accepting ownership for accomplishing new and different requests.	BS or MA degree in instructional design, educational technology or similar. LAN/WAN/NOC Administration Project Management Workflow Planning Productivity Improvement Technical Support
	Visualize instructional graphics, the user interface and the finished product.	
	Conduct instructional research and analysis on learners and contexts.	

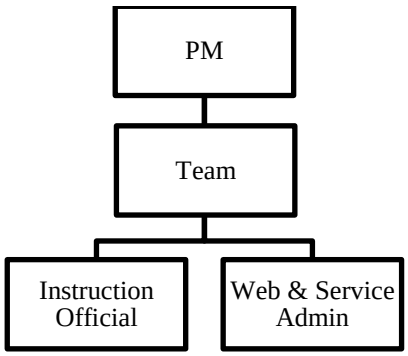
	Apply tested instructional design theories, practice and methods.	Systems Installation, Configuration & Upgrading Security Solutions Database Design & Management Patches & Updates Training & Mentoring
	Provide exercises and activities that enhance the learning process.	
	Create supporting material/media (audio, video, simulations, role plays, games etc.). Decide on the criteria used to judge.	
	learner's performance and develop assessment instruments.	
	Maintain project documentation and course folders.	
Instruction Official (1)	Create engaging learning activities and compelling course content that enhances retention and transfer.	Proven working experience in instructional design and with instructional technology.
	Work with subject matter experts and identify target audience's training needs.	Excellent knowledge of learning theories and instructional design models.
	State instructional end goals and create content that matches them.	Lesson and curriculum planning skills.

4.3.5.1.1 Project Organizational Chart

The project organization chart in figure 45, is a hierarchical representation of the reporting roles along the project. “It is particularly effective in the attempts to thoroughly and carefully keep careful track and record the actual project staff deployment processes that have been implemented within the scope of the project and any particular relationships between these specific project staff members during the project” (PMI, 2017, p.316).

Figure 45

Project Organizational Chart



Note. Data compiled by author on the 19th of January 2024.

4.3.5.1.2 Recruitment and selection process

The project will make use of outsourcing the hiring process to acquire the human capital to duly perform the tasks of the project.

4.3.5.1.3 Responsibility Matrix

The Responsibility Assignment Matrix in figure 46 is used to illustrate the connections between work that needs to be done and project team members.

Figure 46

Sport education Platform Responsibility Matrix

RACI Chart (R = Responsible A = Accountable C = Consult I = Inform)				
Activity	**Project Sponsor**	**PM**	**W&S Admin**	**Team**
Project Initiation	R	A	I	I
Collect Sponsor Requirements	C	R/A	I	R
Meet with Sponsor		R	I	I
Establish Project Scope	C	R/A	I	R
Project Defined	C	R/A	I	R
Market Research	I	R/A	I	R
Conduct Market Survey	C	R/A	I	R
Collect information	I	R	I	R
Analyze information	C	R/A	I	R
Present Findings	I	C	I	R
Determine Software Requirements Specification	I	A	I	R
Determine Hardware Requirements Specification	I	A	R	R
Determine Security Requirements Specification	I	R	I/R	C

Identify Key Stakeholders	C	R/A	I	R
System Design	I	R/A		
User Interface design	I/C	A	R/C	C
Instructional Design	I	A	C /R	C
Analyze requirements				
Identify learners	I	A	I/R	C
Develop learning objectives	I	A	I/R	C

Note. Data compiled by author on the 19th of January 2024.

4.3.5.2 Acquire Project Team

"Acquire Project Team is the process of confirming human resource availability and obtaining the team necessary to complete project activities. The key benefit of this process consists of outlining and guiding the team selection and responsibility assignment to obtain a successful team" (PMI, 2017, p. 328). The PM will be responsible for hiring the staff complement who will diligently work on completing the project.

4.3.5.3 Develop Project Team

This phase is designed to establish performance evaluation instruments for the project. It serves as indicators to measure performance along with staff motivation techniques.

PMI describes this process as "the process of improving competencies, team member interaction, and overall team environment to enhance project performance. The key benefit of this process is that it results in improved teamwork, enhanced people skills

and competencies, motivated employees, reduced staff turnover rates, and improved overall project performance" (PMI, 2017, p. 336).

4.3.5.4 Manage Project Team

"Manage Project Team is the process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimize project performance. The key benefit of this process is that it influences team behavior, manages conflict, resolves issues, and appraises team member performance" (PMI, 2017, p. 34)

The PM will ensure that the team works cohesively and that structures are maintained. The assembled team must be able to conduct their tasks in a manner whereby conflicts will be minimized thus allowing the project to be completed on time.

By reviewing each team member's assigned work activities at the onset of the project and communicating all expectations of work to be performed, the PM will then evaluate each team member throughout the process on the bases of their performance and how effectively they complete their assigned work. This will be done through Performance Reviews which includes a 1 – 5 scale from Bad Performance to Excellent Performance for the assessment of team performance.

4.3.6 Risk Management Plan

Project Risk Management, as defined by the PMI (2017, p.395), includes the processes of conducting risk management planning, identification, analysis, response planning, and controlling risk on a project. A risk is an event or condition that, if it occurs, could have a positive or negative effect on a project's objectives. The main purpose of a risk management plan is to create a logical process of classifying, evaluating and responding to risks that may occur in the project while seeking to develop the instances of positive risks and reduce the occurrence of adverse events through the following processes:

- Identify Risks,
- Perform Qualitative Risk Analysis,
- Plan Risk Responses and
- Control Risks.

4.3.6.1 Identify risks

The Identify Risks process determines which risks may affect the project. The key benefit of this process is the documentation of existing risks, which further equips the project team with the knowledge and ability to anticipate events (PMI, 2017 p. 409). The risk identification process analyzes the project stakeholders, the baseline of the scope, the baseline of the schedule, the budget, along with the quality management plan in order to identify potential risks. Emphasis is placed on the deliverables, assumptions, constraints and RBS in this process.

The following methods will be used to assist in the identification of risks associated with the project:

1. Subject Matter Expert Interviews
2. Risk Assessment Meetings
3. Brainstorming
4. Interviewing
5. SWOT (Strengths, Weaknesses, Opportunities and Threats)

4.3.6.1.1 Risk breakdown structure (RBS)

PMI (2017, p.405) defines the RBS as "A hierarchical representation of potential sources of the total risk exposure of the project". Each descending level represents an increasingly detailed definition of sources of risk to the project. Risk Prioritization & Categorization are shown in figure 46. The risks will be categorized as follows:

1. Technical
2. External
3. Operational
4. Project Management

Using the Risk Breakdown Structure (RBS) risks will be organized in terms of the categories above. This hierarchical outlook will enable the project team to properly analyze the potential risks that threaten the project. Furthermore, decomposition will expose the actual risks that may occur under each category. Each will then be addressed worked on to minimize its negative effect on the project.

Figure 47

Risk breakdown structure (RBS)

Level 1	Level 2	Level 3	Description of Risk
1	**External**	1.1	Existence of similar systems
		1.2.1	Availability of resources
		1.2.2	Speed of delivery
		1.3.1	Inadequate supply of funding
2	**Technical**	2.1.1	Hardware not suitable for
		2.2.1	Chosen software architecture is not suitable
		2.2.2	Critical bugs are discovered
		2.3.1	Network unable to handle user traffic
3	**Organizational**	3.1.1	Lack of team
		3.1.2	Lack of seamless
		3.1.3	Distance of external SMEs
		3.2.1	Possible rejection of system by stakeholders
4	**Project Management**	4.1.1	Inaccurate cost estimates
		4.3.1	Lack of control mechanisms
		4.4.1	Inadequate planning
		4.4.2	Lack of proper procedures

Note. Data compiled by author on the 18th of January 2024.

4.3.6.1.2 Risk register

The identified risks, and the associated cause, consequence, trigger and owner are shown in figure 48.

Figure 48

Risk Register

RBS ID	Category	Description of Risk	Triggers	Cause	Consequences	Responsible

1	**External**					
1.1		Existence of similar systems	The market is conducive for other such systems	Other persons realize the potential benefit	Late entry into market leading to decreased customer levels	PM
1.2.1		Availability of resources	Suppliers providing resources to other buyers	Sellers being offered more money or more lucrative contracts	Delay in schedule whilst seeking other suppliers. Possible increase in cost	PM and Sponsor
1.2.2		Speed of delivery	Delivery of goods predicated upon a third party such as shipping agent	Shipping routing changes	Delay in certain activities and increasing the budget	Team
1.3.1		Inadequate supply of funding	Sponsor running out of capital	Underestimation of project magnitude	Delay in project schedule increased cost	Sponsor
2	**Technical**					
2.1.1		Hardware not suitable for	Software Component	Inadequate technical	Would not be able to accommodate expected volumes of traffic, decreased quality of system	Team
2.2.1		Chosen software architecture is not suitable	Software incompatible with hardware	Inadequate technical planning	Quality of system could be compromised. Delays	Team

					due to rework	
2.2.2		Critical bugs are discovered	Errors evolving	Lack of quality testing throughout the development stages	Decrease quality, increase costs and time due to rework	Team
2.3.1		Network unable to handle user traffic	Frequent system crashes	More users than expected at any point in time.	Decrease quality, increase costs and time due to rework	Team
3	**Organizational**					
3.1.1		Lack of team	Persons don't feel appreciated	Demanding	Time delays	PM
3.1.2		Lack of seamless	Team members	Decrease reporting and	Quality standards	PM
3.1.3		Distance of external SMEs	Availability of experts	Experts not available in the country	Cost increases	PM
3.2.1		Possible rejection of system by stakeholders	Potential customers	Length of time to wait for this system to come on stream	Increase in budget to speed up development process	PM
4	**Project Management**					
4.1.1		Inaccurate cost estimates	Use of proper estimating techniques	Lack of understanding	Increase in original budget	PM
4.3.1		Lack of control	Decisions necessary	Lack of understanding	Project can go in unmanagea	PM

		mechanisms	to handle changes		ble directions	
4.4.1		Inadequate planning	Sourcing documentation	Lack of understanding	Increase costs, decrease quality and increase time	PM
4.4.2		Lack of proper procedures	Sourcing documentation	Lack of understanding of project management techniques	Increase costs, decrease quality and increase time. Project could become unmanageable	PM

Note. Data compiled by author on the 18th of January 2024.

4.3.6.2 Perform qualitative risk analysis

Perform Qualitative Risk Analysis is the process of prioritizing risks for further analysis or action by assessing and combining their probability of occurrence and impact. The key benefit of this process is that it enables project managers to reduce the level of uncertainty and to focus on high-priority risks. (PMI, 2017, p. 419). The Scope Baseline and Risk Register are used as inputs. Updates in the Risk Register were performed through the Risk Probability and Impact Assessment, and Probability and Impact Matrix tools and techniques.

4.3.6.2.1 Probability and impact scales

The probability of a risk speaks to the likelihood of that specific risk occurring, while the impact relates to the potential effect of the risk on a project objective such as schedule, cost, quality or performance (PMI, 2017, p.423). The probability and impact of each risk identified are shown in figure 49 and 50.

Figure 49

Risk Impact Assessment Scale

Numeric scales	**Relative scales**	**Cost**	**Time**	**Quality**
1	Very Low	Insignificant cost increase	Insignificant time increase	Slight reduction in quality no overall impact
2	Low	Requires some additional funding	Project schedule increase by one month	quality degradation noticeable
3	Medium	Requires significant additional funding	Project schedule increase by 3 months	Significant components of the scope for functionality will be unavailable

4	High	Requires significant reallocation of funds	Project schedule increase by 6 months	Quality reduction unacceptable to sponsor and stakeholders
5	Very high	Increases threaten viability of project	Project schedule increases by over 6 months	Project results effectively useless and unusable

Note. Data compiled by author on the 18th of January 2024.

Figure 50

Probability Scale

Rating	Interpretation	Probability Range
5	Very likely to occur	81 – 100%
4	Probably will occur	61-80%
3	May occur – about half of the time	41-60%
2	Unlikely to occur	21-40%
1	Very unlikely to occur	0-20%

Note. Data compiled by author on the 18th of January 2024.

4.3.6.2.2 Probability and impact matrix

A probability and impact grid in figure 51, maps the probability of each risk occurrence and its impact on project objectives if that risk occurs. Risks are prioritized according to their potential implications for having an effect on the

project's objectives. Subsequent to the rating of the probability and impact, ratings will be assigned to the risk based on the specific combinations of probability and impact, by multiplying the two metrics. Risks will then be classified or color coded with the key which follows:

- High Risks - Red
- Moderate Risk- Yellow
- Low Risk-Green

Figure 51

Probability and Impact Matrix

Probability and Impact Matrix	
PI	**Threats**
15-25	red
10-14	yellow
1-9	green

Note. Data compiled by author on the 18th of January 2024.

At the end of all these exercises a detailed risk register will be compiled. This document will serve as a guide that the project manager and team will use to monitor and control any potential threats to the project.

4.3.6.2.3 Updated risk register

The updated Risk Register lists the identified risks and for each risk it outlines the associated cause, consequence, trigger and owner are shown in figure 52.

