

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL  
(UCI)

**A PROJECT MANAGEMENT PLAN THAT SUPPORTS THE REFORM OF A  
DEDICATED INSTITUTIONAL EFFECTIVENESS & TRANSFORMATION  
UNIT TO IMPACT THE OVERALL STRATEGIC PLANNING AND  
DECISION-MAKING PROCESSES AT SIR ARTHUR LEWIS COMMUNITY  
COLLEGE (SALCC), ST. LUCIA.**

Leanne Abbiola Shana Boxill

FINAL GRADUATION PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE  
MASTER'S IN PROJECT MANAGEMENT (MPM) DEGREE

Castries, St. Lucia

August, 2025

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL  
(UCI)

This Final Graduation Project was approved by the University as  
partial fulfillment of the requirements to opt for the  
Master in Project Management (MPM) Degree

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Oswaldo Martinez

TUTOR

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Full name must be written

REVIEWER No.1

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Full name must be written

REVIEWER No.2



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Leanne Abbiola Shana Boxill

STUDENT

**DEDICATION**

This Master's degree symbolizes far more than academic success; it embodies resilience, purpose, and quiet strength. My journey commenced with a firm conviction in the transformative power of education, shaped by a childhood marked by persistent financial hardship and a necessity for perseverance, not merely a choice.

Balancing full-time employment, motherhood, and demanding academic responsibilities challenged the limits of my resolve. There were moments of fatigue, nights spent studying while my children, under one and six, slept nearby, and difficult decisions that entailed sacrificing time, rest, and resources. Yet, in every challenge, I derived strength from the vision I held for my family's future and the aspiration to transcend my circumstances.

This achievement is dedicated to my children, who serve as my greatest inspiration. May they one day recognize that the sacrifices made were not burdens, but rather stepping stones toward a greater purpose. May they always understand that their mother succeeded not despite the challenges, but because of them.

To my family and friends, thank you for your unwavering support and gracious encouragement. Your belief in me was the driving force behind my efforts. This accomplishment and the endeavor associated with it are also yours.

As W.E.B. Du Bois reminds us, there is no force comparable to a determined woman striving to ascend, and I hope this achievement stands as evidence that I have done so.

*"There is no force equal to a woman determined to rise." — W.E.B. Du Bois*

## ACKNOWLEDGMENTS

As I reach the close of this chapter, I find myself reflecting not only on the challenges I have faced but also on the remarkable individuals whose love, support, and belief have contributed significantly to my progress. This pursuit of completing my Master's degree has been among the most arduous phases of my life, characterized by sleepless nights, financial hardships, professional obligations, and the emotional and physical demands of pregnancy and motherhood.

To my family, I extend my deepest gratitude. Your strength became my own when mine waned. During a period when balancing life, work, studies, and the miracle of pregnancy appeared insurmountable, your presence served as a reminder that I was never alone. You were my anchor, my comfort, and my motivation.

To my children, though young and unaware of the depth of this journey, you are the core of my "why." Every sacrifice, every tear, and every sleepless night was made for you. I hope that someday you will look back and comprehend that all of this was for the legacy I aspire to leave in your lives.

To Mrs. Valerie Avis King-Norville and Ms. Aisha Gooding, I express my gratitude for your steadfast support. Valerie, your consistent motivation and grounding advice kept me focused when the path seemed excessively long. Aisha, you have been more than a friend; your unwavering encouragement, akin to that of a sister, reminded me that strength is not always loud but consistently present. I am privileged to journey this path with both of you supporting me.

To Professor Róger Eduardo Valverde Jiménez, whose constant motivation and reminders to persevere as the finish line approached, and to Professor Osvaldo Martinez, thank you for your invaluable guidance, unwavering support, and patience. Your confidence in my potential and your commitment to excellence have significantly contributed to both the quality of my work and my professional growth.

To the Organization of American States (OAS), I sincerely appreciate the scholarship opportunity offered in collaboration with the University for International Cooperation (UCI). This financial assistance significantly impacted my ability to complete this degree, and I am genuinely thankful for the investment in my future.

To the University for International Cooperation, thank you for providing the environment that made this aspiration achievable. I am also grateful to the educators and administrative personnel who supported my academic journey with professionalism, insight, and care.

This achievement is not solely mine. It belongs to every hand that uplifted me, every word that inspired me, and every heart that believed in me. I conclude not because the journey was effortless, but because I was determined to persevere, and because I never lacked love and support.

*"I can be changed by what happens to me. But I refuse to be reduced by it."*

— *Maya Angelou*

## ABSTRACT

This project management plan outlines the reformation of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) to enhance strategic planning and data-driven decision-making. The initiative aims to strengthen the unit's role in institutional accountability and continuous improvement by implementing a structured, evidence-based approach. Through the integration of project management methodologies, the plan aims to enhance the unit's ability to support organizational goals effectively.

The plan includes a comprehensive assessment of the IETU's current operations, identification of key areas for enhancement, and implementation of strategies to improve its capacity. Core components involve goal-setting, resource allocation, risk management, and stakeholder engagement, ensuring a sustainable and adaptable framework. A significant focus is placed on developing a robust data collection and analysis system, equipping the unit with advanced analytical tools and promoting data literacy across the institution.

The restructured IETU is expected to drive institutional transformation by strengthening strategic decision-making, facilitating long-term planning, and fostering a culture of continuous improvement. The plan's effectiveness will be evaluated based on predefined performance metrics and its ability to enhance SALCC's capacity to adapt to evolving educational landscapes. The anticipated outcome is a more resilient and data-informed institution, capable of optimizing resources and achieving its strategic objectives.

**Keywords:** Project Management Plan, Institutional Effectiveness, Strategic Planning, Data-Driven Decision-Making, Higher Education

## INDEX OF CONTENTS

INDEX OF CHARTS .....	x
ABBREVIATIONS AND ACRONYMS .....	xii
EXECUTIVE SUMMARY .....	xiii
1 INTRODUCTION .....	1
1.1. Background .....	1
1.2. Statement of the problem .....	3
1.3. Purpose.....	5
1.4. General Objective .....	6
1.5. Specific Objectives .....	6
2 THEORETICAL FRAMEWORK.....	8
2.1 Company/Enterprise framework.....	9
2.2 Project Management Concepts .....	21
2.3 Other applicable theory/concepts related to the project topic and context .	90
3 METHODOLOGICAL FRAMEWORK.....	103
3.1 Information sources .....	103
3.2 Research methods .....	109
3.3 Tools .....	115
3.4 Assumptions and constraints .....	119
3.5 Deliverables .....	122
4 RESULTS .....	125
4.1 Integration Management .....	125
4.2 Scope Management.....	146
4.3 Control Cost.....	212
4.4 Quality Management Plan .....	214
4.5 Resource Management Plan.....	224
4.6 Communication Management Plan.....	241
4.7 Risk Management Plan .....	250
4.8 Procurement Management Plan.....	262
4.9 Stakeholder Management Plan .....	270
4.10 Execution Tools and Techniques Report .....	281

4.11	Monitoring and Control .....	284
4.12	Project Closure Procedure .....	294
5	VALIDATION OF THE FGP IN THE FIELD OF REGENERATIVE AND SUSTAINABLE DEVELOPMENT.....	308
	BIBLIOGRAPHY.....	313
	APPENDICES .....	316
	Appendix 1: FGP Charter .....	317
	Appendix 2: FGP Work Breakdown Structure .....	340
	Appendix 3: FGP Schedule.....	341
	Appendix 4: Preliminary bibliographical research .....	347
	Appendix 5: Change Control Process .....	351
	Appendix 6: Lessons Learned Register .....	355
	Appendix 7: Philological Dictum .....	357

## INDEX OF FIGURES

<b>Figure 1</b> <i>Sir Arthur Lewis Community College Organizational Structure</i> .....	<b>16</b>
<b>Figure 2</b> <i>SALCC Current Configuration for the Organizational Structure of the College based on current existing positions</i> .....	<b>17</b>
<b>Figure 3</b> <i>SALCC: Current Configuration for the Organizational Structure of Institutional Effectiveness &amp; Transformation Unit</i> .....	<b>18</b>
<b>Figure 4</b> <i>Principles of Project Management</i> .....	<b>22</b>
<b>Figure 5</b> <i>Project Performance Domains</i> .....	<b>58</b>
<b>Figure 6</b> <i>Project Life Cycle</i> .....	<b>66</b>
<b>Figure 7</b> <i>Predictive Project Life Cycle</i> .....	<b>68</b>
<b>Figure 8</b> <i>Adaptive Project Life Cycle</i> .....	<b>69</b>
<b>Figure 9</b> <i>Hybrid Project Life Cycle</i> .....	<b>70</b>
<b>Figure 10</b> <i>PMI’s Generic Project Life Cycle</i> .....	<b>81</b>
<b>Figure 11</b> <i>Organizational Strategy</i> .....	<b>85</b>
<b>Figure 12</b> <i>Work Breakdown Structure</i> .....	<b>168</b>
<b>Figure 13</b> <i>Scope Change Request Form</i> .....	<b>177</b>
<b>Figure 14</b> <i>Scope Change Information Flow</i> .....	<b>178</b>
<b>Figure 15</b> <i>Duration of project activities</i> .....	<b>186</b>
<b>Figure 16</b> <i>Project Schedule</i> .....	<b>196</b>
<b>Figure 17</b> <i>Cost Distribution S-Curve for the reform of the IETU</i> .....	<b>211</b>
<b>Figure 18</b> <i>RACI Matrix Information Flow</i> .....	<b>234</b>
<b>Figure 19</b> <i>Resource Change Control Process</i> .....	<b>241</b>
<b>Figure 20</b> <i>Probability and Impact Matrix Scale</i> .....	<b>255</b>
<b>Figure 21</b> <i>Vendor Evaluation Form</i> .....	<b>269</b>
<b>Figure 22</b> <i>Power Interest Matrix</i> .....	<b>277</b>
<b>Figure 23</b> <i>Performance Monitoring Report Form</i> .....	<b>286</b>
<b>Figure 24</b> <i>Quality Control Log</i> .....	<b>289</b>
<b>Figure 25</b> <i>Stakeholder Engagement Report</i> .....	<b>290</b>
<b>Figure 26</b> <i>Sample Lessons Learned Register Entry</i> .....	<b>295</b>
<b>Figure 27</b> <i>Sample Stakeholder Sign-Off Sheet Entry</i> .....	<b>297</b>

## INDEX OF CHARTS

<b>Table 1</b> <i>A summary of the project management knowledge areas and process groups</i> .....	<b>1076</b>
<b>Table 2</b> <i>Information sources for the Project Management Plan for SALCC IETU reform</i> .....	<b>107</b>
<b>Table 3:</b> <i>Research methods for the Project Management Plan for the revamp of IETU...</i> .....	<b>113</b>
<b>Table 4</b> <i>Tools Proposed for Project Management Plan for the SALCC IETU</i> .....	<b>116</b>
<b>Table 5</b> <i>Assumptions and constraints</i> .....	<b>120</b>
<b>Table 6</b> <i>Deliverables for the Project Management Plan</i> .....	<b>123</b>
<b>Table 7</b> <i>Project Charter</i> .....	<b>127</b>
<b>Table 8</b> <i>Roles and Responsibilities for scope management in this project</i> .....	<b>148</b>
<b>Table 9</b> <i>Requirements Documentation</i> .....	<b>165</b>
<b>Table 10</b> <i>Work Breakdown Structure Dictionary</i> .....	<b>170</b>
<b>Table 11</b> <i>Cost Estimation by Work Package</i> .....	<b>205</b>
<b>Table 12</b> <i>Human Resource Cost Estimation</i> .....	<b>207</b>
<b>Table 13</b> <i>Budget</i> .....	<b>209</b>
<b>Table 14</b> <i>Quality Metrics Template</i> .....	<b>220</b>
<b>Table 15</b> <i>Human Resources Roles and Responsibilities</i> .....	<b>225</b>
<b>Table 16</b> <i>Human Resource Requirements by Project Phase</i> .....	<b>227</b>
<b>Table 17</b> <i>Physical Resources Required</i> .....	<b>230</b>
<b>Table 18</b> <i>Responsibility Assignment Matrix (RACI)</i> .....	<b>232</b>
<b>Table 19</b> <i>Stakeholder Needs</i> .....	<b>242</b>
<b>Table 20</b> <i>Communication Methods and Technologies</i> .....	<b>243</b>
<b>Table 21</b> <i>Communication Type</i> .....	<b>244</b>
<b>Table 22</b> <i>Communication Roles</i> .....	<b>245</b>
<b>Table 23</b> <i>Communication Information Flow</i> .....	<b>245</b>
<b>Table 24</b> <i>Communication Process</i> .....	<b>248</b>
<b>Table 25</b> <i>Risk Management Roles and Responsibilities</i> .....	<b>251</b>
<b>Table 26</b> <i>Risk Breakdown Structure (RBS)</i> .....	<b>253</b>
<b>Table 27</b> <i>Probability and Impact Matrix Legend</i> .....	<b>256</b>

<b>Table 28</b> <i>Risk Register</i> .....	<b>257</b>
<b>Table 29</b> <i>Procurement Justification for the IETU Reform Project</i> .....	<b>263</b>
<b>Table 30</b> <i>Stakeholder Register</i> .....	<b>272</b>
<b>Table 31</b> <i>Power-Interest Classification</i> .....	<b>275</b>
<b>Table 32</b> <i>Power-Interest Matrix Analysis for the IETU Reform Project</i> .....	<b>278</b>
<b>Table 33</b> <i>Stakeholder Engagement Assessment Matrix</i> .....	<b>279</b>

## ABBREVIATIONS AND ACRONYMS

**CAPE:** Caribbean Advanced Proficiency Examination

**FGP:** Final Graduation Project

**GPM™:** Green Project Management

**HEI:** Higher Education Institutions

**IE:** Institutional Effectiveness

**IETU:** Institutional Effectiveness and Transformation Unit

**KPIs:** Key Performance Indicators

**OIE:** Office of Institutional Effectiveness

**P5:** People, Planet, Prosperity, Process, and Products

**PERT:** Program Evaluation and Review Technique

**PMBOK® Guide:** The Project Management Book of Knowledge

**PMBOK®:** Project Management Book of Knowledge

**PMI:** Project Management Institute

**RD:** Regenerative Development

**SALCC:** Sir Arthur Lewis Community College

**VaLiRi:** Vaughn A. Lewis Institute for Research and Innovation

**WBS:** Work Breakdown Structure

**RRQ:** Request for Quotation

**XCD:** Eastern Caribbean Dollars

## EXECUTIVE SUMMARY

Sir Arthur Lewis Community College (SALCC), established in 1985, remains the cornerstone of higher education in Saint Lucia. As it transitions from a community college to a university college, the institution faces critical challenges that demand comprehensive structural and academic reform. One of the most pressing areas requiring transformation is the Institutional Effectiveness and Transformation Unit (IETU), which has been identified as pivotal to ensuring continuous quality improvement, accreditation readiness, and alignment with the institution's evolving strategic direction.

The objective of this Final Graduation Project was to design and deliver a structured project management plan to guide the reform of the IETU. This plan aimed to align institutional effectiveness efforts with SALCC's broader strategic objectives by integrating modern project management methodologies, enhancing decision-making processes, improving stakeholder collaboration, and supporting accreditation and performance evaluation systems. Key project deliverables included the development of a project charter, a comprehensive project management plan encompassing scope, schedule, cost, resource, quality, communication, risk, procurement, stakeholder, and closure components, along with an execution and monitoring framework tailored to the institutional context.

The methodology followed the Project Management Institute's PMBOK® Guide and incorporated both qualitative and quantitative approaches. These included document analysis, structured stakeholder interviews, surveys, and benchmarking against similar tertiary institutions undergoing transformation. Tools such as Work Breakdown Structures (WBS), risk registers, Gantt charts, communication plans, and stakeholder matrices were employed to ensure that the reform project was comprehensive, adaptive, and rooted in best practice.

Results from the project revealed that the IETU had several structural and functional deficiencies, including limited capacity, fragmented data systems, weak stakeholder engagement, and a lack of standardized monitoring processes. The project developed targeted strategies to address these issues by proposing a phased implementation model, capacity-building initiatives, standardized quality assurance protocols, and integration of data-driven decision-making frameworks. Stakeholder management and communication were emphasized to reduce resistance and improve adoption of the new systems.

The conclusions drawn highlight the essential role of project management in institutional reform. The findings support the need for strategic integration between institutional effectiveness and college-wide decision-making, along with an emphasis on capacity development, stakeholder alignment, and responsive leadership. These factors are vital to ensuring the IETU can fulfill its mission in a dynamic higher education environment.

Based on the analysis, it is recommended that SALCC implement the IETU reform project using a phased and monitored approach, beginning with leadership engagement and baseline capacity audits. Continued investment in institutional data systems and ongoing staff training is essential. SALCC is also encouraged to foster regional and international partnerships for shared learning, and to adopt a change

management model to support the internal transition. These measures are expected to enhance the College's ability to drive strategic transformation, improve performance outcomes, and maintain alignment with regional and global academic standards.

## **1 INTRODUCTION**

This chapter establishes the foundation for the Institutional Effectiveness and Transformation Unit (IETU) initiative, outlining its significance in aiding Sir Arthur Lewis Community College (SALCC) as it transitions into a university. Prioritizing institutional effectiveness, continuous improvement, and data-informed decision-making is crucial for this transformation, particularly in securing accreditation and ensuring that strategic planning aligns with the college's objectives. The project addresses critical challenges in integrating institutional effectiveness processes with strategic decision-making. It underscores the need for a dedicated IETU to promote sustainable improvements across the college. Furthermore, this chapter outlines the project's purpose, its overarching and specific objectives, and the anticipated outcomes, providing a clear framework for understanding its significance and intended impacts.

### **1.1. Background**

Sir Arthur Lewis Community College (SALCC), established in 1985, has made significant contributions to society and the wider Caribbean through its commitment to providing accessible, high-quality education, developing human capital, fostering international cooperation, preserving local culture, and engaging with the community. As the premier tertiary education institution in Saint Lucia, SALCC has played a crucial role in shaping the nation's workforce and promoting intellectual growth.

SALCC continues to provide accessible higher education opportunities to thousands of students through a diverse range of programs, including Associate's and Bachelor's degrees, as well as certificates and lifelong learning courses. SALCC's programs are tailored for both recent secondary school graduates and working professionals aiming to advance their careers.

One of SALCC's most significant impacts is its contribution to human capital development. The institution continues to provide quality education in various fields, helping to produce skilled professionals who have contributed to the economic and

social development of Saint Lucia and the Caribbean region. This aligns with the legacy of Sir Arthur Lewis, the Nobel Laureate and Economist for whom the college is named.