Figure 52

Updated risk register

Id	Category	Description of Risk	Triggers	Cause	Consequences	Risk Probability	Risk Impact	Risk Score (P*I)	Responsible
1	External								
1.1		Existence of similar systems	The market is conducive for other such systems	Other persons realize the potential benefit	Late entry into market leading to decreased customer levels	3	4	12	PM
1.2.1		Availability of resources	Suppliers providing resources to other buyers	Sellers being offered more money or more lucrative contracts	Delay in schedule whilst seeking other suppliers. Possible increase in cost	3	4	12	PM and Sponsor

1.2.2		Speed of delivery	Delivery of goods predicated upon a third party such as shipping agent	Shipping routing changes	Delay in certain activities and increasing the budget	2	3	6	Team
1.3.1		Inadequate supply of funding	Sponsor running out of capital	Underestimation of project magnitude	Delay in project schedule increased cost	5	4	20	Sponsor
2	**Technical**								
2.1.1		Hardware not suitable for	Software Component	Inadequate technical	Would not be able to accommodate expected volumes of traffic, decreased quality of system	3	4	12	Team

2.2.1		Chosen software architecture is not suitable	Software incompatible with hardware	Inadequate technical planning	Quality of system could be compromised. Delays due to rework	3	4	12	Team
2.2.2		Critical bugs are discovered	Errors evolving	Lack of quality testing throughout the development stages	Decrease quality, increase costs and time due to rework	2	4	8	Team
2.3.1		Network unable to handle user traffic	Frequent system crashes	More users than expected at any point in time.	Decrease quality, increase costs and time due to rework	3	5	15	Team
3	**Organizational**								
3.1.1		Lack of team	Persons don't feel appreciated	Demanding	Time delays	3	3	9	PM
3.1.2		Lack of seamless	Team members	Decrease reporting and	Quality standards	3	3	9	PM

3.1.3		Distance of external SMEs	Availability of experts	Experts not available in the country	Cost increases	2	3	6	PM
3.2.1		Possible rejection of system by stakeholders	Potential customers	Length of time to wait for this system to come on stream	Increase in budget to speed up development process	3	4	12	PM
4	**Project Management**								
4.1.1		Inaccurate cost estimates	Use of proper estimating techniques	Lack of understanding	Increase in original budget	3	5	15	PM
4.3.1		Lack of control mechanisms	Decisions necessary to handle changes	Lack of understanding	Project can go in unmanageable directions	2	4	8	PM
4.4.1		Inadequate planning	Sourcing documentation	Lack of understanding	Increase costs, decrease quality and increase time	2	5	10	PM

4.4.2		Lack of proper procedures	Sourcing documentation	Lack of understanding of project management techniques	Increase costs, decrease quality and increase time. Project could become unmanageable	2	5	10	PM

Note. Data compiled by author on the 18th of January 2024.

4.3.6.3 Plan risk responses

Plan Risk Responses is the process of developing options and actions to enhance opportunities and to reduce threats to project objectives. The key benefit of this process is that it addresses the risks by their priority, inserting resources and activities into the budget, schedule and project management plan as needed (PMI, 2017, p. 437). For this process, the Risk Register was updated to include risk strategies using the Contingent Response Strategies technique in figure 53.

Figure 53

Contingent Response Strategies

Id	Category	Description of Risk	Triggers	Cause	Consequences	Risk Probability	Risk Impact	Risk Score (P*I)	Risk Response	Responsible
1	**External**									

1.1		Existence of similar systems	The market is conducive for other such systems	Other persons realize the potential benefit	Late entry into market leading to decreased customer levels	3	4	12		PM
1.2.1		Availability of resources	Suppliers providing resources to other buyers	Sellers being offered more money or more lucrative contracts	Delay in schedule whilst seeking other suppliers. Possible increase in cost	3	4	12		PM and Sponsor
1.2.2		Speed of delivery	Delivery of goods predicated upon a third party such as shipping agent	Shipping routing changes	Delay in certain activities and increasing the budget	2	3	6		Team
1.3.1		Inadequate supply of funding	Sponsor running out of capital	Underestimation of project magnitude	Delay in project schedule increased cost	5	4	20		Sponsor

2	**Technical**									
2.1.1		Hardware not suitable for	Software Component	Inadequate technical	Would not be able to accommodate expected volumes of traffic, decreased quality of system	3	4	12		Team
2.2.1		Chosen software architecture is not suitable	Software incompatible with hardware	Inadequate technical planning	Quality of system could be compromised. Delays due to rework	3	4	12		Team
2.2.2		Critical bugs are discovered	Errors evolving	Lack of quality testing throughout the development stages	Decrease quality, increase costs and time due to rework	2	4	8		Team
2.3.1		Network unable to handl	Frequent system crashes	More users than expected at any	Decrease quality, increase costs and	3	5	15		Team

		e user traffic		point in time.	time due to rework					
3	**Organizational**									
3.1.1		Lack of team	Persons don't feel appreciated	Demanding	Time delays	3	3	9		PM
3.1.2		Lack of seamless	Team members	Decrease reporting and	Quality standards	3	3	9		PM
3.1.3		Distance of external SMEs	Availability of experts	Experts not available in the country	Cost increases	2	3	6		PM
3.2.1		Possible rejection of system by stakeholders	Potential customers	Length of time to wait for this system to come on stream	Increase in budget to speed up development process	3	4	12		PM
4	**Project Management**									
4.1.1		Inaccurate cost estimates	Use of proper estimating techniques	Lack of understanding	Increase in original budget	3	5	15		PM
4.3.1		Lack of control mech	Decisions necessary to handle	Lack of understanding	Project can go in unmanageabl	2	4	8		PM

		anisms	changes		e directions					
4.4.1		Inadequate planning	Sourcing documentation	Lack of understanding	Increase costs, decrease quality and increase time	2	5	10		PM
4.4.2		Lack of proper procedures	Sourcing documentation	Lack of understanding of project management techniques	Increase costs, decrease quality and increase time. Project could become unmanageable	2	5	10		PM

Note. Data compiled by author on the 18th of January 2024.

4.3.6.4 Control risks

Control Risks is the process of implementing risk response plans, tracking identified risks, monitoring residual risks, identifying new risks, and evaluating risk process effectiveness throughout the project. The key benefit of this process is that it improves efficiency of the risk approach throughout the project life cycle to continuously optimize risk responses (PMI, 2017, p. 453). During this project, the Risk Register, Work Performance Data and Work Performance Reports will be used as inputs to the Control Risks process to produce the following outputs:

- Work Performance Information;
- Change Requests (as needed); and
- Project Documents updates.

This will be achieved using techniques such as Risk Reassessment. The most likely and greatest impact risks will be added to the project schedule to ensure that proper monitoring occurs during the time of risk exposure.

4.3.6.4.1 Roles and Responsibilities

It is important to assign roles and responsibilities as shown in figure 54 to foster analysis and respond to risks. This will ensure response times since persons would already know their role when a risk occurs.

Figure 54

RACI Matrix

(Accountable, Responsible, Consulted, Informed)					
Roles & Responsibilities	PM	Sponsor	Expert	Team	Stakeholder
Risk Planning	**A**	**R**		**R**	
Risk Identification	**A**	**R**	**R**	**R**	**C**
Risk Analysis	**A**	**C**	**R**	**R**	
Quantitative Risk Analysis	**A**			**C**	
Risk Response Planning and Action Plan Development	**A**	**R/C**	**I**		**I**
Risk Monitoring and Control	**A/R**	**I**	**I**		**I**
Lessons Learned Documentation	**C**	**I**			

4.3.7 Communications Management Plan

"Project Communications Management includes the processes that are required to ensure timely and appropriate planning, collection, creation, distribution, storage, retrieval,

management, control, monitoring, and the ultimate disposition of project information" (PMI, 2017, p. 366). Communication will take place both internally and externally of the project and must be managed properly. External communication will involve software and hardware vendors, Ministries of Education and instructors. The Communication Management plan includes the following processes:

- Plan Communications Management
- Manage Communications
- Control Communications

4.3.7.1 Plan Communications Management

"Plan Communications Management is the process of developing an appropriate approach and plan for project communications based on stakeholder's information needs and requirements, and available organizational assets. The key benefit of this process is that it identifies and documents the approach to communicate most effectively and efficiently with stakeholders" (PMI, 2017, p. 366).

4.3.7.1.1 Communication Channels

The PM will be aware of the all the potential communication channels existing in the project. These lines of communication are carefully appointed and reside between the various stakeholders Using the formula ***n (n – 1)/2, where n represents the number of***

stakeholders, to arrive at the number of channels will give the PM some guidance as to the complexity of the Sport education Platform.

Number of stakeholders = 12, (Sponsor, PM, Web & System Administrator, Project team (4), Instruction Official, Instructors, Ministry of Education, Prospective Students)

Total number of channels: 11(11-1)/2 = 11(10)/2 = 55

4.3.7.1.2 Distribution of Information

Information will be disseminated via numerous mediums between the various stakeholders. As shown in figure 55, the most effective and efficient means would be used to ensure adequate sender and receiver participation.

Figure 55

Stakeholder Communication Delivery Methods

Stakeholders		Method
Sponsor	PM	Email, telephone calls, reports, meetings
PM	Team	Email, meetings, reports, minutes
PM	Web & Systems Admin	Email, meetings, reports, minutes

PM	Instruction Official	Email, meetings, reports, minutes
Web & Systems Admin	Vendors	Email, brochures, meetings
Instruction Official	Instructors, students	Email, questionnaires, reviews
Team	Users	Social media, websites,

Note. Data compiled by author on the 18th of January 2024.

4.3.7.2 Manage and Control Communications

Manage Communications is the process of creating, collecting, distributing, storing, retrieving, and the ultimate disposition of project information in accordance to the communications management plan which enables an efficient and effective communication flow between project stakeholders.

The PM will play an active role in ensuring effective communications on the project. The communications requirements will be documented in the Communications Matrix in figure 56 and 56. The Communications Matrix will be used as the guide for what information should be communicated, who provides the communication, when the communication is to be sent and who should receive the communication.

Figure 56

Communications Management Matrix

Type	Objective	Medium	Frequency	Audience	Owner	Deliverable	Format

Kick off Meeting	Introduce the team and the project. Review project objectives and approach.	Face to Face Video conference	Once	Project Sponsor Team Expert	PM	Agenda Meeting Minutes COA	Audio Recording, Soft copy archived on project SharePoint site.
Project Team Meetings	Review status of the project with the team.	Face to Face Video conference	Weekly	Project Team Project Manager Expert	PM	Agenda Meeting Minutes Project schedule Project Updates	Audio Recording, Soft copy archived on project SharePoint site.
Project Status Meetings	Report on the status of the project.	Face to Face Conference Call	Monthly	Project Team Project Manager Expert	PM	Slide updates Project schedule Project Updates	Audio Recording, Soft copy archived on project SharePoint site and project web site.
Project Status Reports	Report the status of the project including activities, progress, costs and issues.	Email Hard copy	Monthly	Project Team Project Manager Expert	PM	Project Status Report Project schedule	Audio Recording, Soft copy archived on project SharePoint site.
Website	Inform and engage Stakeholders about the platform	Website	Daily	All Stakeholders	PM W&S admin	Webpage	

Social media	Inform and engage Stakeholders about LMS.	FB IG Twitter	Daily	All Stakeholders	PM Marketing expert	Social Media updates	
Q & A Forum with Specific Stakeholders	Engaging partners by developing dialogue and promoting education.	Face to Face	Quarterly	Specific Groupings of Stakeholders	PM	Project Updates	Audio Recording, Soft copy archived on project SharePoint site.

Note. Data compiled by author on the 18th of January 2024.

Figure 57

Communications Delivery Methods and Technologies

Who	When	Why	Method
Team	As the project requires, regularly and consistently. When announcements are to be made.	Keep communication flowing – if no new announcements or decisions then reiterate key messages. Updates on any role employees will have in the process and when. Updates on project progress.	Email Scheduled meetings (soft and hard copies) Video conferencing

Web & System Admin	When announcements are made or expected.	Update on any major aspects relating to portfolio	Meetings Emails Letters
Prospective scholars and Instructors	When announcements are made. Key decisions affecting specific classification of taxpayers.	Update on timeline for decisions/announcement.	Letters Meetings

Note. Data compiled by author on the 18th of January 2024.

4.3.8 Procurement Management Plan

"Project Procurement Management includes the processes necessary to purchase or acquire products, services, or results needed from outside the project team. The organization can be either the buyer or seller of the products, services, or results of a project" (PMI, 2017, p.459). To ensure that monies are spent properly and the right goods and services are purchased the following processes are included:

- Plan Procurement Management,
- Conduct Procurements,
- Control Procurement and
- Close Procurements.

4.3.8.1 Plan Procurement Management

Plan Procurement Management is the process of documenting project procurement decisions, specifying the approach, and identifying potential sellers. The key benefit is to determine whether to acquire goods and services outside the project as well as how and when to acquire them (PMI, 2017, p.466).

Fixed Price Contracts (FFP) are used to this process and shown in figure 58. In Firm Fixed Price Contracts (FFP), "the price for goods is set at the outset and not subject to change unless the scope of work changes. Any cost increase due to adverse performance is the responsibility of the seller, who is obligated to complete the effort. Under the FFP contracts, the buyer should precisely specify the product or services to be procured, and any changes to the procurement specification can increase the costs to the buyer" (PMI, 2017, p. 471).

Figure 58

Contracts Issued

	Type of contract	**Reason**
W&S Admin	Firm Fixed Price Contracts (FFP).	Once the contract is signed, the person tasked with completion of the work would be expected to do so within a specified time frame. This will effectively prevent the cost from increasing over time and additional cost would be placed onto the seller. The seller must first have an understanding of the work plan and then the COA necessary to complete the task.
Instruction Official	Firm Fixed Price Contracts (FFP).	Once the contract is signed, the person tasked with completion of the work would be expected to do so within a specified time frame. This will effectively prevent the cost from increasing over time and additional cost would be placed onto the seller. The seller must first have an understanding of the work plan and then the COA necessary to complete the task.
Recruitment Outsourcing	Firm Fixed Price	Once the contract is signed, the person tasked with completion of the work would be expected to do so within a specified time frame. This will effectively prevent the cost

	Contracts (FFP).	from increasing over time and additional cost would be placed onto the seller. The seller must first have an understanding of the work plan and then the COA necessary to complete the task.
Host	Fixed price with economic price adjustments (FPEPA)	Contract which spans over a longer period of time and with special provision allowing the predefined contract price due to currency conversion changes.