To keep pace with the ever-evolving standards, frameworks, and procedures in higher education, and to enhance the quality of the products and services offered, the institution recognizes the importance of acquiring accreditation and the necessity of transitioning from a Community College to a University College. This transition highlights the critical need for reforms, quality assurance, institutional research, effective information management, and comprehensive program development and evaluation.

In response to the transition that SALCC seeks to undergo, the institution requires the support and data-driven direction of the Institutional Effectiveness and Transformation Unit (IETU). Institutional effectiveness is central to the college's success, as it is a vital component of higher education, focusing on the systematic assessment and continuous improvement of institutional processes to align with decision-making, strategic goals, and accreditation standards.

The current IETU is not operating efficiently and effectively. Therefore, reform is necessary to ensure its effective operation and support for its core functions. The concept of institutional effectiveness has evolved over the years, with accrediting agencies, whether regional or international, emphasizing the importance of integrated IE plans that are data-driven and aligned with the institutional mission.

The proposed project management plan can address the shortcomings of the current IETU by providing a structured approach to reforming and improving operational frameworks and procedures. This approach aligns with global IE Higher Education Standards, employs project management best practices, sets measurable outcomes, establishes clearly defined roles and responsibilities, and outlines clear objectives.

The plan will concentrate on the following key areas:

- Integration with Strategic Planning
- Data-Driven Decision Making (Institutional Research)
- Stakeholder Engagement

- Resource Allocation
- Continuous Improvement (Quality Assurance)
- Accreditation
- Transition from Community College to University College

### **Proposed Improvements**

Implementing the project management plan can lead to a more prosperous, student-centered, and efficient institution by:

- Enhanced Strategic Alignment
- Improved Data Quality and Utilization
- Increased Stakeholder Engagement
- Optimized Resource Allocation
- Accredited Programs and Institutions
- Culture of Continuous Improvement and Innovation

### **1.2. Statement of the problem**

The Sir Arthur Lewis Community College (SALCC) faces the challenge of adapting to global changes in ecological sustainability, effective citizenship, the job market, and education. To remain relevant and support the development of Saint Lucia and the wider Caribbean, the college recognizes the need for transformation. This transformation involves shifting from a community college to a university college, which requires significant changes in academic programming and operations. In light of this strategic goal, the transformation of the Institutional Effectiveness and Transformation Unit (IETU) is necessary to foster continuous improvements across the college and to achieve the objective of having a dedicated IETU that can effectively influence the college's overall strategic planning and decision-making processes. Despite the importance of institutional effectiveness, SALCC faces significant challenges in implementing comprehensive IE plans.

These challenges include:

- The inadequacy of integration: Numerous institutions face difficulties in seamlessly incorporating IE processes into their strategic planning and decision-making frameworks.
- Insufficient Data Utilization: A prevalent issue is the failure to effectively collect and utilize data to inform planning and resource allocation decisions.
- Limited Stakeholder Engagement: Engaging all pertinent stakeholders in the IE process proves challenging, often resulting in fragmented efforts and a lack of consensus.
- Resource Constraints: Insufficient resources and competing priorities may impede the successful implementation of IE initiatives.
- Accreditation Challenges: Failing to fulfill accreditation standards related to IE can result in the institution losing its accreditation status, retaining only recognized status.

Higher education institutions (HEIs) are increasingly subjected to scrutiny regarding their effectiveness and accountability, especially in strategic planning and decision-making (Brown et al., 2017). Consequently, the establishment of Institutional Effectiveness (IE) units has become prevalent, aiming to integrate assessment, planning, and resource allocation to enhance institutional outcomes (Clark, 2018). However, many institutions face difficulties in executing comprehensive IE plans effectively, often failing to meet accreditation standards in this area (Middle States Commission on Higher Education, 2020). Sir Arthur Lewis Community College (SALCC) in St. Lucia faces similar challenges in demonstrating its institutional effectiveness. The primary concern is the necessity for a reformed, dedicated IE unit capable of positively influencing the college's overall strategic planning and decision-making processes. Despite the importance of institutional effectiveness, numerous higher education institutions, including SALCC, encounter substantial obstacles in the implementation of comprehensive institutional effectiveness plans.

### 1.3. Purpose

This Project Management Plan aims to ensure that the Sir Arthur Lewis Community College continues to fulfill its mission and vision while staying attuned to the ever-changing educational developments in higher education. The Institutional Effectiveness and Transformation Unit must be revamped to support the college in achieving its strategic goals through continuous improvement. This reform will be facilitated by developing a management plan that follows project management standards and processes.

The core functions - Quality Management, Information Management, Institutional Research, Institutional Effectiveness, Curriculum and Instructional Development, and Transformation of the IETU- are crucial for maintaining the continuous cycle of planning, assessing, analyzing, and improving procedures, programs, and services that support the College's mission and vision, known as Institutional Effectiveness. These processes should reflect the extent to which the College is achieving its goals and objectives.

The current operation of the IETU does not align with the framework of mission-driven operations, which will cultivate more resilient systems for evaluating the complex, longitudinal growth of the College, enabling it to become increasingly flexible in the face of change.

Institutional cultures are evolving as human, financial, and technological resources are effectively matched to support and promote success. Institutional Effectiveness has become so vital to colleges and universities that the term is now embedded in accreditation and strategic initiatives.

Therefore, restructuring the current IETU will allow for:

- Structured approach to change
- Alignment with organizational goals
- Improved resource allocation
- Enhanced stakeholder engagement
- Clear communication and transparency

- Measurable outcomes and accountability
- Adaptability and risk management,
- Integration of best practices and Higher Education standards
- Facilitation of cross-functional collaboration
- Continuous improvement focus
- Enhanced decision-making processes
- Increased credibility and professionalism

Implementing project management standards and processes to reform the SALCC's Institutional Effectiveness and Transformation Unit affords a comprehensive, structured, and professional approach to change. This methodology not only enhances the probability of successful implementation but also ensures that the reformed Unit is strategically positioned to make meaningful contributions to the Institution's strategic planning and decision-making processes. The ensuing enhancements in data collection, analysis, and reporting can facilitate more informed decisions, optimized resource allocation, and ultimately, improved educational outcomes for students.

#### **1.4. General Objective**

To develop a project management plan that supports and fosters project management practices and standards geared towards the reformation of an effective institutional unit that will help deliver meaningful strategic planning and data-driven decision-making processes at Sir Arthur Lewis Community College.

#### **1.5. Specific Objectives**

**1. Initiating** - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements.

2. Planning - To develop an integrated project management plan that includes a detailed scope statement, a work breakdown structure, a project schedule with milestones and deadlines for tasks, a budget plan with cost estimates and control measures, quality management processes, and standards that are applicable, a human resource plan with team allocation and training needs, a communication strategy for stakeholder engagement, conduct a risk assessment and create mitigation strategies along with a procurement management approach all of which contributes to creating a successful and efficient IETU.

3. Executing - To select tools and techniques required for the execution of the project to reform the IEU reform by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, as well as procuring the necessary resources and services for continuous efficiency.

4. Monitoring and Controlling - To establish monitoring tools, techniques, and control systems to track project progress against the baseline plan, manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, which ensures integration of project objects and goal.

5. Closing – To develop a project closure plan that includes the final deliverables handover, lessons learned document, project performance evaluation, closure of contracts and procurements, and a transition plan for ongoing IETU operations.

## 2 THEORETICAL FRAMEWORK

This chapter establishes the theoretical foundation for the project management plan that supports the reform of a dedicated Institutional Effectiveness and Transformation Unit (IETU) and its impact on the overall strategic planning and decision-making processes at Sir Arthur Lewis Community College (SALCC). It is organized into three key sections: the institutional framework of SALCC, core principles of institutional effectiveness and transformation, and project management theories and concepts relevant to the project's objectives and execution.

The first section examines SALCC's institutional framework, which includes its mission, vision, and strategic transformation efforts. It provides an overview of the College's evolution, the rationale for institutional reform, and the necessity of a structured approach to institutional effectiveness. The second section discusses project management concepts, explores methodologies, tools, and practices critical to planning, executing, and controlling the project. The final section integrates project management theories and methodologies that support the restructuring of the IETU. It emphasizes principles of institutional effectiveness, including data-driven decision-making, continuous improvement, quality management, and accreditation as essential components of the reform process. These components include strategic planning models, change management frameworks, and performance measurement systems.

These sections together establish a comprehensive theoretical foundation for the project, ensuring that the reform of the IETU effectively aligns with SALCC's institutional goals, strategic priorities, and best practices in higher education administration.

## **2.1 Company/Enterprise framework**

### **2.1.1 Company/Enterprise background**

The Sir Arthur Lewis Community College (SALCC) is situated on St. Lucia's "Hill of Good Luck," Morne Fortune, one of the island's most historic sites, where the British and French fought for control of St. Lucia. Many of the buildings are historic and were initially constructed for military purposes. SALCC emerged as a solution to the overcrowding at the "Teachers College" and addressed the need for larger and more advanced educational facilities on the island.

The Sir Arthur Lewis Community College (SALCC) was established in 1985 as the National Tertiary Education Institution in Saint Lucia. The ideology behind its creation was to become the nation's premier educational Institution. In keeping with the government's accorded status, it was named after St. Lucia's eminent local economist, academic, and 1979 Nobel Laureate, Sir Arthur Lewis. On June 1, 1986, the Sir Arthur Lewis Community College Act was enacted.

In September 1986, SALCC commenced operations with two campus locations that offered a wide range of programs through five Divisions: the Division of Arts, Science, and General Studies, the Division of Teacher Education and Educational Administration, and the Division of Technical Education and Management Studies. SALCC awards a range of certifications, namely diplomas, certificates, associate degrees, bachelor's degrees, and post-graduate diplomas. Additionally, the College has partnered with several external organizations to provide high-quality and relevant programming that supports the empowerment of our Caribbean citizenry, ultimately contributing to the development of Saint Lucia and the wider region. (Sir Arthur Lewis Community College, 2022)

To adequately support and provide relevant programming to Saint Lucia and the wider Caribbean, the College has had to reassess its current status and rationale, as the global economy is undergoing paradigmatic shifts in the meaning of ecological sustainability, effective citizenship, the job market, and Education. SALCC has recognized the need for transformation, which necessitates an even more critical role in

preparing the people and country to anticipate global changes. Consequently, the College continues its transformation from a community college to a university college.

To facilitate research, the College established the Vaughn A. Lewis Institute for Research and Innovation (ValiRi). This research institute collaborates with communities in the field to create new knowledge and innovation for the sustainable, economic, and social development of Saint Lucia. The purpose of ValiRi is to be a fully functioning, self-financing organization that provides an avenue for academic and practical excellence for faculty, students, and other researchers, as well as a first point of contact for assistance from communities that include the private and public sectors.

During 2020 and 2021, Sir Arthur Lewis Community College underwent significant changes. The College's then-principal, Dr. Keith Nurse, believed that to stay relevant, it needed to broaden its curriculum offerings and engage more with the global community and industry. After extensive discussions and consultations with industry experts, the College moved away from the rigid five-division system. It reorganized into thirteen major program areas that more closely reflected global trends and the industry's requirements for new workers. The educational Institution has evolved beyond its five divisions and target market to now having twelve (12) academic units as follows: (1) Pre-College, (2) Modern Language Learning, (3) Digital Humanities, Arts, Multimedia & Creative Industries, (4) Teacher Education and Educational Leadership, (5) Health, Wellness & Human Performance, (6) Business Innovation & Sustainable Entrepreneurship, (7) Sustainable Tourism & Hospitality, (8) Engineering and the Circular Economy, (9) Agri-Entrepreneurship & Climate Smart Agriculture, (10) Science, Technology, Innovation & Sustainability, (11) Social Sciences & the Knowledge Society, (12) Lifelong Learning / Technical, and Vocational Education & Training from where one can earn Certificates, Associate and Bachelor Degrees. There are fourteen Administrative Units established to support daily operations and achieve the core objectives of the strategic plan, SALCC. (Sir Arthur Lewis Community College, 2022)

The new program offerings aim to enhance the College's competitiveness and transform the curriculum into cutting-edge, globally relevant programs supported by three main pillars: Sustainability, Innovation, and Entrepreneurship. This initiative

necessitates changes in the academic programming and the College's operational methods.

The SALCC established the Transformation Unit, as it was already planning to become a university college before the College made the aforementioned modification. This Unit was dedicated to reviewing the College's programs to transition into a university. The name of the Unit was changed to the Office of Institutional Effectiveness (OIE) in 2014 and was subsequently renamed the Institutional Effectiveness and Transformation (IET) in 2020. When the Office of Institutional Effectiveness (OIE) or Institutional Effectiveness and Transformation Unit (IETU) was established at Sir Arthur Lewis Community College (SALCC), its primary function was to oversee and evaluate the institution's overall performance.

This Unit was created to address the growing demand for accountability within the College. By systematically documenting evidence of the Institution's Effectiveness, the OIE/IET unit aimed to achieve two primary objectives: (1) to justify the use of existing resources by demonstrating their impact and value, and (2) to provide substantial evidence supporting requests for additional resources when necessary. This approach enabled SALCC to respond proactively to accountability requirements while also establishing a data-driven foundation for decisions regarding resource allocation and expansion. As the Unit continued to evolve, it facilitated the creation of the Institutional Effectiveness and Transformation Unit (IETU), which aims to ensure the College's continuous improvement over time. Establishing the IETU served as a quality marker and was crucial for the College as it pursues the accreditation process. At Sir Arthur Lewis Community College (SALCC), institutional effectiveness involves systematically implementing processes focused on ongoing improvement to fulfill the College's mission.

After the reform of the IETU, it currently has six primary functions:

- Institutional Effectiveness: facilitating the coordination of planning, budgeting, and effectiveness assessment procedures; assessing the efficacy of college units' assessment activities; analyzing assessment results to determine how well the

College is accomplishing its mission; utilizing assessment results to guide improvement initiatives.

- **Instructional development:** The College offers a diverse array of initiatives designed to enhance the quality of instruction and boost student learning outcomes. The Instructional Development program provides support to SALCC faculty members as they create and refine course content and curriculum experiences across various teaching modalities. This support is designed to enhance the overall learning experience for students.
- **Quality management:** Development and implementation of quality assurance, quality monitoring, and quality enhancement processes and activities that are consistent with regulatory requirements as well as registration, accreditation, and other standards
- **Institutional research:** coordination of the collection, review, analysis, and reporting of data and information on the College: development and administration of surveys of internal and external stakeholders; environmental scanning activities; coordination of benchmarking activities
- **Information management:** Supervise and manage the development, implementation, review, and monitoring of all College data/ records and policies.
- **Transformation:** coordination of the activities aimed at change within the Institution.

### **2.1.2 Mission and vision statements**

#### **Mission Statement**

To provide engaging, cutting-edge, and transdisciplinary learning through forward-looking academic training, research, and public engagement. (Sir Arthur Lewis Community College, 2022)

To remain relevant, SALCC revised its mission statement to reflect a new direction. The College developed new programs focused on three core pillars: sustainability, innovation, and entrepreneurship. This change aligns with the Institution's goal of providing cutting-edge, interdisciplinary education, which is essential for strengthening relationships with organizations and institutions that recognize SALCC credentials. Overall, revising the mission fosters training, research, and community engagement, aiming to enhance interaction among staff, faculty, and students.

The College anticipated that collaborations with partner institutions would focus on four key areas: enhancing student-centered approaches, upgrading faculty qualifications and skills, advancing research initiatives, and improving quality assurance processes. It was expected that these collaborations would have a significant impact on the advancement and modernization of SALCC's institutional procedures and academic offerings.

#### **Vision Statement**

To be the leading university college in the Caribbean, promoting sustainable development, innovation, and entrepreneurship in the academy. (Sir Arthur Lewis Community College, 2022)

To realize its vision, the College identified significant strategic opportunities emerging from the globalization of higher education and the expansion of educational tourism. This competitive environment prompted SALCC to adopt a more dynamic approach to its academic programs. Rather than concentrating solely on traditional

degree pathways, the College transitioned towards developing the skills essential for learners' future careers. Consequently, SALCC implemented a multi-modal, competency-based, collaborative, and project-oriented learning methodology. This strategy aims to offer learners opportunities to enhance their skills and support lifelong learning initiatives. The objective is to increase the College's relevance and facilitate the achievement of its vision to become the premier university college in the Caribbean, fostering sustainable development, innovation, and entrepreneurship.

### **Relation to the Final Graduation Project:**

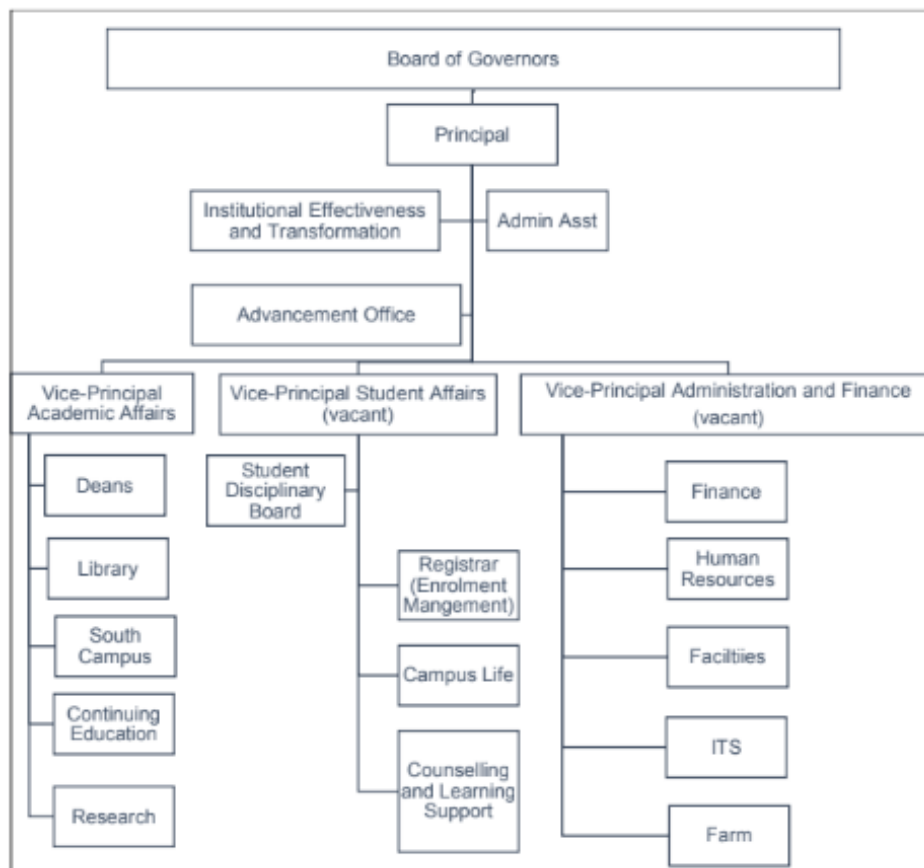
The Final Graduation Project (FGP) endeavors to formulate a comprehensive project management strategy to facilitate the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). This reform is imperative for advancing the College's strategic planning and decision-making mechanisms. By aligning the responsibilities of the IETU with SALCC's mission and vision, the initiative aims to foster a culture of ongoing improvement, data-informed decision-making, and quality assurance.

This initiative will utilize SALCC's existing frameworks and enhance them, striving to strengthen its stature as a leading university college within the Caribbean, and promoting sustainable development, innovation, and entrepreneurship. The reconstituted IETU will assume a vital role in strategic planning, aligning with accreditation processes and procedures to secure accreditation, ensuring continuous enhancement, and cultivating a more robust institution committed to data-driven decision-making. Ultimately, this project aspires to make a meaningful contribution to the sustainable economic and social development of Saint Lucia and the broader region.

### **2.1.3 Organizational structure**

The Ministry of Education, Sustainable Development, Innovation, Science, Technology, and Vocational Training oversees Sir Arthur Lewis Community College (SALCC). The designated Minister appoints a Board of Governors, which is responsible for overseeing the overall operations of the institution. The principal is responsible for leading and guiding the college's mission and vision, delegating the implementation of strategic plans to managers within their respective units. The Institutional Effectiveness and Transformation Unit reports directly to the principal and plays a crucial role in guiding the college's operations and ongoing improvement initiatives through data-informed decision-making, quality assurance, institutional research, information management, and curriculum development.

Although the college's approved organizational structure has not been revised to reflect the new focus, specific changes have occurred. The most recent organizational structure approved by the SALCC Board of Governors dates back to 2016, as depicted in Figure 1 below. Figure 2 illustrates the current organizational structure, based on the existing positions at SALCC. Figure 3 presents the current organizational structure of the Institutional Effectiveness and Transformation Unit.

**Figure 1***Sir Arthur Lewis Community College Organizational Structure*

Note: This Organizational Structure was adopted and approved at the SALCC 188th Meeting of the Board of Governors (April 21, 2016).

**Figure 2**

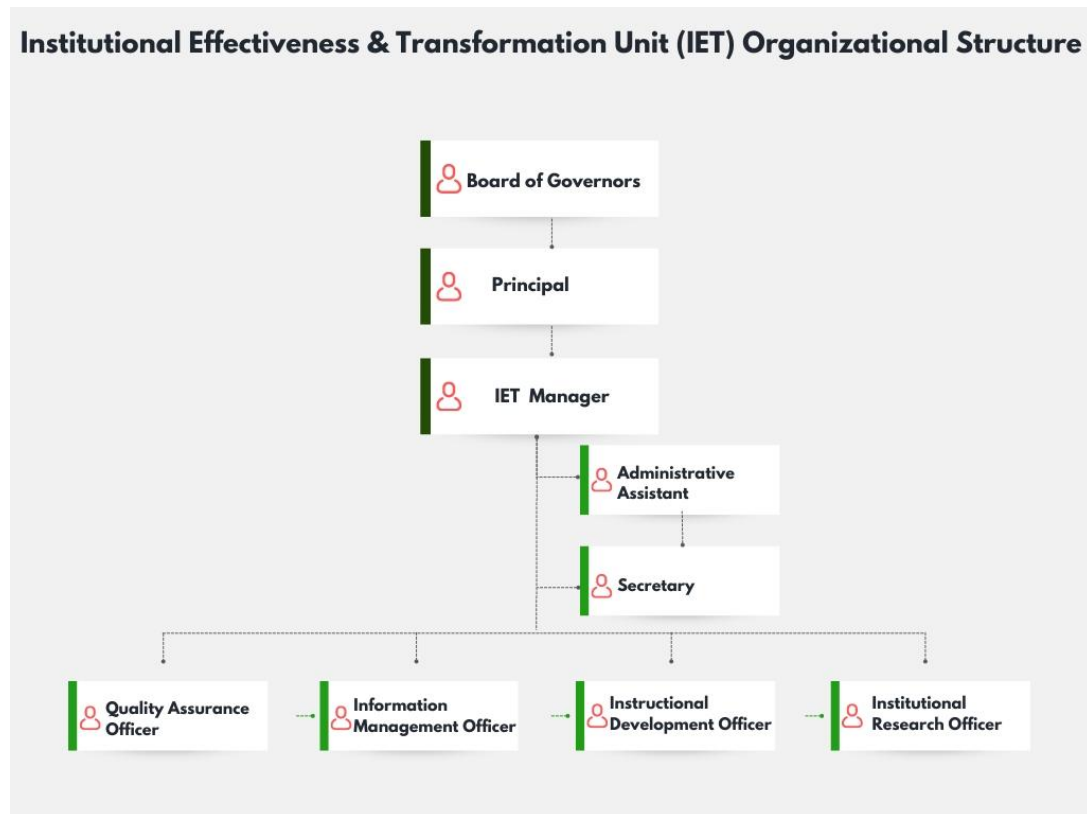
*SALCC Current Configuration for the Organizational Structure of the College based on the current existing positions*



*Note: The current, or rather the latest, organizational structure under which SALCC operates has not been fully approved; certain elements have received approval and are being utilized based on existing positions.*

**Figure 3**

*Sir Arthur Lewis Community College: Current Configuration for the Organizational Structure of Institutional Effectiveness & Transformation Unit*



*Note:* This is the current organizational structure of the IET Unit, as it currently exists.

Two additional positions should be incorporated based on the functions of the office: that of an Institutional Effectiveness Officer and an Assessment Officer.

The Institutional Effectiveness & Transformation Unit's (IETU) core responsibilities focus on ensuring that Sir Arthur Lewis Community College (SALCC) fulfills its mission and vision across all levels, units, and departments. The Unit is also responsible for facilitating continuous improvement to maintain the College's competitive advantage. Since the IE Unit reports directly to the Principal's Office, it has the authority to implement all major decisions related to its functions without needing intermediary approval. This direct reporting structure enables the Unit to support the College's strategic goals and operational effectiveness efficiently.

#### 2.1.4 Products/ Services offered

Sir Arthur Lewis Community College (SALCC) is a higher education institution that provides a variety of programs for high school graduates, adult learners, and other individuals in the country and community seeking advanced Education. The programs offered include:

1. Caribbean Advanced Proficiency Examination (CAPE)
2. Pre-College programs
3. Certificate programs in 13 different areas
4. Diplomas in:
  - Nurse Midwifery
  - Post Graduate Diploma in Education
5. Associate Degrees in 38 different fields:
  - Agribusiness Entrepreneurship
  - Climate Smart Crop Production
  - General Agriculture
  - Administrative Office Management
  - Sustainable Business and Innovation
  - Digital Business and Economy
  - Animation and Design
  - Front End Web Development
  - Creative and Performing Arts
  - Media & Digital Communications
  - Architectural Technology
  - Automotive Engineering
  - Electrical Engineering
  - Computer Information Technology
  - Computer Systems Engineering
  - Construction Engineering
  - Mechanical Engineering
  - Quantity Surveying
  - Human Performance and Nutrition
  - Public Health

- French
  - Spanish
  - Social Work
  - Criminal Justice
  - Biology
  - Chemistry
  - Environmental Science & Sustainable Development
  - Physics
  - Economics, Trade & Finance
  - Environmental Studies and Climate Change
  - Sociological Thought and Change
  - Accommodations and Hospitality
  - Culinary Arts
  - Food and Beverage Operations
  - Tourism Studies and Sustainability
  - Home Economics
  - Industrial Arts
  - Secondary Education
6. Bachelor's Degrees in:
- Business Administration and Innovation
  - General Nursing
  - Environmental Studies and Sustainability
  - Tourism and Hospitality Management
  - Primary School Education

## **2.2 Project Management Concepts**

The reform of the Institutional Effectiveness and Transformation Unit (IETU) for the SALCC necessitates a comprehensive understanding of various project management principles. These principles offer the essential tools to ensure that the formation of a hybrid Institutional Effectiveness and Transformation Unit enables Sir Arthur Lewis Community College to develop cohesive units—both academic and administrative—that will facilitate the advancement of the College in realizing its mission and vision. Additionally, they support the achievement of strategic objectives vital for establishing a higher education institution capable of competing not only within the Caribbean region but also on an international scale. The application of these principles will guarantee that the project is effectively conceptualized, planned, executed, monitored, reviewed, and concluded. The subsequent section delineates the relevant concepts pertinent to the project.

### **2.2.1 Project management principles**

The Institutional Effectiveness and Transformation Unit at Sir Arthur Lewis Community College utilizes twelve project management principles. These principles may vary based on the methodology or framework used, guiding the behavior of individuals involved in the project as they influence performance domains to achieve the desired outcomes.

#### **The twelve principles of project management are:**

1. “Be a diligent, respectful, and caring steward”
2. “Create a collaborative team environment”
3. “Effectively engage with stakeholders”
4. “Focus on value”
5. “Recognize, evaluate, and respond to system interactions”
6. “Demonstrate leadership behaviors”
7. “Tailor based on context”
8. “Build quality into processes and deliverables”
9. “Navigate complexity”

10. "Optimize risk responses"
11. "Embrace adaptability and resiliency"
12. "Enable change to achieve the envisioned future state"

**Figure 4**

*Principles of Project Management*



*Note: The context is copied from the book "A Guide to the Project Management Body of Knowledge (PMBOK® Guide)" (7th edition, PMI, 2021, p. 23) by PMI. Copyright 2021, Project Management Institute, Inc. All rights reserved.*

### **Stewardship**

The principle of being a diligent, respectful, and caring steward in project management underscores the importance of integrity, responsibility, and empathy. It entails making decisions that serve the best interests of all stakeholders, fostering a collaborative and respectful environment, and safeguarding the well-being and development of the project team. (Project Management Body of Knowledge, 2021, pp.

24-27) To operationalize this principle within the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), it is crucial to establish clear and ethical guidelines. SALCC must develop ethical standards accompanied by a comprehensive code of ethics for the projects, which delineates expectations for honesty, transparency, and responsibility. Additionally, Communication Guidelines should be instituted to ensure that all team members and stakeholders are knowledgeable of and comprehend these ethical standards.

The College must foster a collaborative environment that actively involves stakeholders. By engaging stakeholders, namely faculty, staff, students, and external partners in the planning process, it can gather diverse perspectives and secure their buy-in. This collaboration facilitates open communication, whereby honest dialogue and consistent feedback ensure that participants feel their viewpoints are valued.

The College would benefit from conducting an internal audit and needs assessment to align decision-making processes with stakeholder interests. This approach will enhance understanding of the requirements and expectations of the various parties involved, each of whom plays a vital role in the College's success. Engaging stakeholders in decision-making is also feasible and will prioritize their interests. This ensures that the reform benefits all parties by maintaining a balanced engagement of the institution and its stakeholders.

Transparency and accountability are fundamental to any institution. Developing a robust monitoring and reporting system will enable the College to ensure that decision-making remains transparent and to provide stakeholders with regular updates on project progress. These accountability measures should incorporate mechanisms for holding team members responsible for their duties and ethical conduct. To promote continuous improvement and data-driven decision-making, SALCC must undertake internal research to gather and analyze pertinent data and evidence to inform decisions and measure progress toward established goals.

Support for team development and well-being is integral to the project's success. This includes professional development opportunities for team members, enabling training and growth to enhance their skills. Additionally, implementing well-being

initiatives to support the physical and mental health of the project team is essential for cultivating a harmonious work environment and developing more competent personnel.

By embodying the principle of being a diligent, respectful, and caring steward, the reform of the IETU can markedly improve strategic planning and decision-making at SALCC through enhanced data collection and analysis, increased stakeholder engagement, continuous improvement and adaptability, and bolstered institutional reputation.

The reformed IETU should implement robust data collection and analysis processes to deliver accurate, timely information that informs strategic planning. These insights will support evidence-based decisions aligned with the institution's objectives.

Engaging stakeholders in the planning process encourages ownership and commitment to the institution's strategic goals, enhances stakeholder engagement, and ensures that efforts are aligned with stakeholder needs. Addressing these needs is crucial to ensuring the relevance and practicality of strategic plans.

For ongoing improvement and adaptability, continuous assessment and feedback mechanisms are essential. These should facilitate process enhancements, enable the institution to adapt to changing circumstances, and identify issues early through ongoing monitoring, thereby allowing for proactive problem-solving and timely interventions. Ethical and responsible management practices are vital in strengthening the institution's reputation.

The College must demonstrate ethical and responsible management practices to enhance its reputation and credibility. This will support accreditation efforts and compliance with standards and regulatory requirements through effective IE processes, ensuring institutional integrity and sustainability. By embedding this principle into the project management strategy, SALCC's leadership can guarantee that the IE Unit's transformation aligns with the institution's strategic objectives while fostering an environment of honesty, cooperation, and continuous improvement.t.

## **Team**

The Project Management principle “Create a collaborative team environment” emphasizes fostering a culture of teamwork, open communication, and shared responsibility within a collaborative project framework. (Project Management Body of Knowledge, 2021, pp. 28-30)

This principle can be operationalized by developing a Project Management Plan to support the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). This can be accomplished through the formation of cross-functional teams. Creating a diverse team with representatives from various departments (e.g., academics, administration, student services) requires including members with diverse levels of expertise to ensure a mix of perspectives.

Establishing clear communication channels will significantly aid in conducting regular team meetings and status updates. Collaborative tools, such as project management software and shared documents, will facilitate information sharing. Clear communication channels will enable the College to define shared goals and objectives.

The collaboration to develop the project goals will ensure alignment with SALCC’s strategic objectives and help all team members understand how their roles contribute to the overall success of the IETU reform. This, in turn, will encourage open dialogue and idea sharing, creating a safe space for team members to express opinions and concerns, where brainstorming sessions can generate innovative solutions for IE processes.

This approach promotes collective decision-making by employing consensus-building techniques for significant decisions, ensuring that all stakeholders have a voice in the decision-making process. This approach fosters a culture of continuous improvement, incorporating regular feedback loops and lessons-learned sessions, which encourage team members to propose process enhancements throughout the project.

The provision of collaborative training and development will enhance team-building relationships by offering training on collaborative tools and techniques, leading to recognition and rewards for teamwork. Systems will be established to acknowledge and celebrate team achievements, emphasizing the importance of collaboration in performance evaluations and recognition.

Implementing these collaborative practices, the Project Management Plan can facilitate the reform's impact on strategic planning and decision-making at SALCC in the following ways:

1. Enhanced data collection and analysis:
  - Collaboration can lead to more thorough and precise data collection across different departments.
  - Cross-functional analysis can provide deeper insights for strategic decision-making.
2. Improved strategic alignment:
  - A collaborative approach ensures that the IE Unit's objectives align with SALCC's overall strategic goals.
  - Regular communication helps maintain focus on long-term institutional objectives.
3. Effective resource allocation:
  - Collaborative decision-making can lead to more balanced and efficient resource distribution across departments.
  - A shared understanding of priorities enables the allocation of resources to high-impact areas.
4. Increased stakeholder buy-in:
  - Involving diverse stakeholders in the planning process increases ownership and commitment to strategic initiatives.
  - Collaborative decision-making helps address concerns and resistance early in the process.
5. Adaptive strategic planning:
  - A collaborative team environment facilitates quicker responses to changing circumstances.
  - Diverse perspectives help identify potential challenges and opportunities more effectively.
6. Enhanced institutional learning:
  - Cross-functional collaboration promotes knowledge sharing across departments.

- Collective problem-solving builds institutional capacity for addressing complex challenges.
7. Improved accountability:
- Shared responsibility for outcomes increases accountability among team members.
  - Transparent decision-making processes enhance trust in the strategic planning process.
8. Innovation in IE processes:
- Diverse perspectives and collaborative problem-solving can lead to innovative approaches in institutional effectiveness practices.
  - Cross-pollination of ideas from different departments can lead to innovative solutions.

Implementing these collaborative practices will facilitate the establishment of a robust foundation for the IE Unit reform within the Project Management Plan, thereby ensuring a favorable impact on SALCC’s strategic planning and decision-making processes. This methodology promotes a culture of shared responsibility and ongoing enhancement, ultimately augmenting the institution’s overall effectiveness and its capacity to attain strategic objectives.

## **Stakeholders**

The principle of “effectively engaging with stakeholders” in project management highlights the importance of identifying, understanding, and actively involving all parties who have an interest in or are impacted by the project. (Project Management Body of Knowledge, 2021, pp. 31-33) Effective stakeholder engagement ensures that their needs, expectations, and concerns are met, fostering support, collaboration, and commitment to the project’s success.

To operationalize this principle in the context of reforming the IETU at Sir Arthur Lewis Community College (SALCC), the College can identify its stakeholders by performing a comprehensive stakeholder analysis. This involves identifying all relevant stakeholders, including faculty, staff, students, administrators, external

partners, and accrediting bodies, and conducting stakeholder mapping to categorize them based on their influence, interest, and impact on the project.

It is essential to understand the needs and expectations of stakeholders by conducting surveys, interviews, and creating focus groups, which facilitate in-depth discussions and provide qualitative feedback. After understanding stakeholder needs and expectations, a stakeholder engagement plan can be developed, including a communication strategy that outlines how and when to communicate with each stakeholder group, as well as the channels to use for engagement, such as email, meetings, newsletters, and social media.

As part of the Stakeholder Engagement Plan, the College can also organize regular engagement activities such as workshops, town hall meetings, and feedback sessions to keep stakeholders informed and involved. This will help foster collaborative relationships for more inclusive decision-making. Involving stakeholders in crucial decision-making processes ensures their perspectives are considered and leads to greater success. Engaging in these activities will foster partnerships and alliances, enabling the development of relationships with external organizations and institutions to leverage their expertise and resources.

Throughout this process, it is essential to implement project monitoring and evaluation, as it will enable SALCC to establish metrics for assessing the effectiveness of stakeholder engagement activities. This will facilitate continuous improvement and allow the project to be regularly reviewed and adjusted based on the stakeholder engagement plan, as well as the feedback and evaluation results obtained.

Effectively engaging stakeholders, the reform of the IE Unit can significantly enhance the strategic planning and decision-making processes at SALCC in the following ways:

#### 1. Enhanced Data-Driven Decision Making

- **Comprehensive Data Collection:** Engaging stakeholders ensures that diverse perspectives and data sources are considered, leading to more informed and holistic decision-making.
- **Informed Strategic Decisions:** Stakeholder insights help align strategic decisions with the actual needs and priorities of the college community.

## 2. Increased Stakeholder Buy-In and Support

- **Ownership and Commitment:** Involving stakeholders in the planning process fosters a sense of ownership and commitment to the project's success.
- **Reduced Resistance:** Addressing stakeholder concerns at the onset reduces resistance and builds trust and support for the reform initiatives.

## 3. Improved Resource Allocation

- **Prioritization of Needs:** Stakeholder input helps prioritize resource allocation based on the most pressing needs and areas of potential impact.
- **Efficient Use of Resources:** Collaborative planning ensures that resources are used efficiently and effectively to achieve strategic goals.