Note. Data compiled by author on the 18th of January 2024.

4.3.8.1.1 Procurement Risks

There will be some level of procurement- related risk, which will be managed in accordance with the risk management plan. For the appropriate handling of any unforeseen risks during the course of the procurement phase, the PM will be notified. The procurement risks are identified as follows:

- The technology may increase in price at the time of purchase
- Incorrect purchase of web services
- Potential delays in shipping due to a number of factors including
- Poor vendor background checks
- Inaccurate vendor brochures about products

4.3.8.1.2 Estimates and Evaluation Criteria

To give the team a clear indication of the potential seller that can adequately meet the needs in line with the allocated budget, proper evaluation of the required goods and services from potential suppliers will be performed through the following bid documents:

- Request for information (RFI) to solicit from potential sellers' specific material in relation to products needed for the platform. Once received, it will assist in decision-making about affordability, availability and maintenance among other criteria (PMI, 2017, p. 477).
- Request for quotation (RFQ) to get quotations, detailing cost estimates from a short-list of sellers (PMI, 2017, p. 477).

4.3.8.1.3 Goods and services to be Procured

- Webserver
- Website domain
- Bandwidth for server
- Software platform (open source, general or custom built)
- Web and System Admin
- Instruction Official

4.3.8.2 Conduct Procurements

The process of obtaining seller responses, selecting a seller, and awarding a contract. The benefits are that it selects a qualified seller and implements the legal agreement for

delivery (PMI, 2017, p. 482). This process follows the following components on a standardized procurement document:

- Background of sellers
- Proposal process and timelines
- Proposal guidelines
- Source selection criteria
- Pricing forms
- Statement of work on contracts
- T&C
- Procurement performance evaluation form
- Selection evaluation criteria forms

4.3.8.2.1 Management of Deadlines

This Sport education platform requires the suppliers to follow and adhere to strict timelines and deadlines which state the calendar date and time expressed in 24-hour clock frames.

4.3.8.2.2 Control of Contracts

The condition of the contract shall form an essential part of the procurement process. All contract shall clearly include but not limited to the following:

- the scope of the work to be performed
- the goods to be supplied
- the definitions of the contract terms
- the functions and authority of the contract administrator

- information on contract scheduling, cost and payments

4.3.8.2.3 Contract Statement of work

Contract for Web and Database Server	
Summary To supply Web and Database Server for DATASUR	
Schedule Two (2) weeks	
Cost $10 000	
Specifications of Server	
Hardware 6 x 1.6 GHz CPU 10 GB RAM 2 x 100 GB Hard Drive	Software Windows PowerShell 2.0, 3.0 or 4.0 Internet Information Services (IIS) 6, 7.0, 7.5 or 8 Windows Server 2012 R2

Contract for Web & System admin
Summary To set up, configure and install a web and database server and to create a website and platform

Schedule Eight (8) weeks
Cost $500 0
Description of Work to be completed To establishes website specifications by analyzing access, information, and security requirements. To create a secure website for the Sport education platform by developing system access, monitoring, control, and evaluation; establishing and testing disaster recovery policies and procedures; completing back-ups

Contract for Instruction Official
Summary To create content for the Platform
Schedule Four (4) weeks
Cost $5500
Description of Work to be completed

To create lesson plans for the various subjects, complete with activities and evaluation exercises

4.3.8.2.4 Supplier Selection

Suppliers will be selected on a rating score matrix in terms of price and speed of delivery as shown in figure 59. The supplier with the highest score at the end of the exercise will receive the contract to undertake the given task.

Figure 59

Selection Matrix Template

Supplier	Price (40%)	Speed of Delivery (60%)
Supplier 1		
Supplier 2		
Supplier 3		

Note. Data compiled by author on the 19th of January 2024.

4.3.8.2.5 Contract Award

The procurement metrics as shown in figure 60, are established in order to better assess vendor performance and procurement activities. Each metric is given a total score of 100. After the summation, a rating scale will be used to select the vendor to perform the undertaking. The emerging supplier would be notified via letter or email and must respond to this notification in two (2) working days. The contract will then be signed by the sponsor

and the potential seller during a face-to-face meeting. Witnesses for both parties may also be present at the meeting.

The values of the metrics will be used to create a vendor rating table and build a past performance database in order to create a foundation for selecting vendors for future procurement activities. This activity will be carried out once due to the nature of the project. As a result, once the selection is made a contract will be awarded.

Figure 60

Performance Metrics for Procurement Activities

Supplier	Service Quality	On time Delivery	Doc Quality	Development Costs	Development Time	Cost per unit	Transaction Efficiency	Total
	40	**5**	**5**	**10**	**10**	**15**	**15**	**100**
1								
2								
3								

1= Unsatisfactory (<60), 2= Acceptable (60-84), 3=Exceptional (85-100)

Note. Data compiled by author on the 19th of January 2024.

4.3.8.3 Control Procurement

Control procurement is the process of managing procurement relationships, monitoring contract performance, and making changes and corrections as appropriate which ensures that both seller's and buyer's performance meet the project requirements (PMI, 2013, p. 492).

4.3.8.3.1 Reporting the Performance of the Acquisitions

Reporting the Performance of the Acquisitions will be reviewed by analyzing supplier's performance on the contract scope responding to price, delivery, costs and work completed.

4.3.8.3.2 Inspection and Verification of Deliverables

The team will use the contract statement of work to verify and inspect the deliverables. Once it meets the requirements an approval will be granted and the seller could proceed to acquire payment.

4.3.8.4 Closing of Acquisitions

All contracts must be closed and verification of deliverable(s) to scope of work are to be conducted with a sign off contract between seller and sponsor which include seller performance reports. The PM will then document the process as well as lessons learned for future use.

4.3.9 Stakeholder Management Plan

To ensure project success, identifying the stakeholders helps to know all the key stakeholders on the project, how they prefer to communicate, what their needs are, and what results are the acceptable deliverables.

To specifically focus on the importance of stakeholder engaged at the beginning of the project, the stakeholder management plan will include the processes required to identify the people, groups, or organizations that could impact or be impacted by the project, to analyze stakeholder expectations and their impact on the project, and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and execution (PMI, 2017, p. 503) through the following processes:

- Identify Stakeholders
- Plan Stakeholder Management
- Manage Stakeholder Engagement
- Control Stakeholder Engagement.

4.3.9.1 Identify Stakeholders

This process catalogs all the persons who may be affected by the project. They may be positively or negatively affected by the results of the project or any activity wherein. Accordingly, stakeholder management is a key objective to the successful completion of this project.

The stakeholders who will be affected by the Sport education Platform will be identified by means of meetings and surveys. A series of meetings will take place with persons who may be potential stakeholders-such as sport instructors tasked with providing

instruction, and curriculum officials. In addition, surveys will be carried out in schools and other locations to gather information from prospective scholars who can be deemed the primary users of the platform. Figure 61 below presents the stakeholders register.

Figure 61

Stakeholder register

ID	Role	Communication Type	Communication Method	Stake	Influence	Perspective
0	Sponsor	Internal	E-mail Telephone Face to Face	Initiates the project, provides the budget and is involved in decision making.	High	Positive
1	PM	Internal	E-mail Telephone Face to Face	High	High	Positive
2	Team	Internal	E-mail Telephone Face to Face		High	Positive
3	Prospective scholars	External			Low	Neutral
4	Instructors	External			Low	Neutral
5	Web & System Admin	External	E-mail Telephone Video conferencing Presentations		Medium	Neutral
7	Vendors	External	E-mail		Low	Neutral
			Telephone Video conferencing Presentations			
8		External	E-mail Telephone			Neutral

	Instruction Official		Video conferencing Presentations		Medium	

Note. Data compiled by author on the 18th of January 2024.

Alongside the stakeholder register a power-interest grid as shown below in figure 62 is formulated to ascertain the type of relationship needed to maintain positive relations between the team and stakeholders. Prospective scholars will have to be monitored very closely since their interest in the system is very high. This group will have to be properly managed to ensure their interest is sustained.

Figure 62

Stakeholder Power - Interest Grid

Interest **Power**	High Impact	Low Impact
High Influence	Keep Satisfied **Sponsor** **Team**	Manage Closely **Web & System admin** **Instruction Official**
Low Influence	Monitor	Keep Informed **Vendors**

	Prospective scholars, **Ministries of Education,** **Instructors**	

Note. Data compiled by author on the 18th of January 2024.

4.3.9.2 Plan Stakeholder Management

The stakeholders are to be analyzed to assess their current level of engagement with the platform. The sponsor would be the most supportive at this point primarily by virtue of being the initiator and would have the desire to establish a completed Sport education Platform. On the other hand, groups such instructors, students and vendors are naturally unaware of the inner workings of such a project, but they could be elevated to the supportive category through proper management by keeping them informed of the processes involved. Once their level of engagement is sustained at the required level, the project could progress as shown in figure 63 below.

Figure 63

Stakeholder Engagement Assessment Matrix

Stakeholder	Unaware	Resistant	Neutral	Supportive	Leading
Sponsor				C	C
PM				C	C
Team				C	
Prospective scholars	C			D	

Instructors	C			D	
Web & System Admin	C			D	
Vendors	C			D	
Instruction Official	C			D	

Stakeholder Engagement Assessment Matrix. List stakeholders and place a "C" for their current level of engagement and "D" in the column of their desired level of engagement.

The engagement level of the stakeholders can be classified as follows:

- **Unaware** Unaware of project and potential impacts.
- **Resistant** Aware of project and potential impacts and resistant to change.
- **Neutral** Aware of project yet neither supportive nor resistant.
- **Supportive** Aware of project and potential impacts and supportive to change.
- **Leading** Aware of project and potential impacts and actively engaged in ensuring the project is a success.

Note. Data compiled by author on the 18th of January 2024.

4.3.9.3 Manage and Control Stakeholder

The team will subsequently develop strategies to maintain their reach with every stakeholder. Maintaining effective communication with stakeholders as presented in figure 64 would ensure the success as their concerns will be dealt with during the process which fosters a greater opportunity of buy-in and approval at the completion of the final platform.

Figure 64

S*takeholder Communications Strategy*

Stakeholder	**Type**	**Class**	**Peak Interest**	**Communication Method**	**Strategy**

Sponsor	Internal	Positive	Initiating Closing	Phone Email Presentations Face-to-face meetings	Keep Satisfied Ensure the sponsor requirements are carried out, any deviation is too communicated before proceeding.
Team	Internal	Positive	Planning Execution	Phone Email Presentations Face-to-face meetings	Keep Satisfied The team must be made to feel that they are central to the project and not simply employees. Thus. some sense of ownership is necessary.
Prospective scholars	External	Positive	Execution Closing	Presentations Meetings	Monitor The ultimate users of the LMS form this group; consequently, their

					requirements must be adhered to.
Instructors	External	Positive	Execution Closing	Presentations Meetings	Monitor Tutors will be used to instruct the students thus their input is necessary through the process.
Web & System Admin	External	Positive	Execution	Presentations Meetings Email	Manage Closely Expected to carry out the technical aspect dealing with the website and its components therefore a watchful eye must be placed on the individual to ensure they are complying

					with the specifications.
Systems Administrator	External	Positive	Execution	Presentations Meetings E-mail	Manage Closely Expected to carry out the technical aspect dealing with the system and its components therefore a watchful eye must be placed on the individual to ensure they are complying to the specifications.
Instruction Official	External	Positive	Execution	Presentations Meetings E-mail	Manage Closely xpected to carry out the task of building content therefore a watchful eye must be placed on the

					individual to ensure they are complying with the specifications.

Note. Data compiled by author on the 18th of January 2024.

5 CONCLUSIONS

In conclusion, this Final Graduation Project:

1. Provides motives for undertaking and creating a more likely successful launch strategy for the sport education platform, by exploring today´s sport education environment in Paramaribo assessed through potential users focusing on details such as ease of use of this platform, its cultural sport education efficiency and effectiveness.
2. Subsequently, assessed its service, organizational, financial, legal and regulatory compliance as pre- feasibility indicators to preliminarily screen this platform as a promising project and business investment. To ensure that the right resources will be available with the right proficiencies and knowledge detailed project subsidiary plans were developed.
3. Assists in creating the sport education platform in time, within budget, and remain in scope as a final product, by incorporating subsidiary plans which outline:
    - Its scope baseline to indicate the parameters of this project and provide a measure of monitoring and control to the PM. In addition, the various roles and responsibilities were articulated as well as a WBS and WBS dictionary to indicate the outlined work packages necessary to complete the platform;
    - The established timeframes to avoid going outside time constraint and not lend this project to failure, the schedule management plan is developed. Special attention was given to identifying and sequencing the activities

necessary for the project completion. The project schedule diagram was also created, which will provide a review of the project tasks;

- The estimation of the cost baseline parameter to derive the budget as well as monitor and control the project. Pertinent information such as vendor quotations, market conditions and the WBS were used to estimate the cost and appropriate metrics were then set to measure cost variances if any modification to the budget occurs;
- A set of principles to follow and meet the predetermined quality standards and stakeholders' approval. To measure various components of the platform, quality assurance procedures were created as control methods to ensure the quality of the platform is kept to a high standard;
- The various positions of roles and responsibilities of the people involved assigning them to each post which implicitly holds the abilities necessary for this project. A reporting mechanism using an organizational chart and RACI were used to indicate to the reporting mechanisms and the tasks assignment;
- The potential negative and positive risks with the objective to lessen negative risks and take advantage of the positive ones. The risk register created identified all the possibilities, causes, probabilities along with the responses to these risks presented in an RBS and a matrix of roles and responsibilities. The impact and probability scales were developed for prioritization of potential threats and opportunities and risk response strategies were outlined in any of these incidences;

- Proper communication methods between sender and receiver determined through reporting schedules. Also, communication systems were formulated to keep track of messages, the medium, prescribed frequencies and formats necessary for sending;
- The goods and services for this project ensuring that appropriate contracts or contractual arrangements were clearly defined. The evaluation and subsequent selection of vendors was done via RFIs and RFQs. To monitor and control the monetary flow payment systems and protocols were established; and
- The strategies to foster stakeholder engagement. Stakeholder identification and management was fundamental to gain approval upon completion of the platform. A stakeholder register was outlined, detailing all possible stakeholders keeping them informed and updated pertinent to their classification in terms of power and influence. An engagement assessment matrix determined the current and expected levels of stakeholder interaction with the platform for managing and monitoring.