## 4. Strengthened Institutional Reputation

- **Transparency and Accountability:** Effective stakeholder engagement fosters transparency and accountability, thereby enhancing the institution's reputation and credibility.
- **Accreditation and Compliance:** Meeting stakeholder expectations and regulatory requirements supports successful accreditation and compliance efforts.
- **Adaptive and Responsive Planning**
- **Flexibility and Adaptability:** Continuous stakeholder engagement allows the institution to be more adaptive and responsive to changing circumstances and emerging challenges.
- **Proactive Problem Solving:** Early identification of issues through stakeholder feedback enables proactive problem-solving and timely interventions.

## 5. Enhanced Institutional Learning and Innovation

- **Knowledge Sharing:** Engaging stakeholders facilitates knowledge sharing and collaborative learning, driving innovation and continuous improvement.
- **Best Practices and Benchmarking:** Collaborating with external partners and benchmarking against best practices helps the institution stay competitive and forward-thinking.

Implementing these stakeholder engagement practices, the Project Management Plan can establish a strong foundation for the IE Unit reform, ensuring a positive impact on SALCC's strategic planning and decision-making processes. This approach promotes a culture of collaboration, transparency, and continuous improvement, ultimately enhancing the institution's overall effectiveness and its ability to achieve strategic objectives.

## **Value**

The principle of "Focus on Value" in project management emphasizes delivering maximum value to stakeholders throughout the project lifecycle. This involves aligning the project goals and outcomes with stakeholders' needs and expectations, ensuring efficient resource utilization, and prioritizing activities that provide the highest value impact. (Project Management Body of Knowledge, 2021, pp. 34-36)

To operationalize the "Focus on Value" principle in reforming the Institutional Effectiveness (IE) Unit at Sir Arthur Lewis Community College (SALCC), the following steps can be taken:

### 1. Identify Stakeholder Priorities

- **Stakeholder Analysis:** To conduct a thorough analysis to identify the needs, expectations, and priorities of all stakeholders, including faculty, staff, students, administrators, and external partners.
- **Engagement Sessions:** Host workshops, focus groups, and surveys to gather detailed input from stakeholders on what they perceive as valuable outcomes.

### 2. Align Project Goals with Institutional Objectives

- **Strategic Alignment:** Ensure that the goals of the IETU reform align with SALCC's broader strategic objectives, such as promoting sustainable development, innovation, and entrepreneurship.
- **Value Mapping:** Create a value map to visualize how the IETU activities contribute to the institution's strategic goals.

### 3. Prioritize High-Impact Activities

- Value-Based Prioritization: Use a value-based approach to prioritize project activities, focusing on those that offer the highest impact and benefit to stakeholders.
  - Resource Allocation: Allocate resources to high-impact areas to maximize the value delivered by the project.
4. Measure and Communicate Outcomes
- Key Performance Indicators (KPIs): Develop KPIs to measure the outcomes of the IE Unit reform in terms of value delivered to stakeholders.
  - Regular Reporting: Provide regular updates to stakeholders on the project's progress and impact, highlighting the value being delivered.
5. Continuous Improvement
- Feedback Mechanisms: Implement mechanisms for continuous feedback from stakeholders to identify areas for improvement.
  - Adaptive Planning: Utilize feedback to make iterative improvements to the project plan, ensuring it remains aligned with stakeholder needs and institutional objectives.

Focusing on value, the reform of the IETU can significantly enhance the strategic planning and decision-making processes at SALCC in the following ways:

1. Enhanced Alignment with Institutional Goals
- Strategic Focus: Ensuring that the IETU activities are aligned with SALCC's strategic objectives helps maintain a clear focus on institutional priorities.
  - Goal Congruence: Aligning project goals with institutional goals ensures that all efforts contribute to the broader mission and vision of SALCC.
2. Improved Resource Utilization
- Efficient Resource Allocation: Prioritizing high-impact activities ensures that resources are used efficiently and effectively, maximizing the value delivered by the project.
  - Cost-Effectiveness: Focusing on value helps minimize waste and ensures that investments yield the highest possible returns.
3. Increased Stakeholder Satisfaction

- Meeting Expectations: Addressing stakeholder needs and expectations for the project can achieve higher levels of satisfaction and support.
  - Building Trust: Transparent communication of outcomes and value delivered builds trust and confidence among stakeholders.
4. Data-Driven Decision Making
- Evidence-Based Planning: Utilizing KPIs and other metrics to measure outcomes ensures that decisions are grounded in data and evidence, leading to more informed and effective strategic planning.
  - Continuous Improvement: Regular feedback and adaptive planning can enable continuous improvement, ensuring that the IE Unit remains responsive to changing needs and circumstances.
5. Enhanced Institutional Effectiveness
- Holistic Approach: A focus on value ensures that all aspects of the IE Unit's reform contribute to the overall effectiveness of the institution.
  - Sustainable Impact: Prioritizing high-impact activities and promoting continuous improvement, SALCC creates sustainable value, ultimately enhancing its long-term success.

Implementing these practices, the Project Management Plan can ensure that the reform of the IETU at SALCC not only supports but also enhances the institution's strategic planning and decision-making processes. This approach helps SALCC achieve its mission and vision by delivering maximum value to its stakeholders and maintaining a clear focus on institutional priorities.

### **Systems Thinking**

The project management principle "Recognize, evaluate, and respond to system interactions" emphasizes the importance of understanding and managing the complex interrelationships within a project and its broader organizational context. This principle aligns closely with systems thinking, recognizing that projects do not exist in isolation but are part of a larger, more comprehensive system with numerous interconnected elements. (Project Management Body of Knowledge, 2021, pp. 37-39)

The development of a project management plan for reforming the Institutional Effectiveness (IE) Unit at Sir Arthur Lewis Community College (SALCC), this principle can be operationalized in the following ways:

1. Stakeholder Analysis and Mapping
  - Identify all stakeholders who are impacted by or have the potential to influence the IETU reform.
  - Map the relationships and interactions between stakeholders.
  - Analyze how changes in the IE Unit might affect different parts of the college system.
2. Process Mapping
  - Create detailed process maps showing how the IETU interacts with other departments and processes within SALCC.
  - Identify critical touchpoints and dependencies between the IETU and other college functions.
3. Impact Assessment
  - Conduct a comprehensive impact assessment to understand how changes in the IE Unit can affect other areas of the college.
  - Consider both direct and indirect effects on academic departments, administrative units, and external stakeholders.
4. Feedback Loops
  - Establish feedback mechanisms to continuously gather information on how changes in the IE Unit are impacting other parts of the system.
  - Use this feedback to make iterative adjustments to the project plan.
5. Cross-functional Teams
  - Form project teams that include representatives from various departments affected by the IE Unit reform. This ensures diverse perspectives and helps identify potential system-wide impacts.
6. Scenario Planning

- Develop multiple scenarios that consider different system interactions and potential outcomes.
  - Use these scenarios to inform risk management and contingency planning.
7. Regular System Reviews
- Schedule periodic reviews to assess the project's impact on the broader college system.
  - Make necessary adjustments to the project plan based on these reviews.
8. Data Integration
- Develop plans for integrating data systems across departments to support the IE Unit's reformed functions.
  - Consider how improved data flow can enhance decision-making processes across the college.
9. Change Management Strategy
- Develop a comprehensive change management strategy that addresses the ripple effects of the IETU reform across the college system.
  - Include communication plans, training programs, and support mechanisms for affected stakeholders.
10. Alignment with Strategic Goals
- Ensure the project plan aligns with and supports SALCC's overall strategic goals and objectives.
  - Regularly assess how the IETU reform contributes to the college's broader mission and vision.

The application of this framework will facilitate the project management plan in supporting the reform of the IE Unit in impacting SALCC's strategic planning and decision-making processes in several ways:

1. Holistic Perspective: It ensures a comprehensive view of how the IETU interacts with and influences other aspects of the college, leading to more informed strategic decisions.

2. **Improved Data Flow:** By recognizing system interactions, the plan can facilitate better data integration and flow across departments, enhancing the quality of information available for strategic planning.
3. **Adaptive Planning:** The focus on system interactions enables more adaptive and responsive strategic planning, as the college can better anticipate and respond to the ripple effects across the system.
4. **Enhanced Collaboration:** By recognizing interdependencies, the plan can foster greater collaboration between departments, leading to more integrated and effective decision-making processes.
5. **Risk Mitigation:** Understanding system interactions enables the identification of potential risks and unintended consequences, facilitating more robust risk management in strategic planning.
6. **Alignment of Efforts:** By considering how the IE Unit reform affects and is affected by other college functions, the plan can ensure better alignment of efforts towards strategic goals.
7. **Continuous Improvement:** Emphasizing the recognition and response to system interactions fosters a culture of continuous improvement, thereby enhancing overall strategic planning and decision-making processes.

Operationalizing this principle in the project management plan ensures that the reform of the IETU is approached holistically, considering its place within the more extensive system of SALCC. This systemic approach can significantly enhance the college's ability to make informed, strategic decisions and improve its overall effectiveness.

## **Leadership**

The project management principle “Demonstrate leadership behaviors” emphasizes the importance of project managers and team leaders exhibiting practical leadership qualities throughout the project lifecycle. (Project Management Body of Knowledge, 2021, pp. 40-43)

In the context of developing a project management plan for reforming the Institutional Effectiveness Unit (IETU) at Sir Arthur Lewis Community College (SALCC), this principle can be operationalized in the following ways:

1. Vision and Direction Setting

- Clearly articulate the vision for the reformed IE Unit and its role in enhancing SALCC's strategic planning and decision-making processes.
- Align the project goals with the college's overall mission and strategic objectives.

2. Stakeholder Engagement

- Actively engage with key stakeholders across the college to build support for the IE Unit reform.
- Communicate the benefits of the reform to different departments and individuals.

3. Team Building and Empowerment

- Assemble a diverse project team with complementary skills and expertise.
- Empower team members by delegating responsibilities and providing autonomy in decision-making within their areas of expertise.

4. Effective Communication

- Establish clear communication channels within the project team and with external stakeholders.
- Regularly update all relevant parties on project progress, challenges, and successes.

5. Change Management

- Anticipate and address resistance to change within the college.
- Develop strategies to help staff and faculty adapt to new IE processes and systems.

6. Ethical Decision-Making:

- Ensure that all decisions related to the IE Unit reform are made ethically and transparently.

- Consider the impact of decisions on all stakeholders, including students, faculty, and staff.

7. Continuous Learning and Improvement:

- Foster a culture of continuous learning within the project team and the broader college community.
- Encourage feedback and use it to continually improve the project plan and implementation process.

8. Resource Management:

- Effectively allocate and manage resources (human, financial, technological) to support the IE Unit reform.
- Advocate for the necessary resources to ensure the project's success.

9. Problem-Solving and Conflict Resolution:

- Proactively identify potential issues and develop contingency plans.
- Address conflicts or disagreements promptly and constructively.

10. Leading by Example:

- Demonstrate commitment to the project's goals through personal actions and behaviors.
- Model the data-driven decision-making processes that the reformed IE Unit aims to promote.

Operationalizing these leadership behaviors in the project management plan, the reform of the IETU can positively impact SALCC's strategic planning and decision-making processes in several ways:

1. Enhanced Buy-In: Strong leadership can help secure buy-in from various stakeholders, making it easier to implement changes across the college.
2. Improved Alignment: Clear vision-setting and communication can ensure that the IETU reform aligns with and supports SALCC's broader strategic goals.
3. Effective Change Management: Leadership behaviors focused on change management can help smooth the transition to new IE processes, reducing resistance and improving adoption.

4. **Data-Driven Culture:** By modeling data-driven decision-making, leaders can help foster a culture that values evidence-based approaches across the college.
5. **Continuous Improvement:** Leadership that emphasizes learning and improvement can help establish a college-wide culture of continuous enhancement, supporting ongoing strategic planning efforts.
6. **Efficient Resource Utilization:** Effective resource management can ensure that the IETU reform is implemented efficiently, maximizing its impact on strategic planning and decision-making processes.
7. **Cross-Functional Collaboration:** Effective leadership can facilitate better collaboration between the IETU and other departments, resulting in more integrated and effective strategic planning processes.
8. **Adaptive Planning:** Leadership behaviors that encourage feedback and continuous improvement can help the college develop more adaptive and responsive strategic planning processes.

Demonstrating effective leadership behaviors throughout the project, the management team can ensure that the reform of the IETU not only succeeds but also catalyzes broader improvements in SALCC's strategic planning and decision-making processes. This approach can help transform the IETU into a critical driver of institutional effectiveness and strategic success.

### **Tailoring**

The principle of "Tailor Based on Context" in project management emphasizes the importance of adapting project management practices and methodologies to fit the specific context and unique characteristics of the project and its environment. This ensures that the project management approach is relevant, effective, and aligned with the project's goals and the organization's objectives. (Project Management Body of Knowledge, 2021, pp. 44-46)

To operationalize the “Tailor Based on Context” principle in reforming the Institutional Effectiveness (IE) Unit at Sir Arthur Lewis Community College (SALCC), the following steps can be taken:

- Understand the Organizational Context
  - Conduct a Context Analysis: Evaluate the internal and external environment of SALCC, including its culture, structure, strategic goals, and stakeholder expectations.
  - Identify Unique Characteristics: Acknowledge the specific needs, challenges, and opportunities that are distinctive to SALCC and the IETU.
1. Customize Project Management Practices
    - Select Appropriate Methodologies: Choose project management methodologies (e.g., Agile, Waterfall, Hybrid) that best fit the nature of the IETU reform and the college’s operational style.
    - Adapt Tools and Techniques: Tailor project management tools and techniques to suit the specific requirements of the project and the institutional context.
  2. Involve Key Stakeholders
    - Engage Stakeholders Early: Involve key stakeholders in the planning process to ensure their needs and perspectives are taken into account.
    - Customize Communication Plans: Develop communication plans that are tailored to the preferences and needs of different stakeholder groups.
  3. Align with Strategic Objectives
    - Map to Strategic Goals: Ensure that the project goals and deliverables align with SALCC’s strategic objectives and mission.
    - Flexibility in Planning: Allow flexibility in the project plan to accommodate changes in strategic priorities or emerging opportunities.
  4. Implement Context-Specific Risk Management
    - Identify Contextual Risks: Identify risks that are specific to the institutional context and the nature of the IETU reform.

- **Develop Mitigation Strategies:** Create risk mitigation strategies tailored to address these specific risks effectively.

#### 5. Monitor and Adapt

- **Continuous Monitoring:** Regularly assess the project's progress and its alignment with contextual factors.
- **Iterative Adjustments:** Be ready to make iterative adjustments to the project plan based on feedback and evolving circumstances.

Tailoring the project management approach based on the current situation, the reform of the IETU can significantly enhance SALCC's strategic planning and decision-making processes in several ways:

#### 1. Increased Relevance and Effectiveness

- **Contextual Fit:** A tailored approach ensures that project management practices remain relevant and practical, resulting in improved outcomes for the IETU reform.
- **Alignment with Institutional Needs:** Customizing the approach ensures that the reform addresses the specific needs and challenges of SALCC, thereby enhancing its impact.

#### 2. Enhanced Stakeholder Engagement

- **Stakeholder Buy-In:** Involving stakeholders in a context-specific manner increases their buy-in and support for the reform.
- **Effective Communication:** Tailored communication plans ensure that stakeholders are well-informed and engaged, facilitating smoother implementation.
- **Improved Risk Management**

#### 3. Contextual Risk Mitigation: Identifying and addressing risks specific to the institutional context reduces the likelihood of project disruptions and enhances resilience.

#### 4. Proactive Adaptation: Continuous monitoring and iterative adjustments allow the project to adapt proactively to changing circumstances and emerging risks.

- Better Alignment with Strategic Goals
  - Strategic Alignment: Ensuring that the project goals align with SALCC’s strategic objectives enhances the overall coherence and effectiveness of the strategic planning process.
5. Flexibility and Responsiveness: A tailored approach allows for flexibility and responsiveness to strategic shifts, ensuring that the IETU reform remains aligned with the college’s evolving priorities.
- Enhanced Institutional Effectiveness
6. Data-Driven Decision Making: Tailoring the project management approach to incorporate data-driven practices ensures that decisions are based on accurate and relevant information.
- Continuous Improvement: A context-specific approach fosters a culture of continuous improvement, enabling the IETU to make effective contributions to the college’s strategic goals.

Tailoring the project management approach to the specific context of SALCC enables the reform of the IETU to be more effectively aligned with the college’s strategic planning and decision-making processes. This ensures that the reform is relevant, effective, and capable of delivering maximum value to the institution and its stakeholders.

## **Quality**

The project management principle “Build quality into processes and deliverables” emphasizes the importance of integrating quality assurance throughout the project lifecycle rather than treating it as a separate or final step. (Project Management Body of Knowledge, 2021, pp. 47-49)

To develop a project management plan for reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), this principle can be operationalized in the following ways:

1. Define Quality Standards
  - Establish clear quality criteria for all processes and deliverables related to the IETU reform.
  - Align these standards with SALCC's overall strategic goals and accreditation requirements.
2. Integrate Quality Assurance
  - Embed quality checks and reviews at critical stages of the project, not only at the end.
  - Implement peer reviews, stakeholder feedback sessions, and continuous improvement cycles.
3. Train Team Members
  - Provide training on quality management techniques and tools to all project team members.
  - Ensure everyone understands their role in maintaining quality throughout the project.
4. Use Quality Management Tools
  - Implement tools such as quality control charts, checklists, and process mapping to monitor and enhance quality.
  - Utilize data analytics to track quality metrics and pinpoint areas for improvement.
5. Continuous Improvement
  - Establish feedback loops to gather continuous insights on the effectiveness of processes.
  - Regularly review and update processes based on lessons learned and best practices.
6. Stakeholder Involvement
  - Involve key stakeholders in defining quality standards and reviewing deliverables.
  - Ensure that quality measures align with stakeholder expectations and institutional needs.
7. Documentation and Standardization

- Develop and maintain clear documentation of all processes and quality standards.
- Standardize processes where possible to ensure consistency and repeatability.

Implementing this principle can influence SALCC's strategic planning and decision-making processes in several ways:

1. Enhanced Data Quality

- Fostering quality in data collection and analysis processes, the IETU can provide more reliable and accurate information for strategic decision-making.

2. Improved Credibility

- High-quality processes and deliverables from the IETU can enhance its credibility within the institution, leading to greater reliance on its insights for strategic planning.

3. Efficient Resource Allocation

- Quality-focused processes can help identify inefficiencies and areas for improvement, leading to more effective resource allocation decisions.

4. Alignment with Accreditation Standards

- Integrating quality into all aspects of the IETU work, SALCC can better meet and exceed accreditation requirements related to institutional effectiveness.

5. Culture of Continuous Improvement

- Embedding quality throughout the IETU processes can foster a culture of continuous improvement that extends to other areas of the institution.

6. Evidence-Based Decision Making

- High-quality data and analysis from the IETU can support more evidence-based strategic planning and decision-making processes across the college.

7. Stakeholder Confidence

- Consistently high-quality outputs from the IETU can build confidence among stakeholders in the institution’s strategic direction and decision-making processes.

Focusing on quality in both processes and deliverables, the project management plan for reforming the IETU can help the unit become a reliable and influential contributor to SALCC’s strategic planning and decision-making. This strategy can foster more effective institutional governance, improve outcomes, and enhance overall institutional effectiveness.

## **Complexity**

The principle of “Navigate Complexity” in project management emphasizes the need to understand, manage, and adapt to the intricate and interconnected elements within a project and its broader environment. This involves recognizing the multifaceted nature of projects, anticipating potential challenges, and developing effective strategies to address them.

Operationalizing this principle in developing a project management plan for IETU reform at SALCC. (Project Management Body of Knowledge, 2021, pp. 50-52)

Operationalize the “Navigate Complexity” principle in the context of reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC); the following steps can be taken:

1. Conduct a Comprehensive Context Analysis
  - **Environmental Scanning:** Assess the internal and external factors that could impact the IETU reform. This includes understanding the college’s organizational structure, culture, stakeholder expectations, regulatory requirements, and technological landscape.

- Stakeholder Mapping: Identify all relevant stakeholders, their interests, and their influence on the project. This aids in understanding the complex network of relationships and dependencies.
2. Develop a Detailed Project Scope and Plan
    - Define Clear Objectives: Establish specific, measurable, achievable, relevant, and time-bound (SMART) objectives for the IETU reform.
    - Create a Work Breakdown Structure (WBS): Break down the project into manageable components to ensure all aspects are covered and to facilitate better control and monitoring.
  3. Implement Robust Risk Management
    - Identify Risks: Conduct a thorough risk assessment to identify potential risks and uncertainties that could affect the project.
    - Develop Mitigation Strategies: Create risk mitigation plans to address identified risks, including contingency planning for unforeseen challenges.
  4. Foster Cross-Functional Collaboration
    - Form Cross-Functional Teams: Include members from different departments and areas of expertise to ensure diverse perspectives and comprehensive problem-solving.
    - Encourage Open Communication: Establish clear communication channels to facilitate the sharing of information and collaboration across teams.
  5. Utilize Systems Thinking
    - Adopt a Systems Approach: Recognize that the IETU reform is part of a more extensive system within the college. Understand how changes in the IE Unit impact other areas and vice versa.
    - Integration of Processes: Ensure that the reform integrates seamlessly with existing processes and systems within SALCC.
  6. Continuous Monitoring and Adaptation
    - Regular Progress Reviews: Conduct regular progress reviews to assess the project's status and make necessary adjustments.
    - Feedback Loops: Implement continuous feedback mechanisms to gather insights from stakeholders and team members.

## 7. Leverage Technology and Tools

- **Project Management Software:** Use project management tools to track progress, manage tasks, and facilitate collaboration.
- **Data Analytics:** Utilize data analytics to monitor key performance indicators (KPIs) and make data-driven decisions.

Navigating complexity effectively, the reform of the IETU can significantly enhance SALCC's strategic planning and decision-making processes in several ways:

### 1. Enhanced Strategic Alignment

- **Holistic View:** Understanding the complex interrelationships within the college ensures that the IETU reform aligns with SALCC's overall strategic goals and objectives.
- **Integrated Planning:** A systems approach promotes integrated planning, ensuring that all parts of the institution work cohesively towards common goals.

### 2. Improved Decision-Making

- **Data-Driven Insights:** Leveraging data analytics and continuous feedback provides accurate and timely information for strategic decision-making.
- **Risk Mitigation:** Effective risk management ensures that potential challenges are anticipated and addressed proactively, leading to more informed and resilient decisions.

### 3. Increased Stakeholder Engagement

- **Inclusive Approach:** Involving stakeholders in the planning and implementation process fosters buy-in and support, making it easier to implement changes.
- **Transparent Communication:** Clear and open communication builds trust and ensures that stakeholders are well-informed and engaged.

### 4. Efficient Resource Utilization

- **Optimized Processes:** By understanding and managing the project's complexities, resources can be allocated more efficiently, reducing waste and maximizing impact.
  - **Scalability:** A well-navigated project can serve as a model for future initiatives, providing a scalable approach to institutional effectiveness.
5. **Continuous Improvement**
- **Adaptive Strategies:** Continuous monitoring and feedback loops enable the project to adapt to changing circumstances, ensuring ongoing improvement and relevance.
  - **Learning Culture:** Fostering a culture of continuous learning and adaptation enhances the institution's ability to innovate and improve over time.

Effectively navigating complexity, the project management plan for reforming the IETU at SALCC can ensure that the reform is well-aligned with the college's strategic objectives, enhances decision-making processes, and fosters a culture of continuous improvement. This approach enables SALCC to achieve its mission and vision more effectively, ultimately leading to significant institutional success.

## **Risk**

The principle of "Optimize Risk Responses" in project management involves identifying, assessing, and developing strategies to manage risks effectively throughout the project lifecycle. This principle ensures that risks are addressed proactively and that the project team is prepared to mitigate potential negative impacts while maximizing opportunities for success. (Project Management Body of Knowledge, 2021, pp. 53-54)

Operationalize the "Optimize Risk Responses" principle in the context of reforming the Institutional Effectiveness (IE) Unit at Sir Arthur Lewis Community College (SALCC); the following steps can be taken:

1. **Identify Risks**
  - **Comprehensive Risk Assessment:** Conduct a thorough risk assessment to identify potential risks associated with implementing the IETU reform,

including those related to stakeholder engagement, data integrity, resource allocation, and regulatory compliance.

- Risk Register: Create a risk register to document identified risks, their potential impact, and likelihood.

## 2. Analyze Risks

- Risk Analysis Tools: Utilize qualitative and quantitative risk analysis methods, including SWOT analysis, risk matrices, and Monte Carlo simulations, to assess the severity and likelihood of each risk.
- • Prioritize Risks: Organize risks according to their potential impact on the project and the likelihood of occurrence to concentrate on the most critical ones.

## 3. Develop Risk Response Strategies

- Mitigation Plans: Develop specific strategies to mitigate high-priority risks. This may include contingency plans, alternative strategies, and preventive measures.
- Opportunity Management: Identify and develop strategies to capitalize on potential opportunities that may arise during the project.

## 4. Implement Risk Responses

- Assign Responsibilities: Assign risk owners who are responsible for implementing and monitoring risk response strategies.
- Integrate into Project Plan: Incorporate risk response strategies into the overall project management plan, ensuring they are aligned with project goals and timelines.

## 5. Monitor and Review Risks

- Continuous Monitoring: Regularly monitor identified risks and the effectiveness of response strategies. Update the risk register as new risks emerge or existing risks evolve.
- Feedback Loops: Establish feedback mechanisms to gather insights from team members and stakeholders on emerging risks and the effectiveness of risk responses.

## 6. Communicate Risk Management Efforts

- **Stakeholder Communication:** Keep stakeholders informed about identified risks, response strategies, and progress in managing risks. Transparency builds trust and ensures stakeholder buy-in.
- **Regular Updates:** Provide regular updates on risk management efforts during project meetings and through project reports.

Optimizing risk responses, the reform of the IE Unit can significantly enhance SALCC's strategic planning and decision-making processes in several ways:

1. Enhanced Decision-Making

- **Informed Decisions:** Proactive risk management provides decision-makers with comprehensive information on potential risks and opportunities, enabling them to make more informed and effective strategic decisions.
- **Reduced Uncertainty:** By addressing risks proactively, the institution can reduce uncertainty and make more confident decisions regarding strategic initiatives.

2. Improved Resource Allocation

- **Efficient Use of Resources:** Effective risk management ensures that resources are allocated efficiently, minimizing waste and maximizing the impact of the IETU reform.
- **Contingency Planning:** Having contingency plans in place allows for better resource management in response to unforeseen events.

3. Increased Stakeholder Confidence

- **Transparency and Accountability:** Transparent risk management efforts build stakeholder confidence in the project's ability to handle challenges and deliver successful outcomes.
- **Stakeholder Engagement:** Keeping stakeholders informed and involved in risk management efforts fosters a collaborative environment, thereby enhancing stakeholder support.

4. Enhanced Institutional Resilience

- **Adaptability:** Proactive risk management enables the institution to adapt to changing circumstances and emerging challenges, ensuring continuous progress toward its strategic goals.
- **Sustainability:** managing risks effectively, the institution can ensure the sustainability of its strategic initiatives and achieve long-term success.

#### 5. Continuous Improvement

- **Learning from Risks:** Regular monitoring and review of risks and response strategies provide valuable insights for continuous improvement. Lessons learned from risk management efforts can be applied to future projects and strategic planning processes.
- **Feedback Integration:** Integrating feedback from risk management efforts into strategic planning ensures that the institution remains agile and responsive to new challenges and opportunities.

Optimizing risk responses, the project management plan for reforming the IE Unit at SALCC can ensure that the reform is resilient, adaptable, and capable of delivering maximum value. This approach enhances the institution's strategic planning and decision-making processes, ultimately contributing to greater institutional effectiveness and success.

### **Adaptability & Resilience**

The project management principle “Embrace adaptability and resiliency” emphasizes the importance of being flexible, responsive to change, and capable of recovering quickly from setbacks during a project. (Project Management Body of Knowledge, 2021, pp. 55-57)

In reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), this principle can be operationalized in the following ways:

#### 1. Flexible Planning

- Develop a project plan that allows for adjustments as new information or challenges arise.
  - Utilize iterative planning approaches that enable regular reassessment and modification of goals and strategies.
2. Continuous Monitoring and Feedback
    - Implement regular check-ins and progress reviews to identify any need for changes.
    - Establish feedback mechanisms to gather insights from stakeholders and team members throughout the project.
  3. Scenario Planning
    - Develop multiple scenarios for how the IETU reform might unfold, considering various potential challenges and opportunities.
    - Create contingency plans for each scenario to ensure quick responses to changes.
  4. Agile Methodologies
    - Adopt agile project management methodologies that emphasize adaptability and iterative progress.
    - Break the reform process into smaller, manageable sprints to allow for frequent reassessment and course correction.
  5. Cross-functional Teams
    - Form diverse teams comprising members from different departments to bring a range of varied perspectives and skills.
    - Encourage cross-training to build a more versatile and resilient project team.
  6. Risk Management
    - Conduct regular risk assessments to identify potential threats to the project.
    - Develop risk mitigation strategies that can be quickly implemented if needed.
  7. Change Management
    - Implement a robust change management process to help stakeholders adapt to new IE processes and systems.

- Provide training and support to help staff develop resilience in the face of change.
8. Resource Flexibility
- Maintain some flexibility in resource allocation to respond to unexpected needs or opportunities.
  - Cross-train team members to create a more adaptable workforce.

Embracing adaptability and resiliency, the reform of the IETU can positively impact SALCC's strategic planning and decision-making processes in several ways:

1. Responsive Strategic Planning
  - The ability to adapt quickly allows the IE Unit to provide more timely and relevant data and insights for strategic planning.
  - Resilient processes ensure that strategic planning can continue effectively even in the face of unexpected challenges.
2. Improved Decision-Making
  - Adaptable systems can provide decision-makers with up-to-date information, even as circumstances change.
  - Resilient processes ensure that setbacks or unexpected events do not disrupt decision-making.
3. Enhanced Institutional Agility
  - An adaptable IETU can help the entire institution become more responsive to changes in the educational landscape or student needs.
  - Increased agility can lead to improved competitiveness and effectiveness.
4. Continuous Improvement
  - Embracing adaptability fosters a culture of continuous improvement, where processes and strategies are regularly reviewed and refined.
  - Continuous improvement aligns well with the core principles of institutional effectiveness.
5. Stakeholder Engagement

- Adaptable processes enable the more effective incorporation of stakeholder feedback into planning and decision-making.
  - Stakeholder engagement can lead to more inclusive and effective strategic planning.
6. Risk Mitigation
- A resilient approach helps the institution better prepare for and respond to potential challenges or crises.
  - Effective risk mitigation can lead to more robust and sustainable strategic plans.
7. Innovation
- An adaptable and resilient approach encourages innovation by creating an environment where new ideas can be tested and implemented quickly.
  - Innovation can lead to more creative and effective solutions in strategic planning and decision-making.

Operationalizing the principle of embracing adaptability and resiliency within the project management plan for the reform of the IETU, SALCC has the capacity to develop a more dynamic, responsive, and effective system for institutional effectiveness. This strategy can substantially enhance the college's strategic planning and decision-making processes, rendering them more robust, inclusive, and capable of navigating the complex and evolving landscape of higher education.

## **Change**

The project management principle “Enable change to achieve the envisioned future state” emphasizes the importance of facilitating and managing change to reach the desired outcomes of a project. (Project Management Body of Knowledge, 2021, pp. 58-59)

In reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), this principle can be operationalized in the following ways:

1. Define the Future State
  - Clearly articulate the vision for the reformed IETU and its role in enhancing SALCC’s strategic planning and decision-making processes.
  - Develop specific, measurable goals for the reformed IETU that align with the college’s overall strategic objectives.
2. Conduct Gap Analysis
  - Assess the current state of the IE Unit and compare it to the desired future state.
  - Identify the gaps in processes, skills, technology, and culture that require attention.
3. Develop a Change Management Strategy
  - Develop a comprehensive change management plan that outlines the steps required to transition from the current state to the desired future state.
  - Include strategies for addressing resistance to change and fostering buy-in among stakeholders.
4. Implement Gradual Changes
  - Break down the reform process into manageable phases or milestones.
  - Implement changes incrementally to allow for adjustment and learning.
5. Provide Training and Support
  - Offer training programs to equip staff with the necessary skills and knowledge to operate effectively within the new IE framework.

- Provide ongoing support and resources to help employees adapt to new processes and systems.
6. Communicate Effectively
    - Develop a communication plan that keeps all stakeholders informed about the changes, their rationale, and progress.
    - Use multiple channels to ensure messages reach all levels of the organization.
  7. Monitor Progress and Adjust
    - Establish key performance indicators (KPIs) to track progress towards the envisioned future state.
    - Regularly review progress and be prepared to adjust the plan based on feedback and results.
  8. Celebrate Milestones
    - Recognize and celebrate achievements along the way to maintain momentum and motivation.
  9. Foster a Culture of Continuous Improvement
    - Embed mechanisms for ongoing evaluation and refinement of the IE processes.
    - Encourage innovation and learning from both successes and failures.

Operationalizing this principle, the reform of the IE Unit can positively impact SALCC's strategic planning and decision-making processes in several ways:

1. Alignment with Strategic Goals
  - The reformed IETU is better equipped to provide data and insights that directly support the college's strategic objectives.
  - Decision-making processes are more closely aligned with the institution's long-term vision.
2. Enhanced Data-Driven Decision Making

- The change process likely involves implementing new systems and processes for data collection and analysis, leading to more informed decision-making across the institution.
3. Improved Institutional Agility
    - Focus on enabling change, and the college develops better mechanisms for adapting to new challenges and opportunities in the higher education landscape.
  4. Increased Stakeholder Engagement
    - The change management process involves engaging stakeholders at all levels, which can lead to more inclusive and effective strategic planning processes.
  5. Culture of Continuous Improvement
    - Focus on achieving a future state fosters a culture of ongoing assessment and improvement, which can permeate throughout the institution's planning and decision-making processes.
  6. Enhanced Accountability
    - The reformed IETU is better positioned to provide evidence of institutional effectiveness, support accreditation efforts, and demonstrate accountability to stakeholders.
  7. Improved Resource Allocation
    - With more precise insights into institutional performance, strategic planning, and decision-making processes, organizations can allocate resources more effectively to areas of greatest need or potential impact.

Operationalizing the principle of enabling change to achieve the envisioned future state in the project management plan for reforming the IETU, SALCC can establish a more dynamic, responsive, and effective system for institutional effectiveness. This can, in turn, significantly enhance the college's strategic planning and decision-making processes, making them more data-driven, aligned with institutional goals, and capable of fostering continuous improvement.

### **2.2.2 Project management domains**

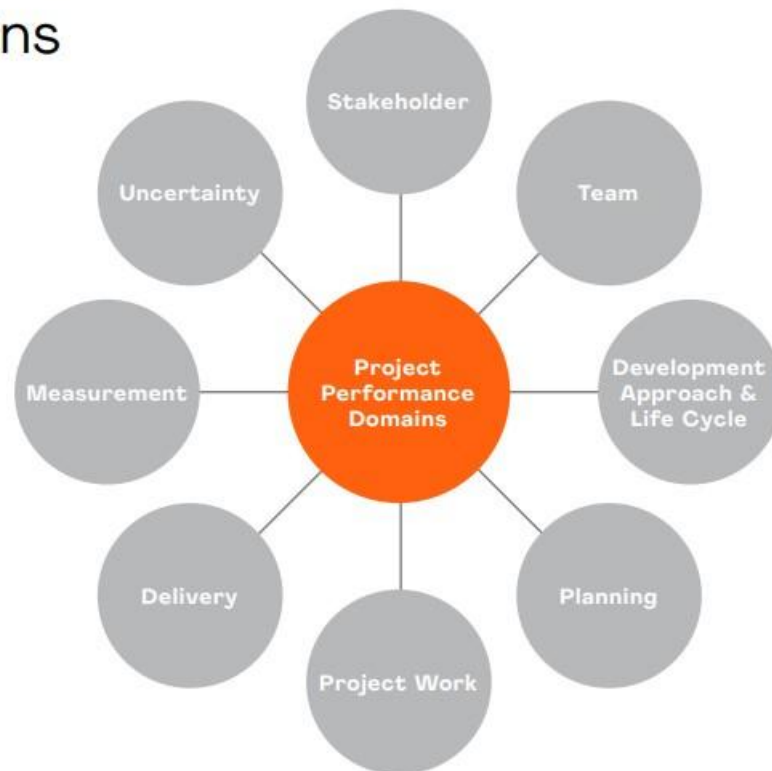
According to the Project Management Institute (PMI), project performance domains are key areas of focus that are critical for the successful delivery of a project. PMI identifies eight project performance domains:

1. Stakeholder Performance Domain
2. Team Performance Domain
3. Development Approach and Life Cycle Performance Domain
4. Planning Performance Domain
5. Project Work Performance Domain
6. Delivery Performance Domain
7. Measurement Performance Domain
8. Uncertainty Performance Domain

**Figure 5**

*Project Performance Domains*

## Project Performance Domains



**A Project Performance Domain is defined as a group of related activities that are critical for the effective delivery of project outcomes.**

*Note: The context is adapted from the book *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (6th edition, PMI, 2017) by PMI, 2017. Copyright 2017, Project Management Institute, Inc. All rights reserved.*

These performance domains are interconnected and work together to drive project success. For developing a project management plan to reform the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College, these domains would relate in the following ways:

### **Stakeholder Performance Domain**

According to the Project Management Institute (PMI), the Stakeholder Performance Domain focuses on identifying, analyzing, engaging, and managing relationships with individuals, groups, or organizations that may affect or be affected by the project. (Project Management Institute (PMI), 2006) For the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), the Stakeholder Performance Domain relates to the project management plan in the following key ways: Stakeholder identification and analysis, engagement strategy, expectations, feedback, buy-in and support, communication plan, collaboration and impact.