6 RECOMMENDATIONS

The formulation of a Project Management Plan for the development of the Sport Education Platform leads to a proposal of the following recommendations:

1. It is recommended that the PM possesses managerial skills to hire the necessary people with advanced skillsets in networking, web administration and any other skills and also communication skills to create an environment whereby team work is valued maintaining the success of the project.
2. The PM must maintain high quality standards to secure service requirements within the strict budget and regulatory compliance measures to avoid any stakeholders' requirement fails as for the end goal of the platform has an educational and learning purpose as well as income generator for the sponsor.
3. Comprehensive project management practices should always be used in any project by the ESS-F, no matter the size. The outcome of a project management plan along with the other subsidiary plans must always be formulated and documented for which this particular one can be used reference.

7 VALIDATION OF THE FGP IN THE FIELD OF REGENERATIVE AND SUSTAINABLE DEVELOPMENT

7.1 Relationship with the sustainable development objectives

This Project Management Plan outlines the key steps involved in developing and implementing a sport education platform in Paramaribo that is aligned with the Sustainable Development Goals. “The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity” (United Nations Development Program, 2022).

The SDG consists of the following 17 areas as shown in Figure 55 in which action in one will affect outcomes in others, and that development must balance social, economic and environmental sustainability (United Nations Development Program, 2022):

Figure 65

The 17 SDG’s

Source: Adopted from UNDP. (2023). Sustainable Development Goals. Sustainable Development Goals; United Nations. https://www.undp.org/sustainable-development-goals

UNDP (2023) states 17 SDG's as:

2. No poverty: End extreme poverty in all forms
3. Zero hunger: End extreme poverty in all forms
4. Good health and well-being: End extreme poverty in all forms
5. Quality education: End extreme poverty in all forms
6. Gender equality: End extreme poverty in all forms
7. Clean water and sanitation: End extreme poverty in all forms
8. Affordable and clean energy: End extreme poverty in all forms
9. Decent work and economic growth: End extreme poverty in all forms
10. Industry, innovation and infrastructure: End extreme poverty in all forms
11. Reduced inequalities: End extreme poverty in all forms
12. Sustainable cities and communities: Make cities and human settlements inclusive, safe, resilient and sustainable
13. Responsible consumption and production: Make cities and human settlements inclusive, safe, resilient and sustainable
14. Climate action: Make cities and human settlements inclusive, safe, resilient and sustainable
15. Life below water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development
16. Life on land: protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

17. Peace, justice and strong institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
18. Partnerships for the goals: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

A Sport education platform can play a significant role in promoting sustainable development. By providing access to educational resources and opportunities, it can help the people from Paramaribo and others from different backgrounds to learn about science in sport performance to contribute to a more sustainable future.

The sport education platform will contribute to the achievement of the following SDGs:

- Goal 3: Good Health and Well-being: Sport is an important way to improve physical and mental health. The platform will provide people with the knowledge and resources they need to participate in sport safely and effectively.
- Goal 4: Quality Education: Sport can teach important life skills such as teamwork, communication, and leadership. The platform will provide educational resources on sport that can be used by schools, coaches, and parents.
- Goal 5: Gender Equality: Sport can be a powerful tool for empowering women and girls. The platform will promote gender equality in sport by providing equal opportunities for everyone to participate and learn.

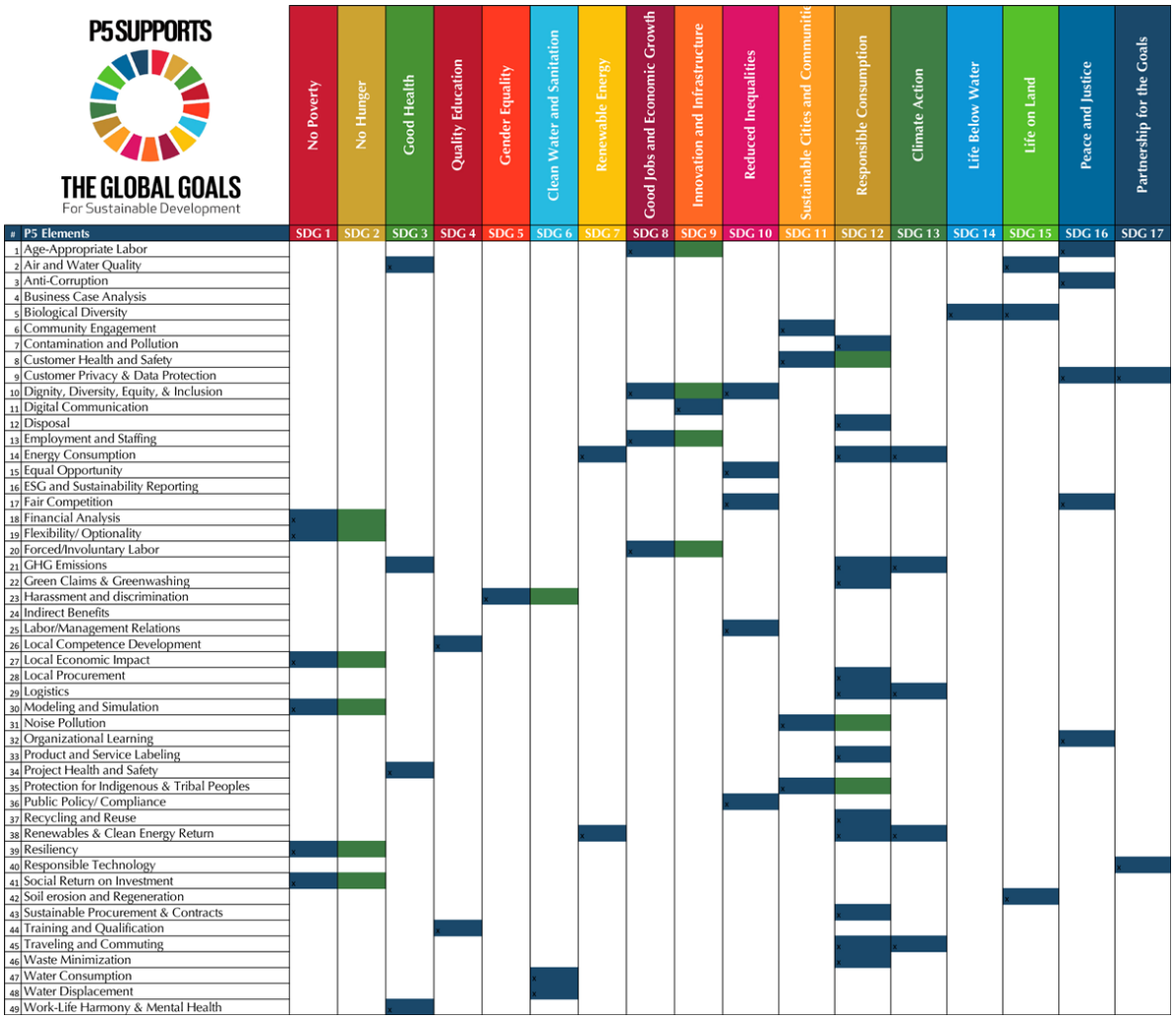
- Goal 10: Reduced Inequalities: Sport can help to reduce inequalities by providing opportunities for people from all backgrounds to participate and succeed. The platform will be accessible to everyone, regardless of their income, location, or ability.

7.2 P5 analysis

To ensure that this Project Management Plan of a Sport Education Platform is managed in a sustainable way, the P5 Standard for Sustainability can be used as a framework that supports the identification and management of potential impacts on people, planet, profit, products, and processes. As shown in figure 56, the P5 connects projects to sustainability by allowing them to evaluate their effects and take steps to support the SDGs (The P5 Standard for Sustainability in Project Management, 2022).

Figure 66

P5 and the SDG's



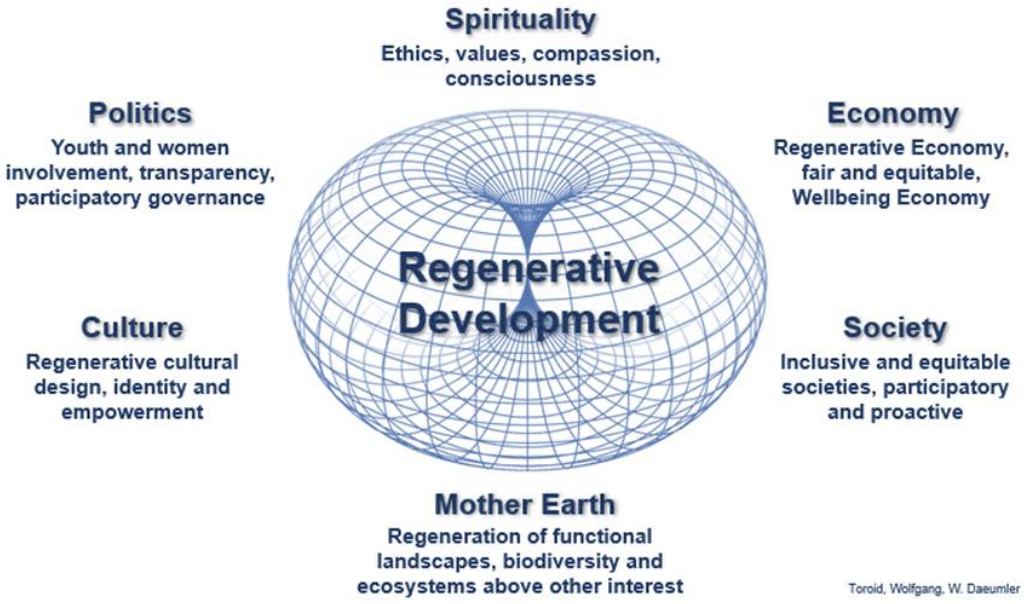
Source: Adopted from The P5 Standard for Sustainability in Project Management. (2022.). Greenprojectmanagement.org. https://greenprojectmanagement.org/gpm-standards/the-p5-standard-for-sustainability-in-project-management

7.3 Relationship with the Dimensions of the Regenerative Development

The objective of this project also aligns with the dimensions of regenerative development. As presented in Figure 21, Regenerative development is a holistic approach to development that seeks to create systems that are economically, socially, and environmentally sustainable (Müller, 2017).

Figure 67

Dimensions of Regenerative development



Source. Adopted from Kung (https://bowieyskung.medium.com/sustainability-vs-regenerative-explained-by-5-graphics-b0a8e8314df8

The sport education platform will be designed to promote healthy and active lifestyles, social cohesion, and environmental stewardship. When executes well, this Project Management Plan for a Sport Education Platform in Paramaribo may have a significant impact on regenerative development for the community by intentionally aligning the project baseline, scope, the types of activities, and the platform's infrastructure to:

- reducing the environmental impact of energy and water consumption that can contribute to greenhouse gas emissions, water pollution, and waste production.
- A positive social impact on the Paramaribo community by promoting health and wellbeing, supporting sport communities, indirectly reducing crime and delinquency, improving academic participation, and promoting diversity and inclusion, and
- enhance economic activity that is generated by users while uplifting by the local sport business commerce.

Ensuring the FGP' sustainability and achieving desired outcomes requires ongoing integration of sustainability factors into all objectives. Continuous monitoring and improvement are crucial to support all involved parties and guarantee success throughout each stage of the project life cycle.

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APPENDICES

Appendix 1: FGP Charter

CHARTER OF THE PROPOSED

FINAL GRADUATION PROJECT (FGP)

1. Student name

Kimberley Pinas

2. FGP name

A Project Management Plan for a Sport Education Platform in Paramaribo

3. Application Area (Sector or activity)

Education/ Sport

4. Student signature

Pinas K.

5. Name of the Graduation Seminar facilitator

Roger Valverde Jimenez

6. Signature of the facilitator

7. Date of charter approval

8. Project start and finish date

August 29,2023	NA

9. Research question

What are the best practices for developing and implementing a project management plan for a Sport Education Platform in Paramaribo?

10. Research hypothesis

Can a well-developed and implemented project management plan ensure the success of a Sport Education Platform?

11. General objective

To formulate a Project Management Plan for the development of a Sport Education Platform in Paramaribo.

12. Specific objectives

1. To explain today´s sport education environment in Paramaribo 2. To describe and select an operational scenario for the sport education platform in Paramaribo. 3. To develop a Project Management Plan for the Sport Education Platform in Paramaribo.

13. FGP purpose or justification

There is greater demand for higher quality sport education as advancements in technology and the modernization of the sport industry has always been growing worldwide as well as in Suriname, and now even more so. In Suriname it can be difficult to access high-quality sport education programs based on the demographical characteristics of the country as well as the low percentage participation in sport activities. Nevertheless, there is a growing number of talented athletes and sport professionals who have competed at the international level and are pursuing access to high-quality sport resources and sport training. The limited availability of resources in sports, has established the urgent need for coordination with government agencies, sports organizations, and educational institutions to provide adaptations to professional sport development to the specific and contextual needs. As this shows clear need for professional sport development, a sport education platform could help to bridge this gap by providing people with access to blended resources, support and courses to improve professional sport performance, to promote a powerful way to unite the multi-ethnic backgrounds of our people by boosting the economy. Also, to promote and increase the participation and promote positive community values as well as contribute to the foundation and infrastructure for professional sport development in the country.