Effectively managing the Stakeholder Performance Domain, the project management plan can ensure that the reform of the IETU at SALCC:

- Aligns with the needs and expectations of various stakeholders across the institution.
- Gains widespread support and buy-in, facilitating smoother implementation.
- Incorporates diverse perspectives into strategic planning and decision-making processes.
- Promotes cooperation and communication amongst various departments and organizational levels.
- Addresses potential resistance or challenges proactively, reducing risks to project success.
- Develops a more inclusive and participatory approach to institutional effectiveness, resulting in more robust and sustainable outcomes.

This stakeholder-focused approach will help ensure that the reformed IETU can effectively impact SALCC's overall strategic planning and decision-making processes by creating a more collaborative, transparent, and responsive institutional culture.

### **Team Performance Domain**

According to PMI, the Team Performance Domain focuses on building, developing, and managing the project team to achieve project objectives. The reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College relates to this domain in the following key ways: team formation, team development, team management, performance monitoring, team empowerment, collaborative tools, team recognition, and rewards.

Effectively managing the Team Performance Domain, the project management plan can ensure that the reform of the IETU has a capable, motivated, and well-coordinated team driving the changes. This will support the impact on strategic planning and decision-making processes by:

- Ensuring diverse perspectives and expertise are incorporated into the reform process.
- Facilitating cross-departmental collaboration, which is crucial for integrated planning.
- Developing internal capacity for ongoing improvement in IE practices.
- Creating a team culture that can model data-driven and collaborative decision-making for a more comprehensive institution.

### **Development Approach and Life Cycle Performance Domain**

According to PMI, the Development Approach and Life Cycle Performance Domain focuses on selecting and implementing the most appropriate development approach and life cycle for the project. For the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College, this domain would relate to the project management plan in the following key ways: approach

selection, life cycle definition, governance framework, iterative planning, deliverable management, and integration of change management.

Effectively managing the Development Approach and Life Cycle Performance Domain, the project management plan can ensure that the reform of the IETU:

- Align with the college's strategic planning cycles and decision-making processes.
- Allow for iterative improvements and adaptations as the reform progresses.
- Provide a clear structure for developing and implementing new IE processes.
- Facilitate stakeholder engagement at key milestones throughout the project life cycle.
- Enable effective monitoring and control of project progress and outcomes.

This approach will help ensure that the reformed IETU can effectively impact SALCC's overall strategic planning and decision-making processes by providing a structured yet flexible framework for implementing and refining new institutional effectiveness practices.

### **Planning Performance Domain**

According to PMI, the Planning Performance Domain focuses on establishing the overall scope, objectives, and course of action required to achieve project goals. It involves developing detailed plans that outline how the project will be executed, monitored, and controlled. This domain ensures that all aspects of the project are thoroughly planned to facilitate successful delivery.

For the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), the Planning Performance Domain can be operationalized in the following ways: defining the scope and project objectives, creating a work breakdown structure, planning resources, developing a schedule, managing risks, ensuring quality, planning communication, engaging stakeholders, budgeting, and conducting monitoring and control.

Effectively managing the Planning Performance Domain, the project management plan for the IE Unit reform can significantly enhance SALCC's strategic planning and decision-making processes in several ways: Aligned Objectives, Resource Optimization, Risk Mitigation, Quality Assurance, Informed Decision-Making, Stakeholder Engagement, and Continuous Improvement.

Operationalizing the Planning Performance Domain, the project management plan for the IETU reform at SALCC can ensure a structured, well-coordinated approach that enhances the college's strategic planning and decision-making processes. This approach will help SALCC achieve its institutional goals more effectively, ultimately leading to greater institutional success and sustainability.

### **Project Work Performance Domain**

According to PMI, the Project Work Performance Domain focuses on the execution of work as defined in the project management plan. This domain encompasses managing project tasks, resource allocation, and adhering to schedules to ensure that the project achieves its objectives effectively. It involves the actual implementation of project plans, monitoring progress, and making necessary adjustments to stay on track.

For the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), the Project Work Performance Domain can be operationalized in the following ways: task management, resource allocation, schedule management, performance monitoring, quality control, risk management, and change management.

Effectively managing the Project Work Performance Domain, the project management plan for the IETU reform can significantly enhance SALCC's strategic planning and decision-making processes in several ways: by aligning strategic goals, promoting efficient resource utilization, improving decision-making, enhancing accountability, achieving quality outcomes, and mitigating risks.

Operationalizing the Project Work Performance Domain, the project management plan for reforming the IETU at SALCC can ensure the structured and effective execution of project activities. This will enhance the college's strategic planning and

decision-making processes, leading to improved institutional effectiveness and the achievement of strategic goals.

### **Delivery Performance Domain**

According to PMI, the Delivery Performance Domain focuses on ensuring that the project's outputs meet the defined scope and quality requirements and are effectively transitioned to operational use. This domain encompasses the processes and activities required to deliver the project's intended outcomes and ensure they provide value to stakeholders.

For the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), the Delivery Performance Domain can be operationalized in the following ways: defining deliverables, developing a delivery plan, ensuring quality assurance, engaging stakeholders, transitioning to operation, and monitoring and evaluating outcomes.

Effectively managing the Delivery Performance Domain, the project management plan for the IE Unit reform can significantly enhance SALCC's strategic planning and decision-making processes in several ways: strategic goal alignment, improved data-driven decision-making, improved operational efficiency, increased stakeholder confidence, continuous improvement, and enhanced institutional effectiveness.

Operationalizing the Delivery Performance Domain, the project management plan for reforming the IETU at SALCC can ensure that the project's outputs are of high quality, meet stakeholder needs, and are effectively transitioned into operational use. This approach will enhance the college's strategic planning and decision-making processes, resulting in improved institutional effectiveness and the achievement of its strategic goals.

## **Measurement Performance Domain**

According to PMI, the Measurement Performance Domain focuses on establishing and utilizing metrics to monitor, evaluate, and control project performance. The reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), this domain can be operationalized in the project management plan as follows: define KPI's, performance measurement systems, regular performance reviews, benchmarking, continuous improvement, stakeholder reporting, and adaptive management,

The Measurement Performance Domain will impact SALCC's strategic planning and decision-making processes in several ways: data-driven decision-making, strategic goal alignment, improved accountability, continuous improvement, evidence-based planning, and enhanced stakeholder engagement.

Effectively integrating the Measurement Performance Domain into the project management plan, SALCC can ensure that the IETU reform not only meets its immediate objectives but also makes a significant contribution to the institution's long-term strategic planning and decision-making processes. This approach will foster a data-driven culture that supports continuous improvement and institutional effectiveness.

## **Uncertainty Performance Domain**

According to PMI, the Uncertainty Performance Domain concentrates on identifying, assessing, and managing uncertainties and risks that may affect a project. This domain emphasizes the importance of understanding potential variations in project outcomes and developing proactive strategies to address them. It encompasses recognizing both known risks and uncertainties, as well as anticipating and preparing for unforeseen challenges.

The reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), the Uncertainty Performance Domain can be operationalized in the following ways: identify uncertainties and risks, assess and prioritize risks, develop risk response strategies, implement risk responses, develop risk response strategies, monitor and review risks, and adapt and adjust plans accordingly.

Effectively managing the Uncertainty Performance Domain, the project management plan for the IE Unit reform can significantly enhance SALCC's strategic planning and decision-making processes in several ways: improved decision-making, enhanced resource allocation, increased stakeholder confidence, improved institutional resilience, and ongoing improvement.

Operationalizing the Uncertainty Performance Domain, the project management plan for reforming the IETU at SALCC can ensure that the reform is resilient, adaptable, and capable of delivering maximum value. This approach will enhance the institution's strategic planning and decision-making processes, ultimately contributing to greater institutional effectiveness and success.

The IETU reform can be implemented in a way that is thorough and complete by taking into account each of these performance categories in the project management plan, which will allow for the following:

- To align with strategic objectives
- Effectively engage with internal and external stakeholders
- The delivery of measurable improvements to planning and decision-making processes
- To manage risks and adapt to changes
- To achieve desired outcomes for enhancing institutional effectiveness

The project management plan will offer a roadmap for effectively implementing changes that enable the IETU to have a more substantial positive impact on strategic planning and decision-making at the college. The performance domains guarantee that all essential aspects of project management are considered to promote project success.

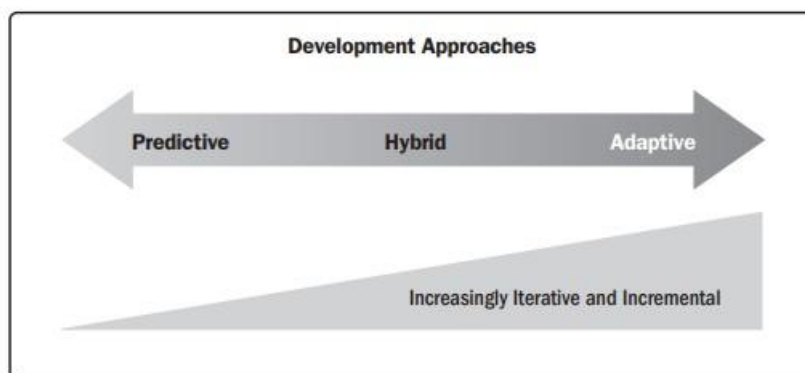
### 2.2.3 Predictive, adaptive and hybrid projects

#### Development Approach

According to the PMBOK 7th Edition, the development approach refers to “the method used to create and evolve the product, service, or result during the project life cycle.” (Project Management Body of Knowledge, 2021, pp. 32-50) The development approach can be broadly categorized into three types: predictive, adaptive, and hybrid. Each approach is suited to different types of projects based on their requirements, complexity, and the degree of uncertainty involved. Several project variables influence the development approach, including stakeholder considerations, schedule constraints, and funding availability.

#### Figure 6

*Project Life Cycle*



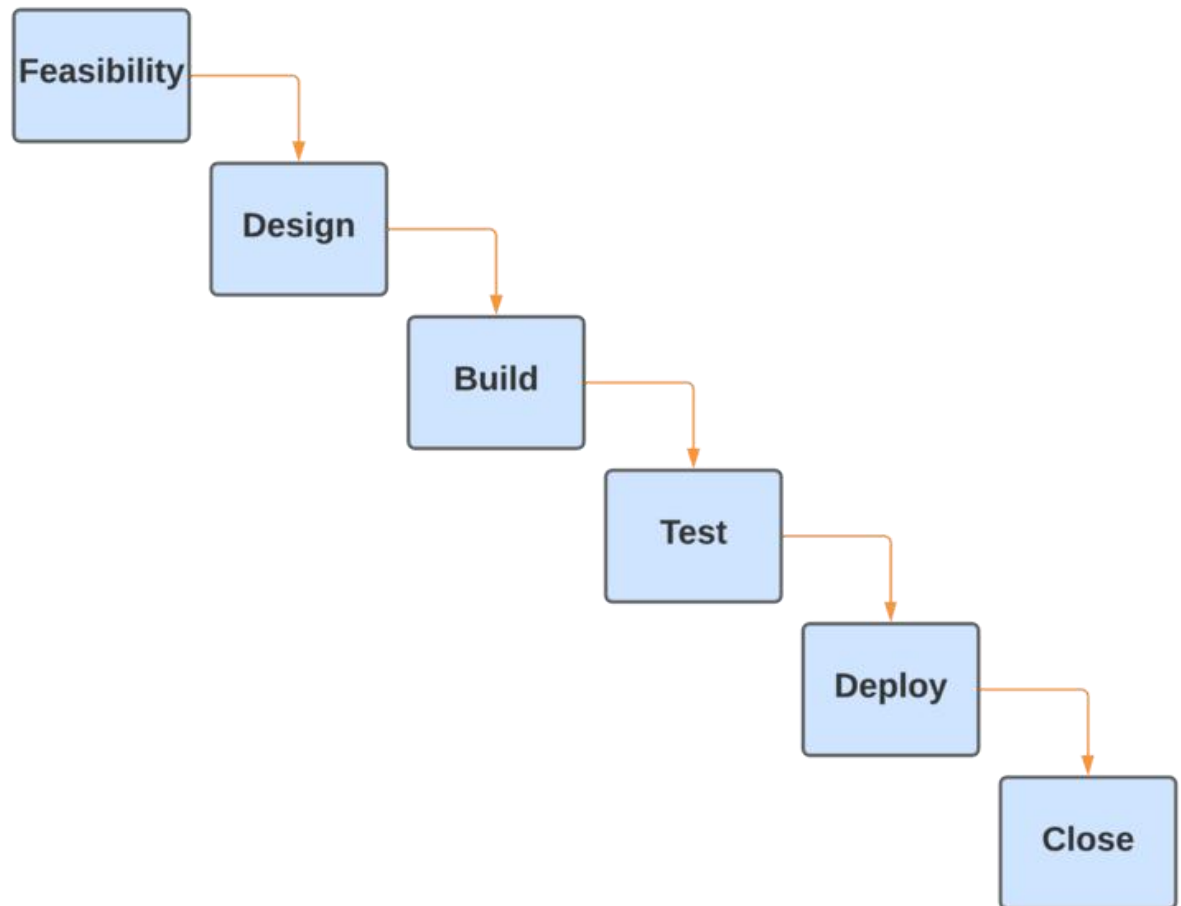
**Figure 2-7. Development Approaches**

*Note: Development Approaches. Reprinted from A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition (p. 44), by Project Management Institute, 2021, Project Management Institute. © 2021 Project Management Institute. Reprinted with permission.*

**Predictive Projects Characteristics:**

- Predictive Projects prioritize thorough planning, where the deliverables are established and understood from initiating and planning
- Predictive projects follow a linear, sequential process (e.g., Waterfall model).
- In predictive projects, the scope, schedule, and cost are established from the onset, and changes are minimized.
- The predictive project approach is best suited for projects with precise, stable requirements and low uncertainty.

**Figure 7**  
*Predictive Project Life Cycle*



*Note:* Project Management Institute, A Guide to the Project Management Body of Knowledge (PMBOK® Guide) seventh edition, Project Management Institute, Inc., 2021, Figure 2-9, Page 43.

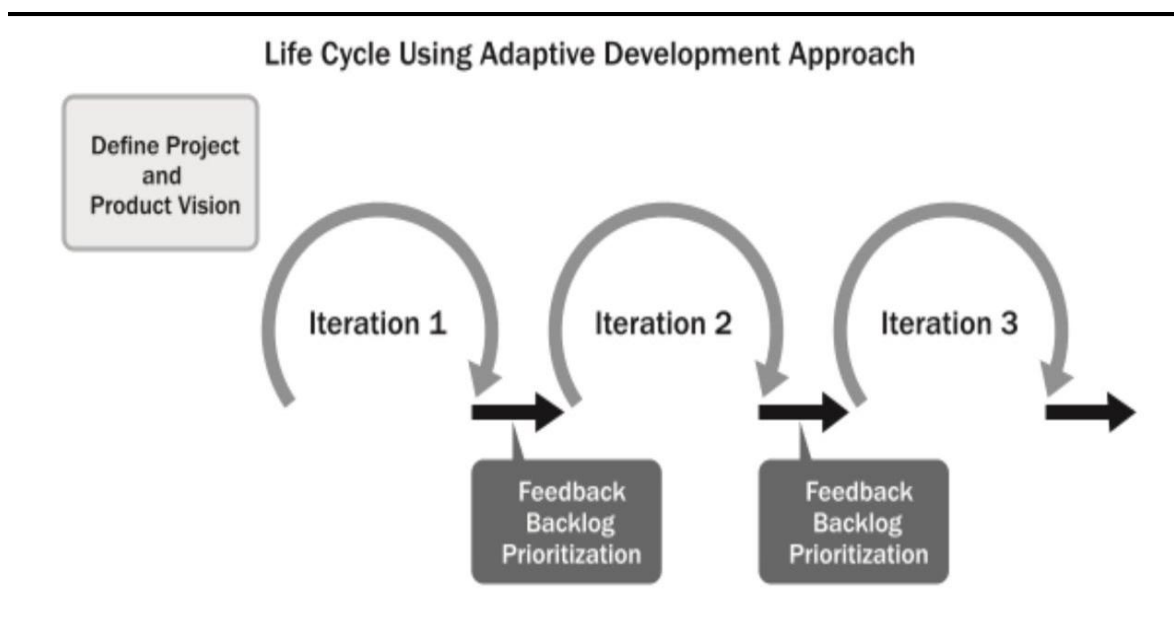
**Adaptive Projects Characteristics:**

- This project cycle emphasizes flexibility and iterative development, utilizing methodologies such as Agile.
- Project requirements and solutions evolve through collaboration and iterative cycles.
- This project approach requires reassessment and adaptation to change.

- This cycle is best suited for projects with high uncertainty and rapidly changing requirements.
- This project cycle delivers project outputs in small, useable increments, allowing for continuous stakeholder feedback and adjustments

**Figure 8**

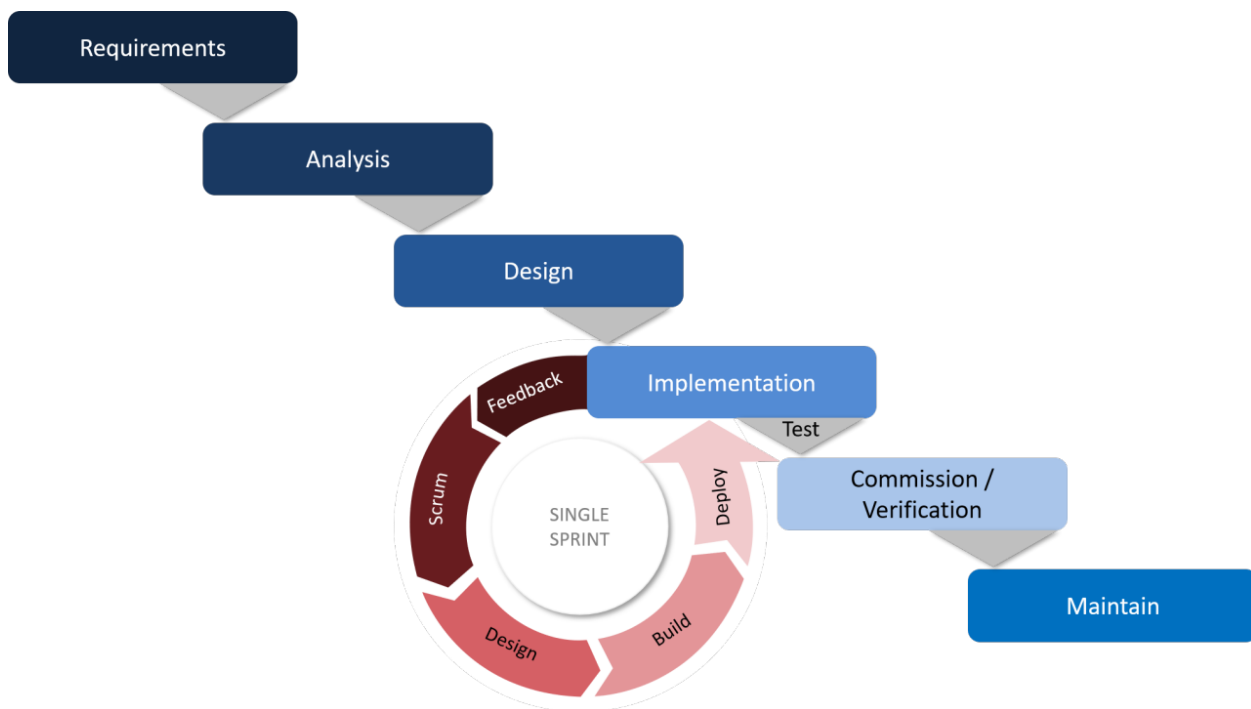
*Adaptive Project Life Cycle*



*Note:* Project Management Institute, A Guide to the Project Management Body of Knowledge (PMBOK® Guide) seventh edition, Project Management Institute, Inc., 2021, Figure 2-11, Page 45.

**Hybrid Projects Characteristics:**

- The project cycle is a combination of both predictive and adaptive approaches.
- Hybrid project cycles allow for structured planning while maintaining flexibility to adapt as necessary.
- Hybrid cycles are more suitable for projects that require a balance between stability and adaptability.

**Figure 9***Hybrid Project Life Cycle*

Note: This context was adapted from the LinkedIn Article Hybrid Project Management (Koorts, 2023, p. 1)

Based on the characteristics of a Hybrid Project, this cycle would be best suited for the nature of the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) to develop a project management That Supports the Reform of a Dedicated Institutional Effectiveness & Transformation Unit to Impact the Overall Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College (Salcc), St. Lucia.

### 1. Structured Planning

- **Strategic Alignment:** The reform must align with SALCC's strategic goals and objectives, requiring a clear and structured plan to ensure all activities support the broader institutional mission.

- **Compliance and Standards:** The project needs to meet specific accreditation standards and institutional requirements, necessitating a certain level of predictability and control.

## 2. Flexibility

- **Stakeholder Engagement:** The project will involve diverse stakeholders, including faculty, staff, students, and external partners. Their feedback and changing needs will require flexibility in the project approach.
- **Evolving Requirements:** As the project progresses, new insights and data may emerge, necessitating adjustments to the plan to better achieve the desired outcomes.

## **Operationalizing the Hybrid Approach**

### 1. Initial Planning and Scope Definition

- **Set Clear Objectives:** Define the scope, objectives, and deliverables of the IETU reform project, aligning them with SALCC's strategic goals.
- **Develop a Work Breakdown Structure (WBS):** Break down the project into manageable components with clear milestones and deliverables.

### 2. Iterative Development and Feedback

- **Implement Iterative Cycles:** Use iterative cycles to develop and refine processes, tools, and systems for the IETU. This allows for continuous improvement based on stakeholder feedback.
- **Regular Reviews and Adjustments:** Schedule regular review meetings with stakeholders to assess progress and make necessary adjustments to the plan.

### 3. Risk Management

- **Identify and Mitigate Risks:** Conduct a thorough risk assessment and develop mitigation strategies for both predictable and unpredictable risks.
- **Flexible Contingency Plans:** Prepare contingency plans to address potential changes and uncertainties that may arise during the project.

#### 4. Stakeholder Communication and Engagement

- **Develop a Communication Plan:** Create a comprehensive communication plan to keep all stakeholders informed and engaged throughout the project lifecycle.
- **Feedback Mechanisms:** Establish mechanisms for continuous stakeholder feedback to ensure their needs and concerns are addressed promptly.

#### 5. Quality Assurance and Performance Measurement

- **Define Quality Standards:** Establish quality standards for all deliverables and processes to ensure they meet institutional and accreditation requirements.
- **Monitor and Evaluate:** Implement performance measurement systems to track progress and assess the effectiveness of reform efforts.

The hybrid project management approach is ideal for reforming the Unit at SALCC because it balances structured planning with the flexibility to adapt to changing requirements and stakeholder feedback. This approach will enhance the way the IETU reform can positively influence SALCC's overall strategic planning and decision-making processes by ensuring alignment with strategic goals, facilitating stakeholder engagement, and promoting continuous improvement.

#### 2.2.4 Project management

Based on recent literature and trends in project management, here's an analysis and synthesis of project administration, direction, and management from three good authors:

1. Harold Kerzner (2019) in "Project Management: A Systems Approach to Planning, Scheduling, and Controlling": Kerzner emphasizes the evolving nature of project management, highlighting the increasing importance of strategic alignment and value creation. He argues that project managers must now prioritize business value over the traditional constraints of time, cost, and scope. Kerzner also emphasizes the increasing importance of soft skills, particularly emotional intelligence and effective project management.
2. Antonio Nieto-Rodriguez (2021) in "Harvard Business Review Project Management Handbook": Nieto-Rodriguez introduces the concept of "project economy," where organizations increasingly structure work around projects rather than functional hierarchies. He emphasizes the need for project managers to develop a broader skill set, including strategic thinking, change management, and stakeholder engagement. Nieto-Rodriguez also highlights the importance of agile methodologies and adaptive planning in modern project management.
3. Jennifer Bridges (2022) in "The Future of Project Management: 2023 & Beyond": Bridges focuses on the technological aspects of project management, discussing how AI, machine learning, and advanced analytics are reshaping project planning and execution. She argues that project managers need to become more data-savvy and embrace digital tools to enhance decision-making and project outcomes. Bridges also emphasizes the growing importance of remote team management and virtual collaboration skills.

**Synthesis:**

Analyzing these perspectives, it was concluded that modern project administration, direction, and management involve:

1. **Strategic Focus:** Project managers must align projects with organizational strategy and focus on delivering business value beyond traditional project constraints.
2. **Adaptability and Agility:** The ability to adapt to changing circumstances and employ agile methodologies is crucial in today's fast-paced business environment.
3. **Enhanced Soft Skills:** Emotional intelligence, leadership, and stakeholder management are becoming increasingly crucial for project success.
4. **Technological Proficiency:** Project managers need to leverage AI, data analytics, and digital collaboration tools to enhance project planning, execution, and control.
5. **Broader Skill Set:** The role of project managers is expanding, requiring competencies in change management, strategic thinking, and cross-functional leadership.
6. **Value Creation:** There is a shift from focusing solely on project delivery to ensuring projects create tangible business value and contribute to organizational goals.
7. **Remote and Virtual Management:** Skills in managing distributed teams and virtual collaboration are becoming essential in the evolving work environment.

This synthesis reflects a shift in project management from a purely technical discipline to a more strategic, adaptable, and technology-driven field. Project managers

are now expected to be business leaders who can navigate complex organizational environments, leverage advanced technologies, and drive value creation through project execution.

### **2.2.5 Project management knowledge areas and processes**

The PMBOK Guide Sixth Edition and the Practice Guide 2023 describe ten knowledge areas, each comprising specific processes that fall within five process groups: Initiating, Planning, Executing, Monitoring and Controlling, and Closing. Below is a table summarizing these knowledge areas along with their corresponding processes organized by process group. This table illustrates the interaction between the ten knowledge areas and the five process groups in project management, with each cell representing a specific process within a particular knowledge area and process group. These processes are intended to be applied iteratively throughout the project lifecycle to ensure effective project management.

**Table 1**

*A summary of the project management knowledge areas and process groups*

<b>Knowledge Area</b>	<b>Initiating</b>	<b>Planning</b>	<b>Executing</b>	<b>Monitoring and Controlling</b>	<b>Closing</b>
Project Integration Management	Develop Project Charter	Develop Project Management Plan	Direct and Manage Project Work; Manage Project Knowledge	Monitor and Control Project Work; Perform Integrated Change Control	Close Project or Phase
Project Scope Management		Plan Scope Management; Collect Requirements; Define Scope; Create WBS		Validate Scope; Control Scope	
Project Schedule Management		Plan Schedule Management; Define Activities; Sequence Activities; Estimate Activity Durations; Develop Schedule		Control Schedule	

Project Cost Management		Plan Cost Management; Estimate Costs; Determine Budget		Control Costs	
Project Quality Management		Plan Quality Management	Manage Quality	Control Quality	
Project Resource Management		Plan Resource Management	Acquire Resources; Develop Team; Manage Team	Control Resources	
Project Communications Management		Plan Communications Management	Manage Communications	Monitor Communications	
<b>Knowledge Area</b>	<b>Initiating</b>	<b>Planning</b>	<b>Executing</b>	<b>Monitoring and Controlling</b>	<b>Closing</b>
Project Risk Management		Plan Risk Management; Identify Risks; Perform Qualitative Risk Analysis; Perform Quantitative Risk Analysis; Plan Risk Responses	Implement Risk Responses	Monitor Risks	
Project Procurement Management		Plan Procurement Management	Conduct Procurements	Control Procurements	

Project Stakeholder Management	Identify Stakeholders	Plan Stakeholder Engagement	Manage Stakeholder Engagement	Monitor Stakeholder Engagement	
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*Note: Table of Processes by Knowledge Area and Process Group by L.Boxill, Author, 2024. Own work.*

The PMBOK 7th Edition emphasizes a more flexible, principle-based approach, focusing on performance domains rather than rigid process groups. However, understanding the traditional knowledge areas and processes helps in structuring project management activities effectively. For the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), these knowledge areas and processes can be applied as follows:

- **Project Integration Management:** Ensuring all aspects of the project are coordinated and aligned with SALCC's strategic goals.
- **Project Scope Management:** Clearly defining the scope of the IE Unit reform to avoid scope creep and ensure all necessary components are addressed.
- **Project Schedule Management:** Developing a realistic timeline for the reform activities, including milestones and deadlines.
- **Project Cost Management:** Budgeting for the reform and monitoring costs to ensure the project stays within financial constraints.
- **Project Quality Management:** Establishing quality standards for the new IE processes and ensuring they are met.
- **Project Resource Management:** Allocating and managing resources effectively, including personnel, technology, and finances.
- **Project Communications Management:** Maintaining stakeholder engagement and information flow through effective communication strategies.

- **Project Risk Management:** Identifying potential risks and developing mitigation strategies to address them.
- **Project Procurement Management:** Managing any external procurements required for the reform.
- **Project Stakeholder Management:** Engaging stakeholders throughout the project to ensure their needs and concerns are addressed.

Integrating these knowledge areas and processes into the project management plan, SALCC can effectively manage the reform of the IETU, ensuring it supports the overall strategic planning and decision-making processes.

## 2.2.6 Project life cycle

### Project Life Cycle

The project life cycle is a structured approach that helps project managers guide their projects from inception to completion. It typically consists of five phases: initiation, planning, execution, monitoring and controlling, and closing. Each phase is crucial for the successful delivery of a project.

According to three authors, the project life cycle can be defined as follows:

Project Management Institute (PMI, 2021):

PMI defines the project life cycle as “the series of phases that a project passes through from its initiation to its closing.”

- Initiation
- Definition & Planning
- Launch & Execution
- Performance & Control
- Project Close

The Project Management Institution defines the term “Project Life Cycle” and states that those phases are not necessarily sequential and can overlap depending on the project’s nature. (Project Management Institute (PMI)) The project life cycle is a framework used by project managers to guide projects from inception to completion. It typically consists of several distinct phases that ensure the project is systematically planned, executed, monitored, and closed.

**Figure 10**

*PMI’s Generic Project Life Cycle*



*Note: This context was adapted from an online web source, Smart Sheet. (Smart Sheet, 2023) which was retrieved and referenced from the PMBOK 6th Edition.*

**Author 1: Resource Guru**

According to Resource Guru, the project life cycle consists of five phases: initiation, planning, execution, monitoring, and closure. Each phase has distinct characteristics and objectives. The initiation phase involves defining the project's objectives and conducting feasibility studies. The planning phase involves developing a comprehensive project plan that outlines tasks, resources, and timelines. Execution is where the actual work is carried out, and the project plan is put into action. Monitoring and controlling involve tracking progress and making necessary adjustments to stay on course. Finally, the closure phase involves finalizing all project activities, delivering the final product, and conducting a post-mortem analysis to learn from the project's successes and failures (Resource Guru, n.d.).

**Author 2: The Digital Project Manager**

The Digital Project Manager describes the project life cycle as a series of phases that are essential for the effective delivery of a project. These phases are initiation, planning, execution, monitoring and controlling, and closure. The initiation phase focuses on defining the project's objectives and conducting a kickoff meeting. During the planning phase, detailed plans are created to guide the project to its objectives. The execution phase involves the actual implementation of the project plan. Monitoring and controlling ensure that the project stays on track by measuring performance and making necessary adjustments. The closure phase involves wrapping up the project, delivering the final product, and documenting lessons learned for future projects (The Digital Project Manager, n.d.).

**Author 3: Open Text BC**

Open Text BC outlines a four-phase project life cycle: initiation, planning, implementation, and closure. In the initiation phase, the project's objectives are identified, and a feasibility study is conducted to determine the best solution. The planning phase involves developing detailed plans for tasks, resources, and timelines, as

well as risk management and stakeholder communication plans. The implementation phase is where the project plan is executed, and progress is monitored and controlled to ensure alignment with the plan. The closure phase involves finalizing all project activities, handing over deliverables, and conducting a lessons-learned analysis to improve future projects (Open Text BC, n.d.).

All three authors agree that the project life cycle provides a structured approach to project management, although they differ in the specific phases and emphasis. The choice of model depends on the project's nature, complexity, and the specific needs of the organization.

The project life cycle is a structured methodology that enables project managers to oversee projects from start to finish. It typically includes five stages: initiation, planning, execution, monitoring and controlling, and closing. Each stage is vital for successfully executing a project. The project life cycle provides a systematic approach to managing projects, ensuring they are completed effectively and meet the requirements of stakeholders. At SALCC, the institution has not fully implemented the Project Management Life Cycle Standard.

Currently, there is no dedicated project office; instead, an Academic, Internationalization, and Partnership Unit manages most relationships and partnerships. Depending on the nature of the work or request, tasks are delegated to the appropriate unit or team members for problem-solving and service delivery. As a result, the mode of operation varies across units, leading to inconsistent processes and procedures, which can result in high project failure rates. However, their approach and activities align with the standard to some extent. The institution follows the initiation, planning, execution, and closing phases. Nevertheless, they often lack the necessary plans for monitoring and controlling, which is where they tend to encounter difficulties.

## 2.2.7 Company strategy, portfolios, programs and projects

### **Organizational Strategy**

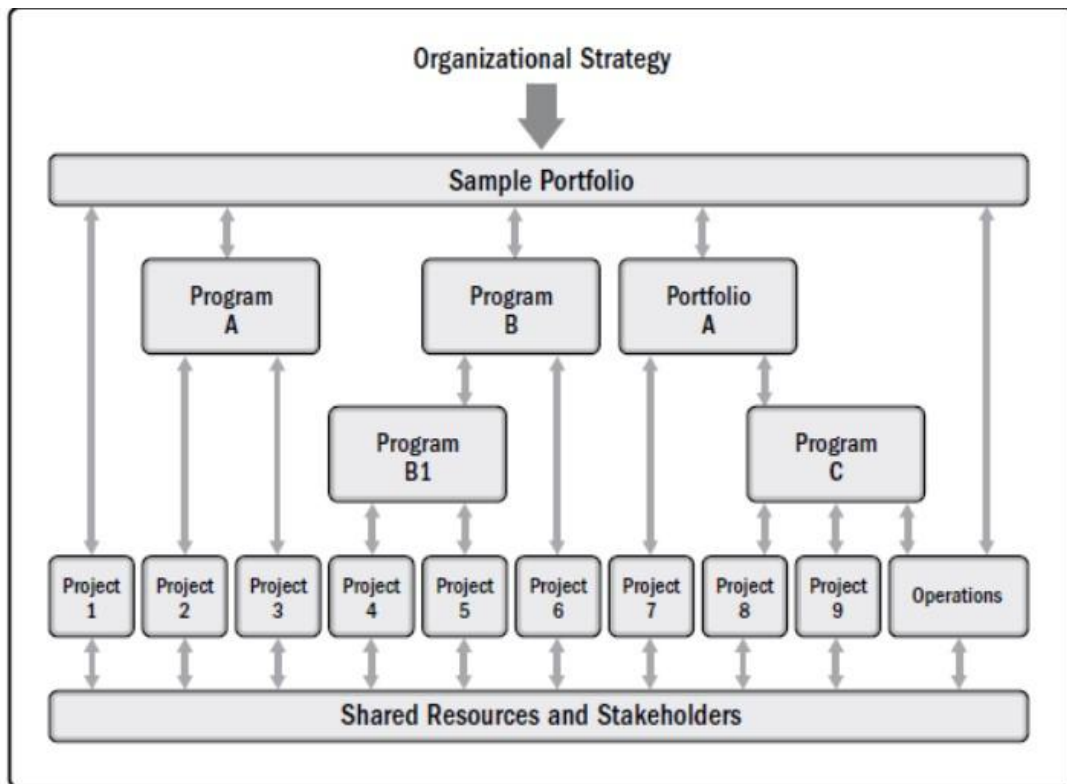
Organizational strategy serves as the overarching framework that guides an institution's decisions to achieve its vision, mission, and objectives. According to the *Project Management Body of Knowledge* (PMBOK® Guide), strategy is defined as “the overall plan that guides an organization’s decisions to achieve its vision, mission, and goals” (Project Management Institute [PMI], 2021). Effective strategic planning ensures that an institution remains aligned with its long-term objectives while adapting to dynamic internal and external environments.

At Sir Arthur Lewis Community College (SALCC), the institutional strategy aims to enhance strategic planning and decision-making by establishing clear goals and objectives. The strategy focuses on key areas such as stakeholder engagement, data-driven decision-making, continuous improvement, accreditation attainment, and professional development at all levels of the institution. These elements are essential to fostering a culture of accountability, innovation, and excellence within the College.

A well-structured strategy is crucial for ensuring that SALCC allocates resources efficiently to initiatives that align with its strategic priorities. Moreover, it enhances the institution’s reputation by boosting public confidence in its programs and services. The strategy also promotes partnerships and collaborations with regional and international educational institutions, reinforcing SALCC’s role as a leading provider of higher education in the Caribbean. By adopting a clear and focused strategic approach, the College is better equipped to support academic excellence, institutional effectiveness, and sustainable growth.