14. Work Breakdown Structure (WBS). In table form, describing the main deliverable as well as secondary, products or services to be created by the FGP.

1	**FGP- PROJECT MANAGEMENT PLAN FOR DEVELOPING A SPORT EDUCATION PLATFORM**
1.1	**Graduation Seminar**
1.1.1	FGP Deliverables
1.1.1.1	Create Charter
1.1.1.2	Create WBS
1.1.1.3	Develop Chapter II. Theoretical Framework
1.1.1.4	Develop Chapter III. Methodological Framework
1.1.1.5	Develop Chapter I. Introduction
1.1.1.6	Insert Executive Summary, Annexes (Bibliography, Schedule)
1.1.2	Graduation Seminar Approval
1.2	**Tutoring Process**
1.2.1	Tutor Assignment & Communication
1.2.2	Adjustments of previous Chapters (if needed)
1.2.3	Develop Chapter IV. Results
1.2.3.1	Create Scope Management Plan
1.2.3.2	Create Stakeholder Management Plan
1.2.3.3	Create Schedule Management Plan
1.2.3.4	Create Cost Management Plan
1.2.3.5	Create Quality Management Plan
1.2.3.6	Create Risk Management Plan
1.2.3.7	Create Resource & Procurement Management Plan
1.2.4	Develop Chapter V. Conclusions
1.2.5	Outline Chapter VI. Recommendations
1.3	**Reading by Reviewers**
1.3.1	Reviewer Assignment Request
1.3.1.1	Assignment of two reviewers
1.3.1.2	Communication Reviewers
1.3.1.3	Submission to Reviewers
1.3.2	Reviewer Work
1.3.2.1	Reviewer 1 Reading & Report
1.3.2.2	Reviewer 2 Reading & Report
1.4	**Adjustments**
1.4.1	Report by Reviewers
1.4.2	FGP Update
1.4.3	Second Review by Reviewers
1.5	**Presentation to Board of Examiners**
1.5.1	Final Review by Board
1.5.2	FGP Grade Report

15. FGP budget

BUDGET FGP- PROJECT MANAGEMENT PLAN FOR DEVELOPING A SPORT EDUCATION PLATFORM		Estimated Budget	
1.1	Graduation Seminar (Internet facility)	$	200.00
1.2	Tutoring Process (Software Subscriptions)	$	-
1.3	Reading by Reviewers (Review Philanthropist)	$	200.00
1.4	Adjustments	$	-
1.5	FGP Presentation to Board Examiners (Graduation expenses)	$	100.00
	TOTAL	**$**	**500.00**

16. FGP planning and development assumptions

- The student has a full understanding of the requirements for the FGP.
- The requirements for the FGP will remain unchanged.
- It is assumed that sufficient and reliable support will be provided to the student to complete the FGP.
- The project is completed within the stipulated period.
- The review and feedback of the project deliverables would be done promptly.
- The project receives adequate resources.
- The project is implemented within budget.
- The project will receive full support from the stakeholders.
- The project scope and requirements will not change.
- The key stakeholders will participate in the project.

17. FGP constraints

- The allotted time to complete the FGP is 12 weeks.
- Changes can occur to the project scope throughout the project lifecycle.
- Secure adequate source funding is key as the cost of developing and operating a sport education college are to be significant.
- Recruitment and retainment of qualified staff is a challenge, as there is a shortage of qualified personnel in many sectors.

18. FGP development risks

- When the tasks are not completed as specified, the overall schedule will be delayed and the project will be extended beyond the allotted timeframe.
- Inadequate access to information for the development will lead to failure of the FGP which produces insufficient time to complete the project.
- Poorly articulated and referenced deliverables might lead to non-approval of these.
- Failure to manage stakeholder engagements may not derive the full benefits of the project or meet their needs.
- Failure to make corrections promptly and to identify all project requirements may delay in submitting deliverables, and achieving key milestones.
- Deliverables poorly stipulated and fail to meet stipulated requirements and resources to complete the project.
- Late submission of deliverables my lead to insufficient time to communicate key project updates from tutors and reviewers, and to seek approvals.
- Student fails the FGP caused by comments and corrections not submitted promptly by tutor.

19. FGP main milestones

MILESTONES FGP-PROJECT MANAGEMENT PLAN FOR DEVELOPING A SPORT EDUCATION PLATFORM		**Start Date**	**Est. End Date**
1.1	Graduation Seminar	8/28/2023	10/16/2023
1.2	Tutoring Process	10/16/2023	12/25/2023
1.3	Reading by Reviewers	12/18/2023	1/8/2024
1.4	Adjustments	1/1/2024	1/12/2024
1.5	Presentation to Board of Examiners	1/8/2024	1/15/2024

20. Theoretical framework

20.1 Estate of the "matter"

The ESS foundation (ESS-F) is a foundation registered in 2018. This allowed for other sports organizations to seek out sport specific coaching in Suriname. ESS-F focusses to provide sport specific scientific programming for national, regional, and international individuals in the most practiced sports. In alignment with the five-year government sustainable sports development strategy for the communities, ESS-F lends itself to showcase which fully commits to and provokes the growth and long-lasting development changes through conducting sport related activities through education, training and practice to empower Surinamese and thereby contributing to a better society.

20.2 Basic conceptual framework

Project

A project is a "temporary endeavor undertaken to create a unique product, service or result" (PMI, 2017, p.4).

Project management

Project management, according to PMI (2017, p. 10), is the "application of knowledge, skills, tools, and techniques to meet the project requirements".

Project life cycle

"A project life cycle is a series of phases that a project passes through from start to completion, which is a collection of logically related project activities that culminates in the completion of one or more deliverables" (PMI, 2017 p. 547).

Project Management Processes

The PMI (2017, p.22) defines this concept as a series of project management activities known as a project management processes as specific tested tools and techniques to achieve the project's deliverables.

Project Management Knowledge Areas

Areas that represent a complete set of concepts, terms and activities that make up a professional field (PMI, 2017).

Regenerative Development

Sustainable change that are aimed to also restore, renew, or revitalize the environment, social and economic system (Müller, 2017).

21. Methodological framework

Objective	Name of deliverable	Information sources	Research Method	Tools	Restrictions
To develop a Project Charter to delineate a clear guidance from initiation to closing of the project.	The Project Charter: Project scope statement, Project objectives, Project milestones and schedule, Project budget, Project team, Project background and	Secondary The PMBOK Guide for information on project management standards, Professional organizations websites such as PMI for information on project management best practices,	Analysis of existing data to identify trends, patterns, and areas of need, Conduct interviews with stakeholders to assess their needs, expectations, gather feedback and concerns, and Send out surveys to	Brainstorming Interviews Expert judgment, Meetings Team Facilitation Stakeholder Conflict management Stakeholder Meeting management Project charter Template.	The project must be completed within a specific scope, The project must be completed within the specific timeframe, The project must be completed within the specific budget,

	rationale, Project risks and mitigation strategies and Project approval signatures	Microsoft Project Tool, Template provided on the campus for a starting point for planning the charter. Primary Interview/ surveys, brainstorming sessions with Sport Business and Education stakeholders, project planning meetings with project team members, Interviews and consultations with and participation in meetings of Sport Education experts.	ask stakeholders about the priorities for the project, their satisfaction and ideas for improvement.		The project must be completed with the resources that are available, The project must meet certain quality standards, and The project is executed within a specific risk tolerance.
To outline a Scope Management	The Scope Management Plan:	Secondary: PMBOK Guide,	Content Analysis	Plan Scope Management:	Changes in project scope as

Plan to ensure the inclusion of all the work that is required for a successful completion.	Scope statement, Work breakdown structure (WBS), Scope verification plan such as reviewing project deliverables, conducting walkthroughs, and obtaining approvals from stakeholders, Scope control plan such as submitting and approving change requests, updating the project schedule and budget, and communicating changes to stakeholders; Scope assumptions and constraints.	Microsoft Project, Project scope management templates, Professional organizations websites, Legislation Newspaper Reports, Reports on Sport Education Requirements, Sport Business Requirements, Demographic data. Primary: Project charter, Business requirements document, User stories, Subject matter expert interviews, Stakeholders Workshops, interviews.	Analysis of the information gathered from the Project Charter, Stakeholder Register, Requirements Traceability Matrix, and Project Scope Statement. Qualitative Method To obtain information that will inform the development, and understanding of the scope of the project	Expert Judgment Meetings Collect Requirements: Interviews Brainstorming Benchmarking Define Scope: Expert Judgment Facilitated Workshops Create WBS: Expert Judgment Decomposition Validate Scope: Group Decision Making Techniques Control Scope: Variance Analysis	project progress, The project must be completed within a specific deadline and using certain resources, All stakeholders' needs must be met, Limited budget, and Compliance with specific regulations or standards.

To create a Stakeholder Management Plan to engage stakeholders throughout the project based on an analysis of their needs, interests and potential impact.	The Stakeholder Management Plan: Stakeholder register, Stakeholder communication plan, Stakeholder engagement plan, Stakeholder management strategy such as identifying the key stakeholders, assessing their needs and expectations, and developing strategies to address them, Stakeholder power/interest matrix, Stakeholder conflict management plan, Stakeholder satisfaction survey	Secondary: PMBOK Guide as textbook, Microsoft Project Tool, Professional organizations websites Primary: Project charter, WBS, Project scope statement, Dependency relationships, Risk register, Resource estimates. Board meetings, feedback mechanisms, escalation procedures, roles and responsibilities, stakeholder satisfaction metrics.	Content Analysis The information obtained from this method aids with understanding stakeholder needs and expectations. Qualitative Method The information obtained from this method would aid in the identification of stakeholders, expectations, needs, identify, plan, manage and monitor stakeholder engagements.	Identify Stakeholders: stakeholder mapping Plan Stakeholder Engagement: stakeholder analysis power and interest matrix, power and influence matrix. Manage Stakeholder Engagement: stakeholder engagement matrix Monitor Stakeholder Engagement: stakeholder analysis, stakeholder engagement matrix	Stakeholder requirements and level of interest may change during the project, Lack of resources or expertise to manage stakeholders effectively, Limited budget for stakeholder engagement activities, Time constraints for developing and implementing the stakeholder management plan, and Complex or conflicting stakeholder interests.
To construct a Schedule Management Plan by	The Schedule Managemen	Secondary: Sport education historical	Content Analysis Analysis of the	Plan Schedule Management:	The project not completed

establishing the timeframes with the corresponding scheduling tools and techniques to manage the timely execution of the project.	t Plan: Project schedule, Performance measurement baseline, Schedule change management plan, Schedule reporting plan, Schedule assumptions and constraints, Schedule management roles and responsibilities.	data, Sport education industry benchmarks, Professional organizations websites. Primary: Project charter, WBS, Resource estimates, Cost estimates, Project schedule Tool, Sport Expert judgment	information gathered from the Scope Baseline, Project Scope Statement, Activity List, Activity Resource Requirements, Project Network Schedule Diagram, Activity Duration Estimates and Project Schedule. Qualitative Method To receive information on the expectation and value of each project deliverable, which would input into the development of the project schedule	Expert Judgment Analytical Techniques Define Activities: Expert Judgment Decomposition Sequence Activities: Precedence Diagramming Method Dependency Determination Leads and Lags Estimate Activity Resources Expert Judgment Bottom-up Estimating Estimate Activity Durations Expert Judgment Three-Point Estimating Develop Schedule Critical Path Method Critical Chain Method Schedule Compression	in the stipulated timeframe, The project budget and availability of resources, Regulatory requirements and Expertise limitations.

				Control Schedule Performance Review Schedule Compression	
To create a Cost Management Plan by defining the processes for the development and approval of the budget.	The Cost Management Plan: Cost estimate, Budget, Cost control plan, Cost reporting, Unit costs, Earned value management (EVM), Cost contingency plan.	Secondary: Sport education historical data, Sport education industry benchmarks, Professional organizations websites. Primary: Sport Expert judgment, Project charter, WBS, Resource estimates, Cost estimates, Project schedule.	Content Analysis Analysis of the information gathered from the Scope Baseline, Project Schedule, Activity Cost Estimate, and Project Funding Requirements Qualitative Method The information obtained would aid in the development of the budget. This would include the interview of experts and key stakeholders.	Plan Cost Management Expert Judgment Analytical Techniques Estimate Costs Expert Judgment Bottom-up Estimating Determine Budget Cost aggregation Reserve Analysis Control Costs Earned Value Management (EVM) Forecasting	Not enough financial resources are available to complete the project, The deadline is fixed. Limited resources, compliance with certain regulatory requirements, and The project must be completed within a certain time frame in order to meet market demand.
To create a Quality Management	The Quality Management Plan:	Secondary: PMBOK Guide,	Content Analysis	Plan Quality Management Brainstorming	Quality requirements may

Plan to identify and include the quality requirements to meet stakeholders' expectations.	Quality policy, Quality objectives, Quality criteria, Quality control and quality assurance activities, Quality reports plan.	Sport education standards and guidelines, Team expertise, Lessons learned from previous projects Primary: Project scope statement, WBS, Quality standards and specifications, Project schedule, Resource estimates, Risk assessment, Project budget	Analysis of the information gathered from the Scope Baseline, Schedule Baseline, Cost Baseline, Stakeholder Register, Requirements Documentation, Quality Metrics, Process Improvement Plan and Quality Checklist Qualitative Method The interview with key stakeholders, users, and experts would assist with the identification of the quality requirements for the project.	Benchmarking Perform Quality Assurance Quality Audits Process Analysis Control Quality Inspection Approved Change Request Review	change based on alternations with the project scope and cost, Regulatory constraints, Limited budget, Tight deadline, and Lack of team experience.
To create a Risk Management Plan to identify	The Risk Management Plan: Risk register, Risk	Secondary: Sport industry best practices,	Content Analysis Analysis of the information	Plan Risk Management: Analytical techniques	Unforeseen risks are liable to develop as

possible risks and the appropriate risk-responses to minimize the likelihood of their occurrence.	assessment matrix, Risk response plan, Risk monitoring and control plan, Risk management process, Risk management roles and responsibilities, Risk reporting plan.	PMBOK Guide, Risk management standards and guidelines. Primary: Stakeholders' meetings, Project charter, expertise and experience of team.	gathered from the Cost Management Plan, Schedule Management Plan, Quality Management Plan, Scope Baseline, Activity Cost Estimates, Activity Duration Estimates, Risk Register and Project Documents. Qualitative Method The information obtained from this method aids with the analysis of risks and the development of the appropriate risk response measure.	Expert judgment Identify Risks Information gathering techniques Risk Breakdown Structure (RBS) Perform Qualitative Risk Analysis Risk probability and impact assessment Probability and impact matrix Perform Quantitative Risk Analysis: Quantitative risk analysis and modeling techniques Plan Risk Responses: Contingent Response Strategies Control Risks Risk Reassessment Risk Audits Variance and Trend Analysis Reserve Analysis Meetings	the project progresses, Unfamiliarity with risk management processes, Limited time and resources, Lack of stakeholder support, and Complexity of the project

To create a Resource Management Plan to identify, obtain, and manage all resources and services needed for the project execution and completion.	The Resource Management Plan: Resource list, Resource requirements, Resource allocation plan, Resource schedule, Resource budget, Resource risk and mitigation plan, Resource change management process.	Secondary: The PMBOK Guide, Microsoft Project Tool, Sport associations and communities, Policies and procedures, Historical data, Subject matter expertise Primary: Project charter, WBS, Resource estimates, Risk assessments.	Content Analysis The information obtained from this method would utilize the standard management practice to develop the Resource Management Plan. Qualitative Method The information obtained from this method aids to estimate, acquire, develop, manage, and control resources related to the project. In addition, interviews with key experts, stakeholders, and the data used to support the Resource Management Plan.	Plan Resource Management: Expert judgment Market Research Estimate Resource Management: market research, make-or-buy analysis, source selection analysis, proposal evaluation, advertising, performance reviews, earned value analysis, trend analysis. Acquire Resources: resource breakdown structure Develop Team: interpersonal team skills Manage Team: responsibility assignment matrix Control Resources: Meetings,	Specific regulatory requirements, Fixed budget, Fixed deadline, Availability of skills and resources, and Provider contracts.

				Expert judgment performance reviews.	

22. Validation of the work in the field of the regenerative and sustainable development.

The importance of planning for Sustainability and Regenerative Development in Project Management relates to compliance that projects are completed in a way that is beneficial to. achieve sustainable objectives on environmental change, ethical behavior, social responsibility, and transparent economy (The P5 Standard for Sustainability in Project Management, 2023).

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Sustainable Development Commission, 2019). Therefore, change and the consideration to minimize negative the environmental, social, and economic impacts and the maximize positive that are aimed to also restore, renew, or revitalize the environment, social and economic system can almost always be delivered through projects (Müller, 2017).

As this FGP replicates the definition of a project as described by the GMP as an "investment that requires a set of coordinated activities performed over a finite period of time in order to accomplish a unique result in support of a desired outcome" (Carboni et al., 2021), change to restore, renew, or revitalize social and ecological systems, are features of the holistic approach of regenerative development (Müller, 2017).

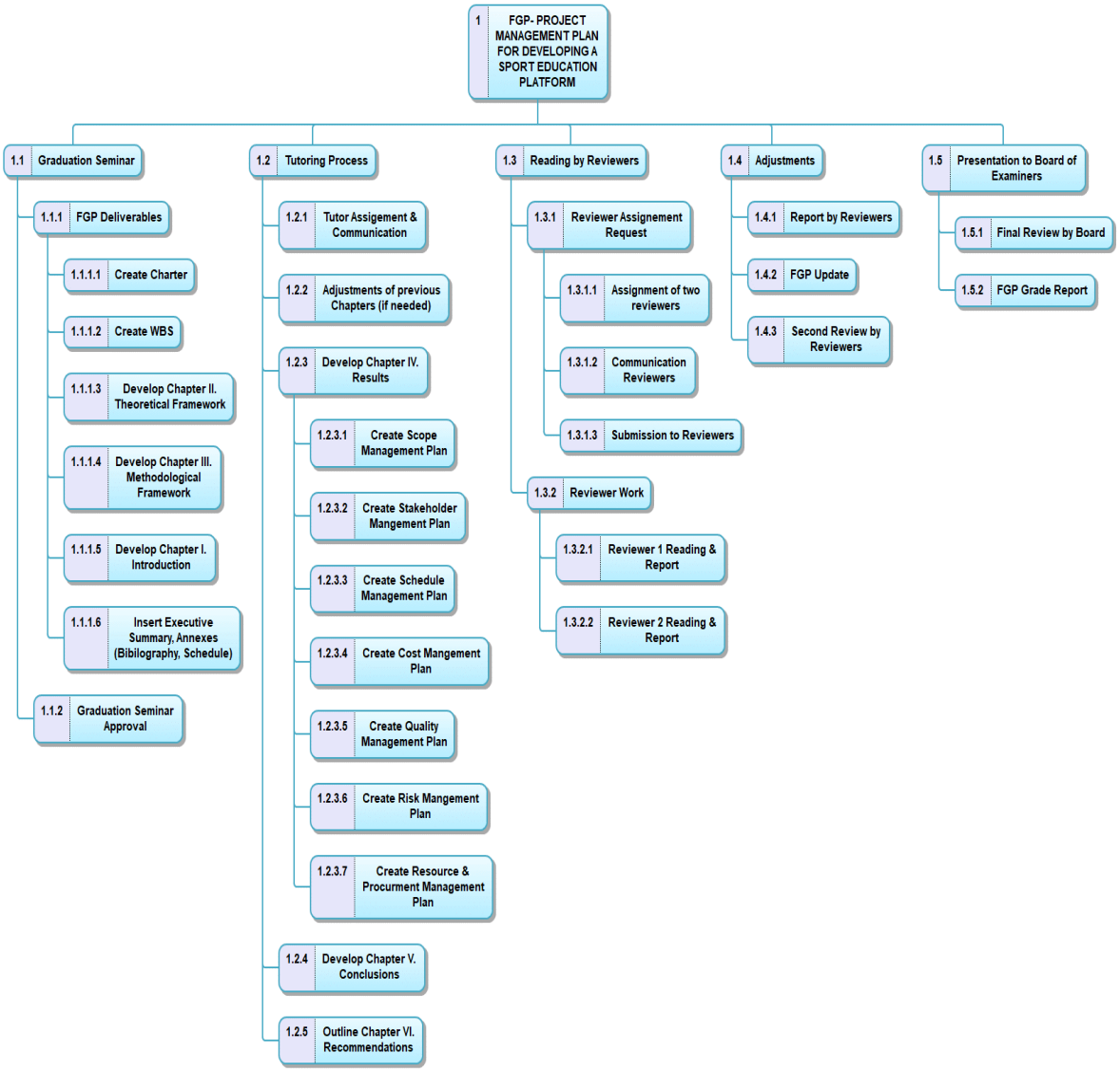
A well-designed and executed Project Management Plan for a Sport Education Platform in Paramaribo may have a significant impact on regenerative and sustainable development for this community by intentionally aligning the project baseline, scope, the types of activities, and the platform's infrastructure to:

- reducing the environmental impact of energy and water consumption that can contribute to greenhouse gas emissions, water pollution, and waste production.
- A positive social impact on the Paramaribo community by promoting health and wellbeing, supporting sport communities, indirectly reducing crime and delinquency, improving academic participation, and promoting diversity and inclusion, and
- enhance economic activity that is generated by users while uplifting by the local sport business commerce.

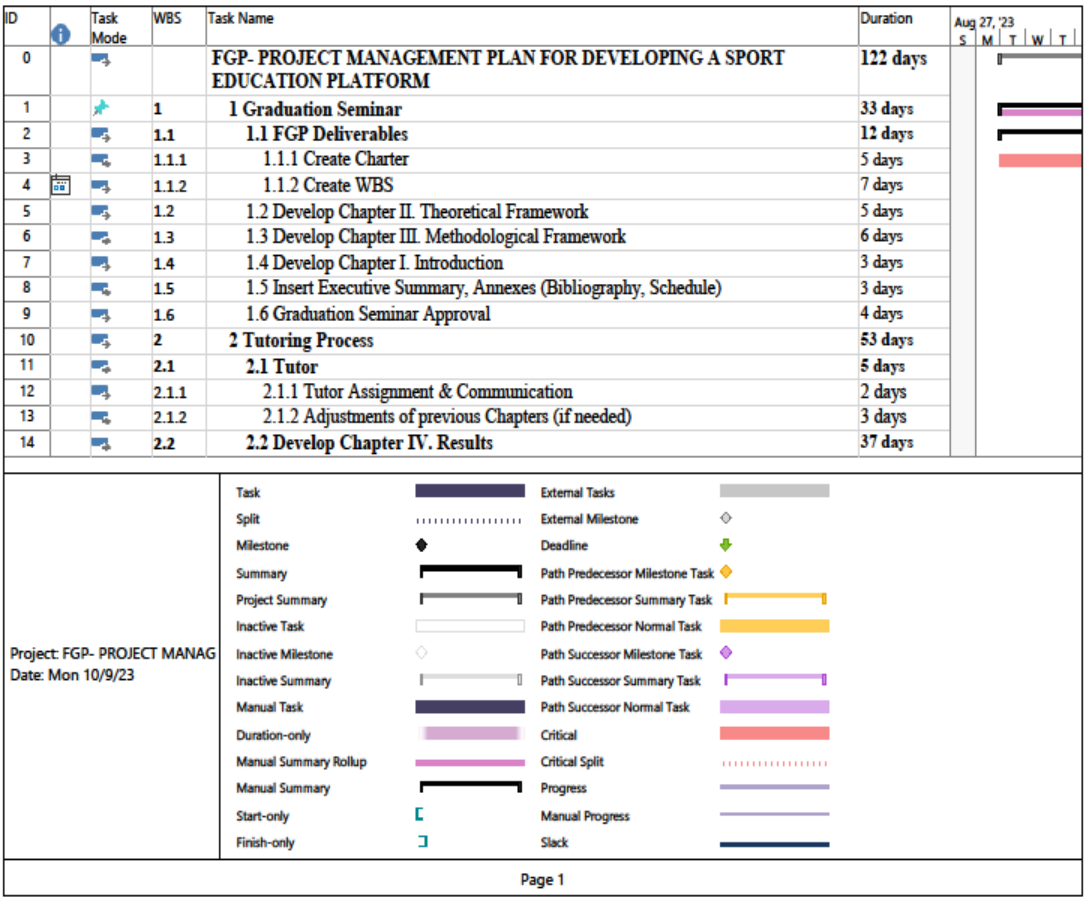
To ensure that the FGP for the sport education platform is sustainable and that it achieves the desired results, concrete and intentional changes to plan sustainability factors in all objectives will be an ongoing process that requires

continuous monitoring and improvement to ensure that it is supported throughout the project life cycle.

Appendix 2: FGP WBS

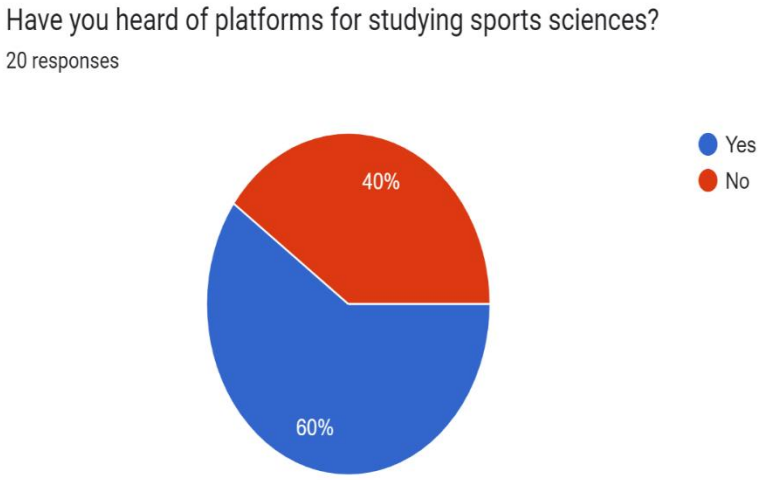


Appendix 3: FGP Schedule



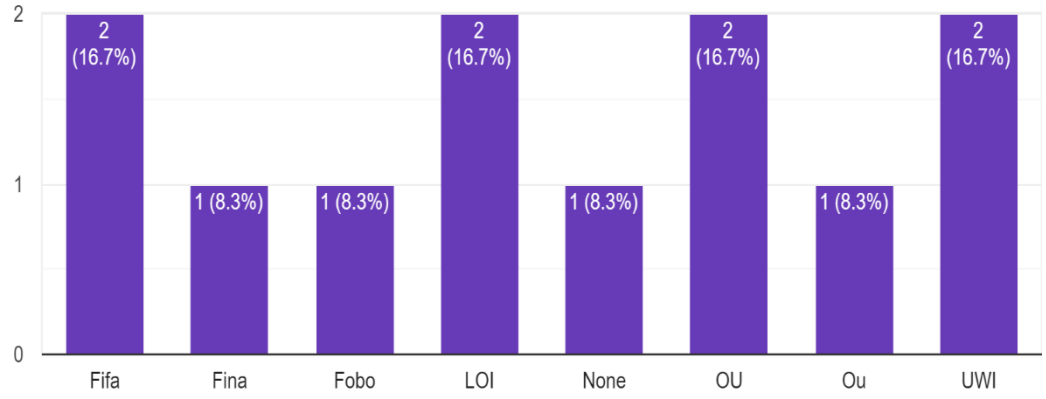
ID	Task Mode	WBS	Task Name	Duration
0			**FGP- PROJECT MANAGEMENT PLAN FOR DEVELOPING A SPORT EDUCATION PLATFORM**	**122 days**
1		**1**	**1 Graduation Seminar**	**33 days**
2		**1.1**	**1.1 FGP Deliverables**	**12 days**
3		1.1.1	1.1.1 Create Charter	5 days
4		1.1.2	1.1.2 Create WBS	7 days
5		1.2	1.2 Develop Chapter II. Theoretical Framework	5 days
6		1.3	1.3 Develop Chapter III. Methodological Framework	6 days
7		1.4	1.4 Develop Chapter I. Introduction	3 days
8		1.5	1.5 Insert Executive Summary, Annexes (Bibliography, Schedule)	3 days
9		1.6	1.6 Graduation Seminar Approval	4 days
10		**2**	**2 Tutoring Process**	**53 days**
11		**2.1**	**2.1 Tutor**	**5 days**
12		2.1.1	2.1.1 Tutor Assignment & Communication	2 days
13		2.1.2	2.1.2 Adjustments of previous Chapters (if needed)	3 days
14		**2.2**	**2.2 Develop Chapter IV. Results**	**37 days**

Appendix 4: Survey and Results



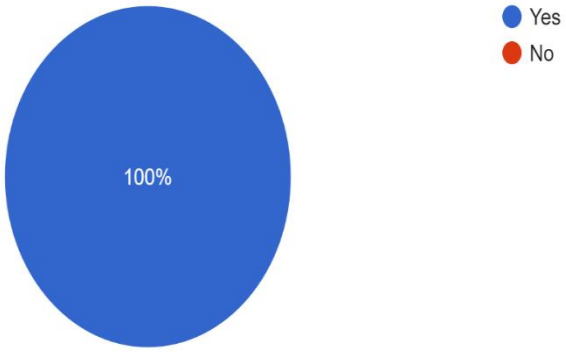
If yes, which platforms are you familiar with?

12 responses



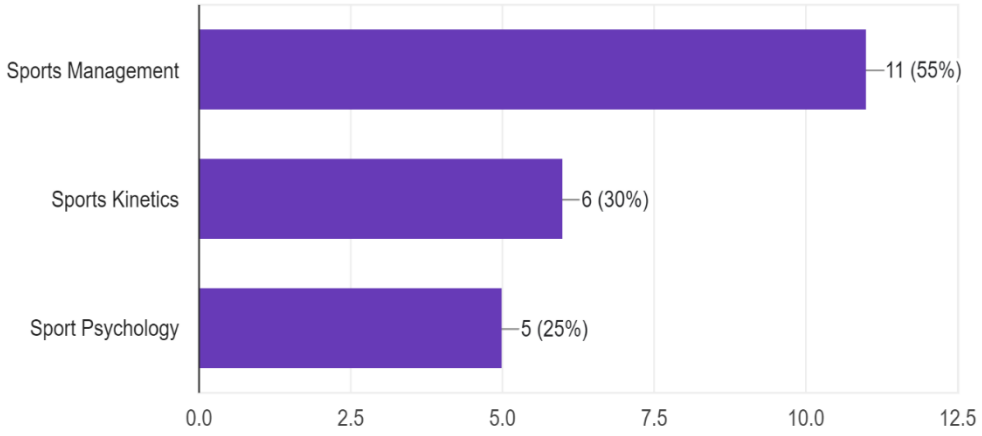
If no, would you be interested in studying sports through an online platform?

19 responses



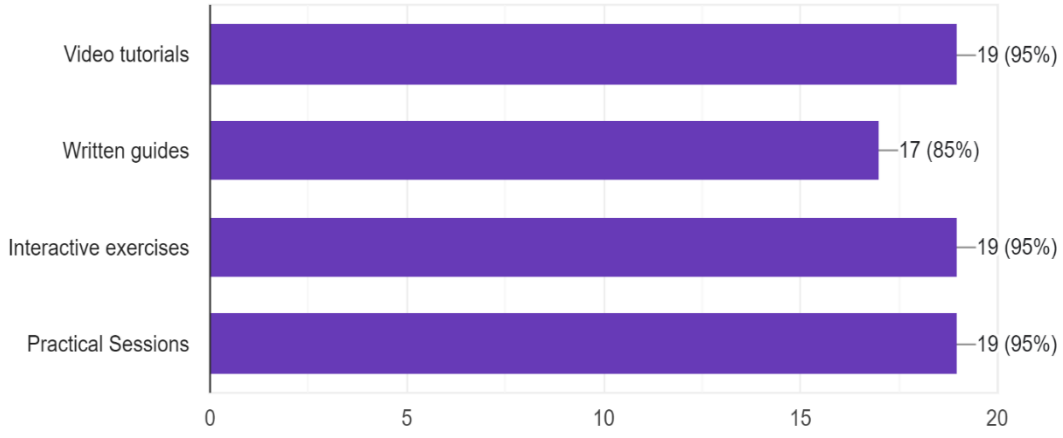
What sports topics are you currently interested in learning?

20 responses



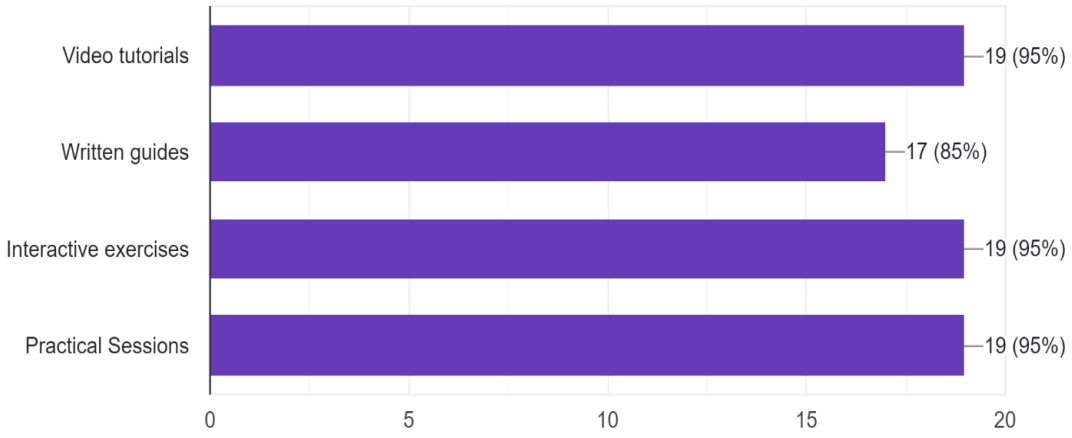
What type of learning material would you find most valuable?

20 responses



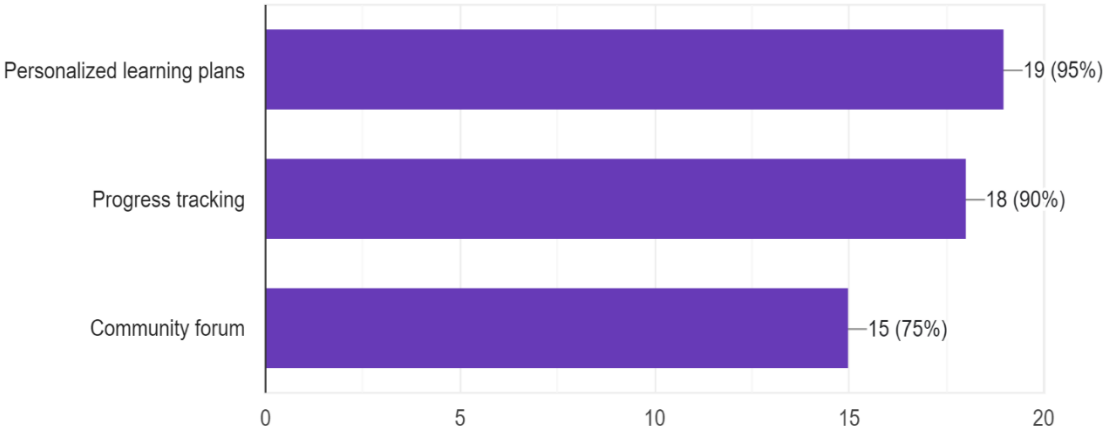
What type of learning material would you find most valuable?

20 responses



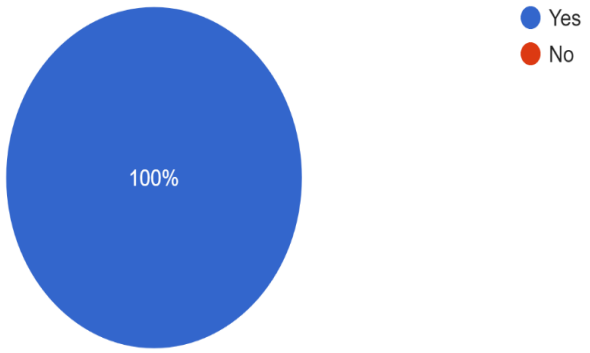
What features would be most important to you in a sport education platform?

20 responses



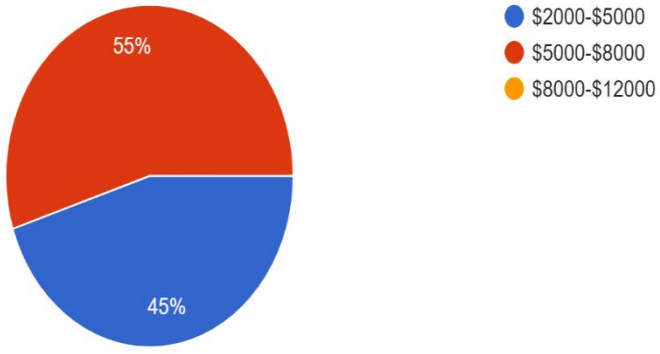
Would you be willing to pay for access to a comprehensive sport education platform?

20 responses



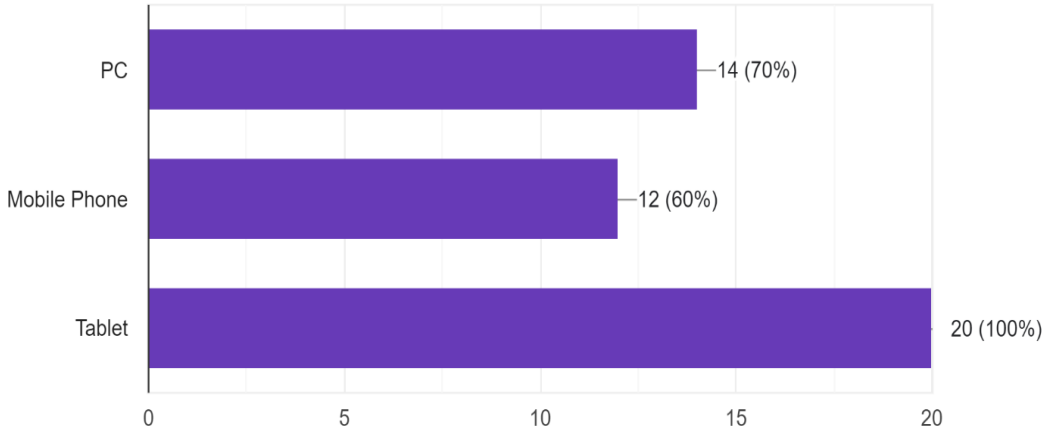
If yes, what is the maximum monthly/annual fee you would be willing to pay?

20 responses



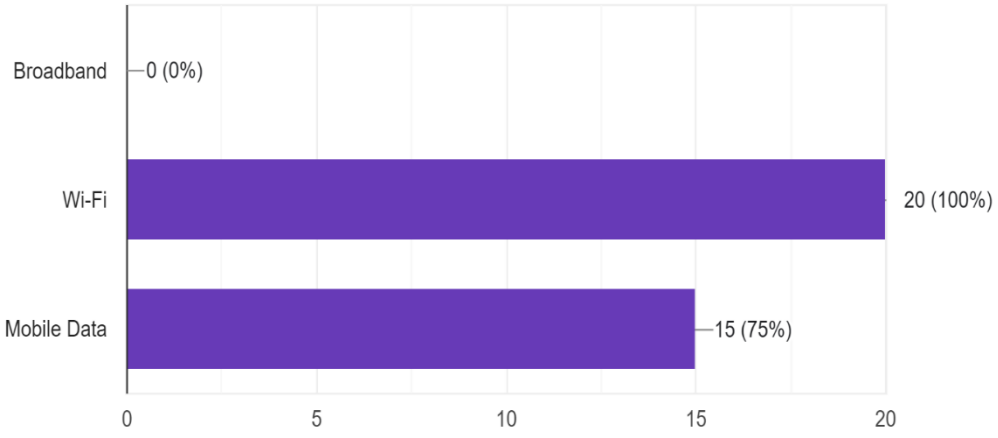
What type of device would you primarily use to access the platform?

20 responses



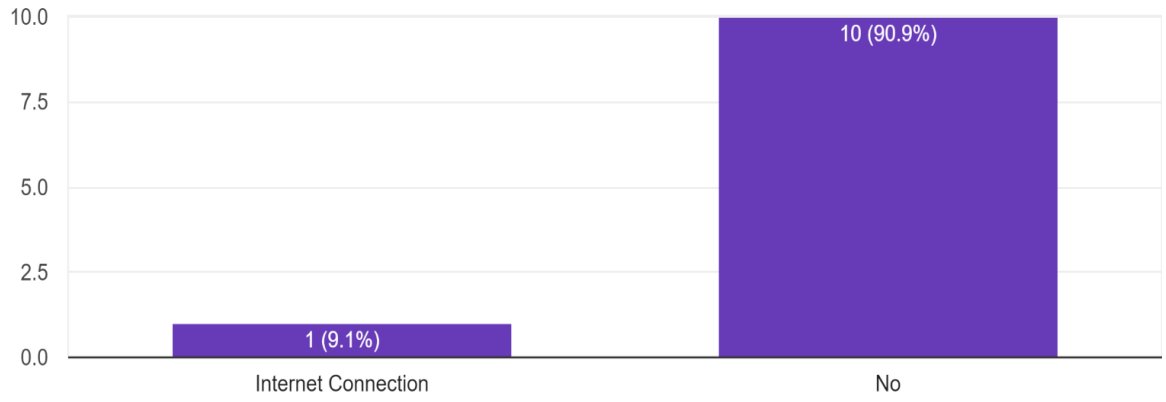
What internet connection speed do you typically have?

20 responses



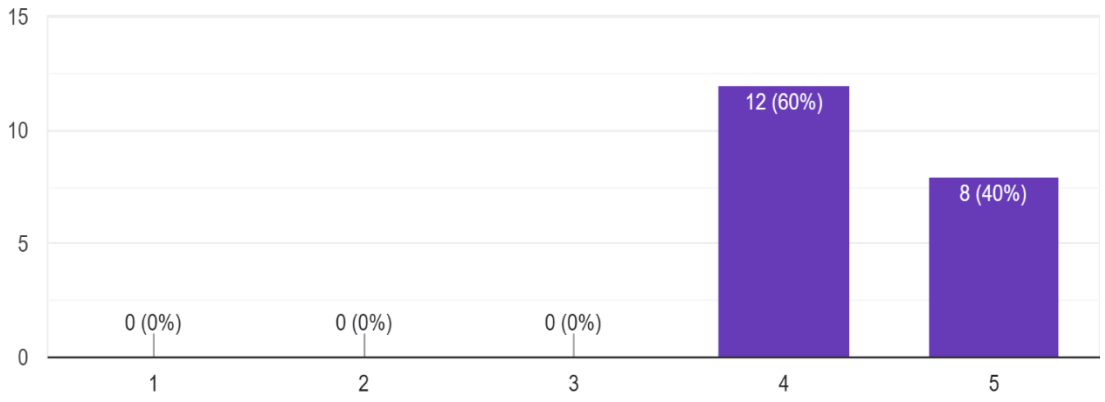
Do you have any concerns about using an online platform for learning sports?

11 responses



How important is it to you that the platform is easy to navigate and use?

20 responses



What features would make the learning process more engaging and enjoyable?

7 responses

Forum

I don't know

Dutch speaking

Forums

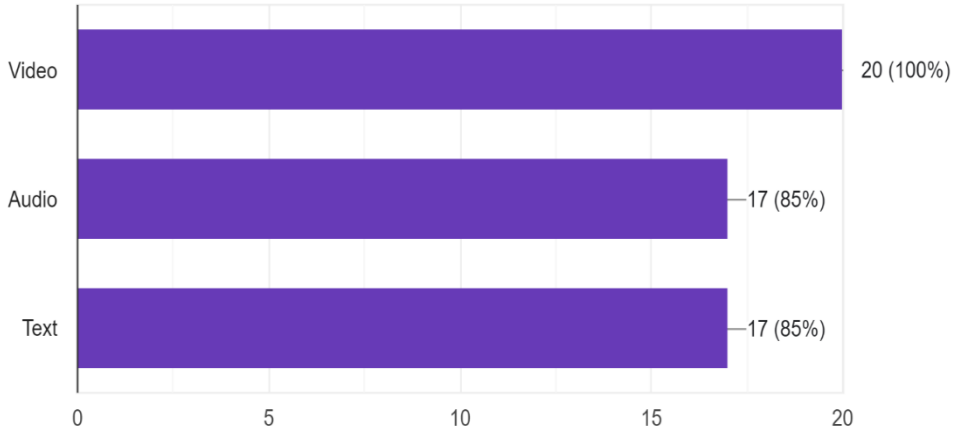
Practical exercises

If it is in dutch

If there is also a dutch option

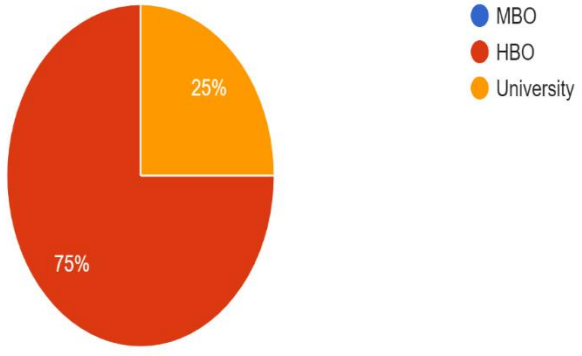
What formats would you prefer for learning materials?

20 responses



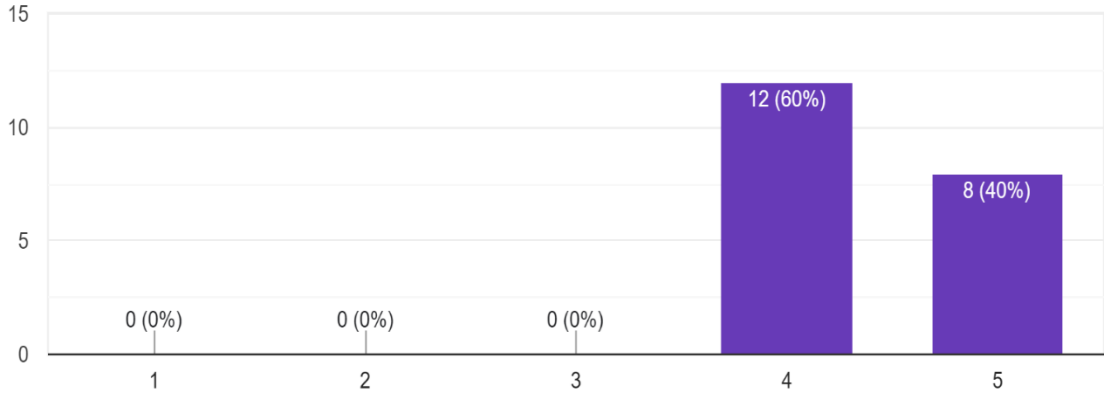
What level of expertise/instruction would you be looking for?

20 responses



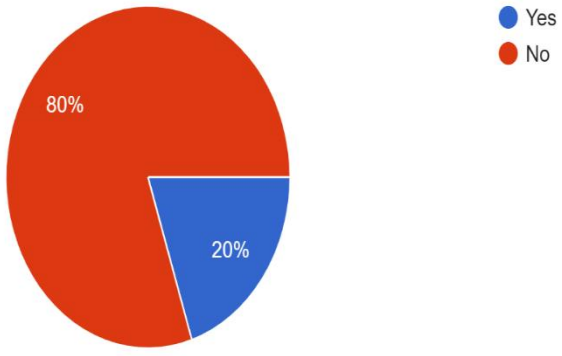
How important is it to have access to certified or qualified instructors?

20 responses



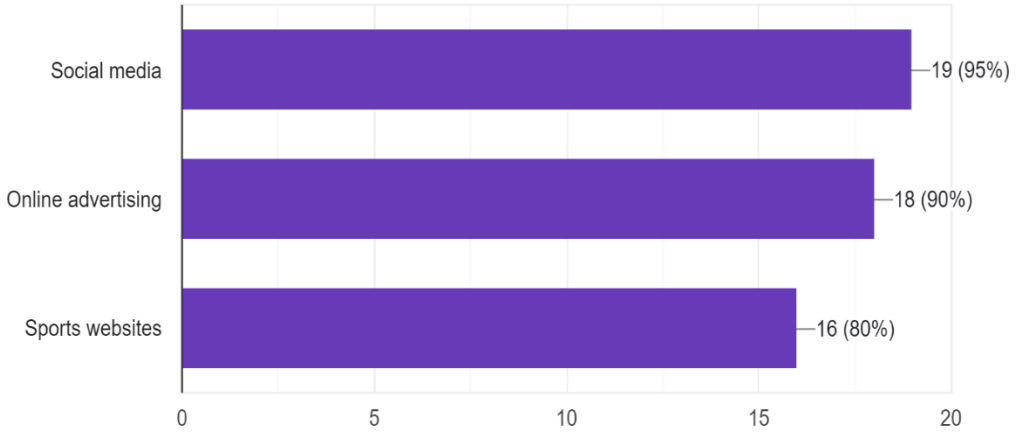
Have you used any existing online platforms for sports learning?

20 responses

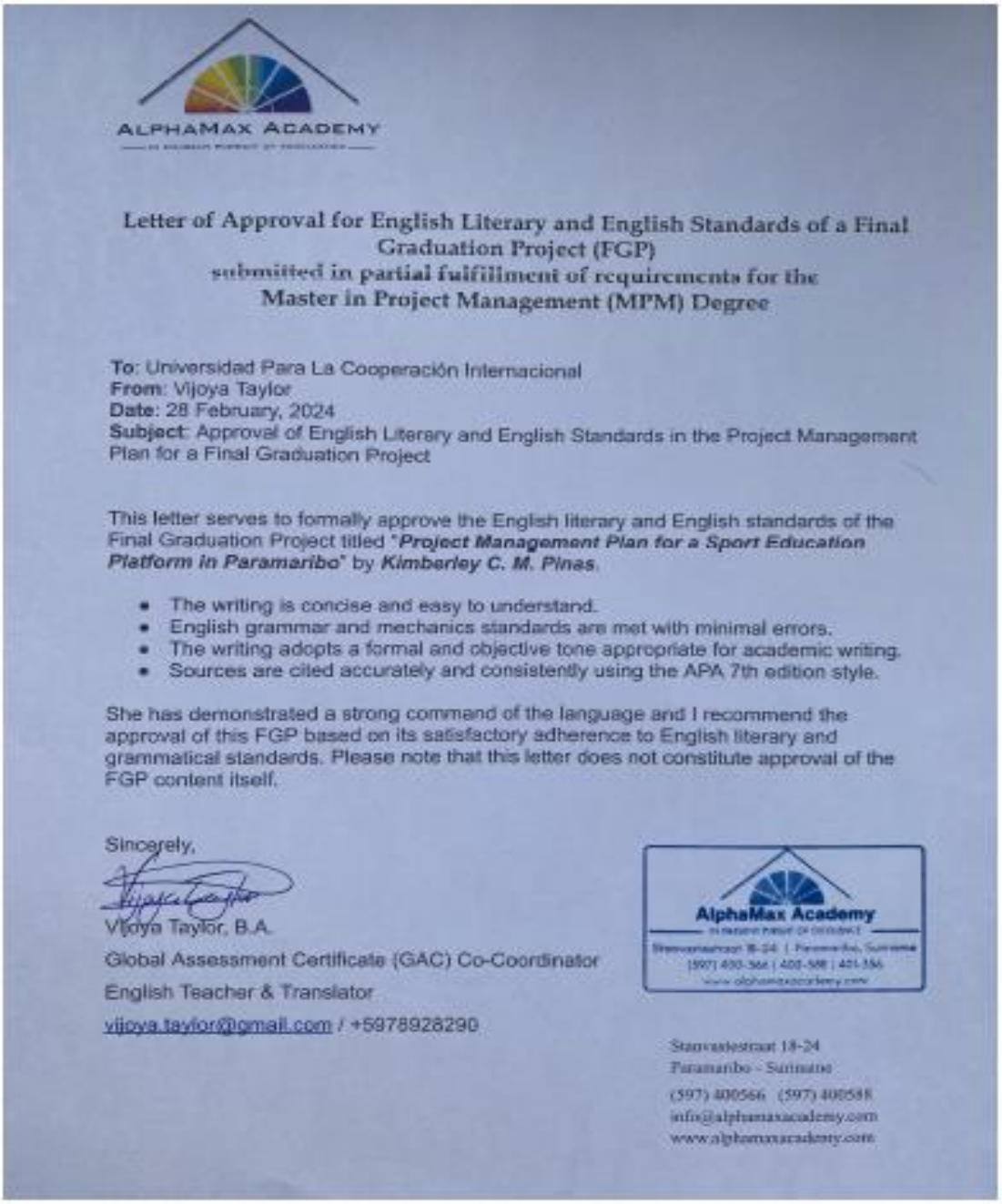


Where would you be most likely to find out about a new sport education platform?

20 responses



Appendix 5: Approval Philologist



ALPHAMAX ACADEMY

Letter of Approval for English Literary and English Standards of a Final Graduation Project (FGP)
submitted in partial fulfillment of requirements for the Master in Project Management (MPM) Degree

To: Universidad Para La Cooperación Internacional
From: Vijoya Taylor
Date: 28 February, 2024
Subject: Approval of English Literary and English Standards in the Project Management Plan for a Final Graduation Project

This letter serves to formally approve the English literary and English standards of the Final Graduation Project titled "***Project Management Plan for a Sport Education Platform in Paramaribo***" by ***Kimberley C. M. Pinas***.

- The writing is concise and easy to understand.
- English grammar and mechanics standards are met with minimal errors.
- The writing adopts a formal and objective tone appropriate for academic writing.
- Sources are cited accurately and consistently using the APA 7th edition style.

She has demonstrated a strong command of the language and I recommend the approval of this FGP based on its satisfactory adherence to English literary and grammatical standards. Please note that this letter does not constitute approval of the FGP content itself.

Sincerely,

Vijoya Taylor, B.A.
Global Assessment Certificate (GAC) Co-Coordinator
English Teacher & Translator
vijoya.taylor@gmail.com / +5978928290

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Appendix 6: Sport Education Platform WBS