**Figure 11**

*Organizational Strategy*



Note: Adapted from A Guide to the Project Management Body of Knowledge (PMBOK®Guide) Sixth Edition. Project Management Institute (PMI), 2017, Figure 1-3, p. 12. Copyright 2017 by PMI, Inc.

**Organizational Strategy typically includes:**

1. The Organization's vision, mission, and objectives
2. Key performance indicators and targets
3. Prioritized initiatives and projects
4. Resource allocation plans
5. Policies and procedures

The PMBOK Guide emphasizes that projects should align with and support the organization's strategy. Project selection, prioritization, and execution should be driven by their contribution to achieving strategic goals and objectives. Organizational strategy provides the context and direction for portfolio, program, and project management within an organization. It ensures that projects and programs are selected and managed to maximize their contribution to the organization's overall success and long-term vision.

**Portfolio Management:**

A portfolio is defined as a collection of projects, programs, subsidiary portfolios, and operational activities that are managed collectively to achieve strategic objectives (*Project Management Body of Knowledge [PMBOK® Guide], 2021*). Portfolio management plays a critical role in ensuring that the reform of the Institutional Effectiveness and Transformation Unit (IETU) aligns with the broader strategic goals of Sir Arthur Lewis Community College (SALCC). This approach facilitates the coordination of various initiatives, ensuring they contribute effectively to institutional effectiveness and transformation.

Effective portfolio management within the IETU reform aims to optimize resource allocation by prioritizing projects and programs that provide the greatest value to institutional effectiveness. Additionally, it enables risk diversification by distributing efforts across multiple initiatives, thereby enhancing overall organizational resilience. Through systematic tracking and assessment of project and program outcomes, portfolio management ensures that each initiative supports SALCC's strategic priorities. This

structured approach not only enhances decision-making processes but also strengthens the institution's ability to achieve sustainable growth and academic excellence.

### **Program Management:**

Program management involves the coordinated administration of related projects, subsidiary programs, and activities to achieve benefits that are not attainable if managed separately (Project Management Institute [PMI], 2021). This approach is essential for advancing the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). By collectively managing interconnected projects, program management ensures that each initiative aligns with SALCC's strategic objectives, thereby enhancing institutional effectiveness.

The significance of program management in the IETU reform is multifaceted. It facilitates the realization of benefits by delivering outcomes that surpass those achievable through isolated project management. Additionally, it promotes enhanced coordination and resource sharing among related projects, resulting in more effective outcomes. By addressing risks that arise from project interdependencies, program management ensures smoother execution and improves efficiency through the collective management of related projects, leveraging synergies and avoiding duplication of efforts (PMI, 2021).

### **Project Management:**

According to the Project Management Institute (PMI), a project is defined as "a temporary endeavor undertaken to create a unique product, service, or result" (Project Management Institute, 2021). In the context of reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), individual projects serve as the fundamental components through which specific objectives are achieved. Each project within this initiative is designed to address distinct aspects of the IETU's transformation, such as developing new assessment tools, implementing data analytics systems, or enhancing reporting mechanisms.

Effective project management guarantees that these initiatives are completed within established scopes, timelines, and budgets, thus directly contributing to the strategic objectives of SALCC. By following standardized project management practices, the college can achieve high-quality results that promote informed decision-making and ongoing improvement. This organized approach helps align project outcomes with SALCC's mission to enhance institutional effectiveness and accountability.

The PMBOK® Guide emphasizes that portfolios, programs, and projects are aligned with or driven by organizational strategies. Portfolios achieve alignment with these strategies by selecting the appropriate programs or projects, prioritizing the work at hand, and providing the necessary resources. Programs are managed in a coordinated manner to realize benefits that correspond with the organization's strategic goals. Projects serve as tools to directly or indirectly accomplish the objectives outlined in the organization's strategic plan (Project Management Institute, 2021).

### **1. Author: George A. Steiner (2021)**

In his work, Steiner emphasizes that “business strategy” is a comprehensive plan outlining how an organization intends to achieve its long-term goals and objectives. It involves analyzing the competitive environment, understanding market dynamics, and aligning resources to capitalize on opportunities. Steiner notes that a well-defined business strategy serves as a roadmap for decision-making and resource allocation, ensuring that all organizational efforts are directed toward common goals.

Steiner also discusses the concept of “a portfolio”, which refers to a collection of projects and programs that are managed and coordinated to achieve strategic objectives. The portfolio approach allows organizations to prioritize initiatives based on their alignment with strategic goals, resource availability, and potential return on investment. By managing a portfolio, organizations can optimize resource usage and enhance overall performance.

## 2. Author: R. Max Wideman (2020)

### 3.

Wideman explains that “programs” consist of a group of related projects managed in a coordinated manner to obtain benefits and control not available from managing them individually. Programs are designed to achieve strategic objectives and deliver outcomes that contribute to the Organization’s mission. He emphasizes that effective program management ensures projects are aligned with the organization’s strategic goals and that resources are utilized efficiently.

In terms of projects, Wideman defines them as temporary endeavours undertaken to create a unique product, service, or result. Projects have specific objectives, defined timelines, and allocated resources. They are crucial for implementing business strategies, as they translate strategic goals into actionable tasks and objectives.

### **Importance for the Organization**

The authors both agreed on the critical importance of these concepts for organizations:

- **Alignment with Goals:** A clear business strategy ensures that all projects and programs are aligned with the Organization’s long-term objectives, facilitating coherent decision-making and prioritization.
- **Resource Optimization:** Managing a portfolio of projects and programs allows organizations to allocate resources effectively, ensuring that high-priority initiatives receive the necessary support.
- **Risk Management:** By overseeing a portfolio, organizations can identify and mitigate risks across projects and programs, enhancing overall resilience and adaptability.
- **Value Delivery:** Programs and projects are essential for delivering value to stakeholders. They enable organizations to implement strategic initiatives, innovate, and respond to market changes.

Business strategy, portfolios, programs, and projects are interconnected elements that play a vital role in achieving organizational success. Integrating these elements into the IETU reform will ensure alignment with strategic programs, optimize resource utilization, and facilitate data-driven decision-making. By effectively managing these components, the organization can ensure that its efforts are aligned with strategic objectives, improve resource utilization, and deliver value to stakeholders.

## **2.3 Other applicable theory/concepts related to the project topic and context**

### **2.3.1 Current situation of the problem or opportunity in the study**

#### **Background**

Sir Arthur Lewis Community College (SALCC) in St. Lucia is undergoing a reform of its Institutional Effectiveness and Transformation Unit (IETU) to enhance institutional effectiveness and strategic decision-making. Institutional effectiveness is a fundamental component of higher education, ensuring that institutions systematically assess and improve their processes to align with strategic objectives and accreditation requirements (Middle States Commission on Higher Education [MSCHE], 2020). The significance of institutional effectiveness has grown, with accrediting bodies such as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and MSCHE emphasizing the necessity of data-driven, mission-aligned institutional effectiveness (IE) plans (SACSCOC, 2018). Effective IE frameworks facilitate evidence-based decision-making, resource optimization, and continuous institutional improvement, all of which are essential for maintaining accreditation and institutional credibility.

## **Current Problem**

Despite the recognized importance of institutional effectiveness, many higher education institutions, including SALCC, face substantial challenges in implementing comprehensive institutional effectiveness frameworks. One of the primary obstacles is the lack of integration between institutional effectiveness processes and strategic planning. Institutions often struggle to establish a seamless connection between data-driven assessments and strategic decision-making, leading to inefficiencies in planning and resource allocation (Banta & Palomba, 2021).

Moreover, stakeholder engagement remains a persistent challenge. The successful implementation of an IE plan requires active participation from faculty, administrators, students, and external stakeholders. However, limited involvement often results in fragmented efforts, reducing the overall impact of institutional effectiveness initiatives (Weiner, 2019). Additionally, resource constraints, including financial limitations and competing institutional priorities, can impede the effective execution of IE plans (Kuh et al., 2018). Without adequate funding and dedicated personnel, SALCC may struggle to implement and sustain robust institutional effectiveness processes.

Accreditation challenges further compound the issue. Higher education institutions must adhere to stringent accreditation standards; failure to meet these benchmarks can result in the loss of accreditation status, diminished public trust, and decreased institutional credibility (MSCHE, 2020). Ensuring compliance with accreditation requirements necessitates a well-structured institutional effectiveness strategy that supports continuous assessment and improvement.

Given these challenges, SALCC requires a structured and strategic approach to reforming its Institutional Effectiveness and Transformation Unit. The implementation of a comprehensive project management plan will be instrumental in addressing these issues by facilitating integration with strategic planning, improving stakeholder engagement, optimizing resource allocation, and ensuring compliance with accreditation standards.

## **Solution and Proposed Improvements**

### **Solution**

The development of a comprehensive project management plan is crucial for addressing the challenges associated with reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). This structured approach will ensure the alignment of institutional effectiveness (IE) processes with the college's strategic goals and objectives, thereby creating a cohesive framework for integrating IE activities into SALCC's overall strategic planning.

A key area of focus is integrating IE processes with strategic planning. Establishing a clear roadmap that aligns IE initiatives with SALCC's long-term objectives will enhance decision-making and institutional performance. Furthermore, implementing a robust data collection and analysis system will enable data-driven decision-making, ensuring that all IE initiatives are informed by empirical evidence. Effective use of data will facilitate the identification of institutional strengths, weaknesses, opportunities, and threats, thereby supporting informed resource allocation and continuous improvement efforts.

Enhancing stakeholder engagement is another critical aspect of the reform. Developing a comprehensive communication plan will facilitate the active involvement of faculty, staff, students, and external partners. Establishing effective feedback mechanisms will ensure that all relevant stakeholders contribute to the reform process, fostering a sense of ownership and commitment to the institution's goals.

Prioritization of IE initiatives based on strategic alignment and potential impact is essential for optimizing resource allocation. Given SALCC's limited resources and competing priorities, it is crucial to allocate financial and human resources efficiently to support high-priority initiatives. A well-structured project management plan provides a framework for identifying and implementing the most impactful reforms, while ensuring their sustainability.

Continuous improvement is fundamental to the successful reform of the IETU. Regular assessment and refinement of IE processes will enhance institutional performance and compliance with accreditation standards. Utilizing assessment results

to inform evidence-based improvements will demonstrate SALCC's progress in achieving its strategic goals, ultimately enhancing institutional effectiveness and academic excellence.

### **Proposed Improvements**

The implementation of the project management plan is expected to result in several key improvements at SALCC:

**1. Enhanced Strategic Alignment:**

- Integrating IE processes with strategic planning, SALCC can ensure that all institutional efforts contribute to its long-term goals and objectives.

**2. Improved Data Utilization:**

- Establishing robust data collection and analysis mechanisms will facilitate informed decision-making, ensuring that institutional planning, assessment, and resource allocation are data-driven.

**3. Increased Stakeholder Engagement:**

- Strengthening engagement with faculty, staff, students, and external partners through structured communication and feedback mechanisms will foster a collaborative institutional culture.

**4. Optimized Resource Allocation:**

- Prioritizing IE initiatives based on their strategic significance and potential impact will ensure the effective use of resources, leading to sustainable institutional improvements.

**5. Accreditation Success:**

- Meeting accreditation standards related to IE will enhance SALCC's credibility, secure federal and external funding, and improve student outcomes.

#### **6. Culture of Continuous Improvement:**

- Establishing a culture of continuous assessment and enhancement will enable SALCC to adapt to evolving educational trends, regulatory requirements, and institutional challenges.

Addressing these critical areas, the project management plan will facilitate the successful reform of the IETU at SALCC, ultimately improving strategic planning, institutional decision-making, and long-term academic excellence.

### **2.3.2 Previous research done for the topic in study**

#### **Background and Current Problem**

Institutional effectiveness (IE) is paramount in higher education, serving as a systematic approach to evaluating an institution's performance against its mission and goals, thereby fostering continuous improvement (Carter-Smith, 2021). The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) emphasizes the importance of institutions identifying expected outcomes, assessing their achievement, and providing evidence of improvement based on these assessments (SACSCOC, n.d.).

However, numerous higher education institutions encounter challenges in implementing comprehensive IE plans. A significant issue is the lack of integration between internal evaluation (IE) processes and strategic planning, resulting in misaligned objectives and inefficiencies (Carter-Smith, 2021). Additionally, many institutions struggle with inadequate data collection and analysis systems, which hinder data-driven decision-making and impede effective planning and resource allocation (Pillar, 2023). Engaging stakeholders, including faculty, staff, and students, presents another challenge; insufficient involvement can result in fragmented efforts and limited buy-in (Pillar, 2023). Resource constraints further exacerbate these issues, as limited

funding and competing priorities can impede the successful implementation of IE initiatives (Pillar, 2023). Moreover, failure to meet accreditation standards related to IE can jeopardize institutional credibility and access to federal funding (Carter-Smith, 2021).

To address these challenges, developing a comprehensive project management plan is essential. Such a plan should focus on aligning IE processes with strategic planning to ensure cohesive institutional objectives (Carter-Smith, 2021). Implementing robust data collection and analysis systems is crucial for informed decision-making and continuous improvement (Pillar, 2023). Engaging all relevant stakeholders through clear communication and feedback mechanisms can foster a culture of collaboration and commitment (Pillar, 2023).

Prioritizing IE initiatives based on strategic goals and potential impact ensures efficient allocation of resources (Carter-Smith, 2021). Establishing a culture of continuous improvement, with regular reviews and updates to IE processes, is vital for sustaining institutional effectiveness (Carter-Smith, 2021).

Implementing such a project management plan can lead to enhanced strategic alignment, improved data utilization, increased stakeholder engagement, optimized resource allocation, successful accreditation outcomes, and a culture of continuous improvement (Carter-Smith, 2021; Pillar, 2023). These improvements collectively enhance the institution's ability to meet its mission and goals effectively.

### **1.3.3 Other theories related to the topic in study**

Higher education institutions (HEIs) are increasingly required to demonstrate effectiveness and accountability, particularly in strategic planning and decision-making (Brown et al., 2017). At Sir Arthur Lewis Community College (SALCC) in St. Lucia, the establishment of a dedicated Institutional Effectiveness and Transformation Unit (IETU) is critical for aligning institutional activities with strategic goals, ensuring continuous improvement, and meeting accreditation standards. However, SALCC faces challenges in effectively implementing a comprehensive institutional effectiveness plan, impacting its ability to make data-driven decisions and allocate resources efficiently.

## **Application of Theoretical Frameworks to IETU Reform at SALCC**

Integrating various project management and organizational theories can provide a robust framework for reforming the IETU at SALCC. The following theories offer strategic insights into stakeholder engagement, change management, systemic integration, and process improvement:

### **1. Stakeholder Theory**

Stakeholder Theory, as proposed by Freeman (1984), emphasizes the importance of identifying and addressing the interests of all parties affected by organizational decisions. In the context of higher education, this includes students, faculty, staff, accreditation bodies, and the broader community. Engaging these stakeholders ensures that diverse needs are considered, leading to more successful outcomes (Syed et al., 2024). For the IETU reform at SALCC, conducting a comprehensive stakeholder analysis can help identify key individuals and groups, understand their expectations, and develop strategies to involve them effectively throughout the reform process. This approach fosters transparency, builds trust, and secures broad-based support for institutional changes (Vale et al., 2022).

### **2. Theory of Change**

The Theory of Change provides a framework for mapping the pathways and assumptions necessary to achieve desired outcomes (Weiss, 1995). It involves defining long-term goals and then working backward to identify the preconditions, interventions, and indicators necessary to achieve these goals. Applying this theory to the IETU reform entails creating a comprehensive plan that outlines how specific activities will enhance institutional effectiveness. This includes setting clear objectives, identifying required resources, and establishing measurable indicators of success. Such a structured approach ensures that the reform process is transparent and that progress can be systematically monitored and evaluated (Transforming Higher Education Project, 2020).

### **3. Change Management Theory**

Change Management Theory offers practical strategies for managing organizational change. Kotter's (1996) model, for example, emphasizes the importance of creating a sense of urgency, forming a guiding coalition, developing and communicating a clear vision, and implementing change systematically. In the context of SALCC, applying change management principles involves preparing the institution for the transition, addressing resistance, and ensuring that changes are integrated into the organizational culture. This can be accomplished by involving stakeholders early in the process, clearly communicating the benefits of the reform, and providing training and support to staff to help them adapt to new methods and systems (Prosci, 2023).

### **4. Systems Theory**

Systems Theory views an organization as a complex set of interrelated components that must work cohesively to achieve common goals (Bertalanffy, 1968). Applying this theory to the IETU reform at SALCC involves understanding how different units and processes interact and ensuring that changes in one area consider impacts on others. A systems approach encourages holistic thinking, ensuring that the reform enhances overall institutional performance rather than creating isolated improvements. This perspective helps in identifying potential bottlenecks, redundancies, and opportunities for synergy within the institution. (Morehead State University, 2020).

### **5. Project Management Maturity Models**

Project Management Maturity Models (PMMM) assess the maturity of an organization's project management processes and provide a pathway for improvement (Crawford et al., 2006). Implementing a PMMM within SALCC can help evaluate current project management capabilities, identify areas for development, and systematically enhance processes to support the IETU reform. As an institution advances through maturity levels, it can establish standardized procedures, improve

project outcomes, and ensure that project management practices align with strategic objectives (Asana, 2023).

## **Proposed Solution**

### **Comprehensive Project Management Plan**

To tackle the challenges and incorporate the aforementioned theories, SALCC can create a detailed project management plan for reforming its IETU. This plan should focus on:

**Establish Clear Objectives and Outcomes:** Define the goals of the IETU reform and how they align with SALCC's strategic objectives. Set measurable outcomes to track progress and impact:

- **Integrate Institutional Effectiveness Processes with Strategic Planning:** Ensure that institutional effectiveness processes align with the college's strategic planning framework, utilizing data-driven approaches to inform decision-making and resource allocation.
- **Implementing Data Collection and Analysis Systems:** Develop robust systems for collecting and analyzing data to support ongoing improvement efforts. Use data to identify areas for enhancement and monitor the effectiveness of implemented changes.
- **Developing Communication Strategies:** Establish effective communication channels to engage stakeholders and collect feedback. Promote transparency in the reform process to build trust and support.
- **Creating a Culture of Continuous Improvement:** Foster a culture that emphasizes continual assessment and enhancement. Encourage innovation and adaptability within the IETU to ensure the unit stays responsive to evolving institutional needs.

## Potential Improvements

Implementing this project management plan can lead to:

- **Enhanced Data-Driven Decision-Making:** The reformed IETU will equip leadership with timely and relevant data, facilitating informed strategic decisions (Cox et al., 2017).
- **Improved Resource Allocation:** Aligning institutional effectiveness processes with strategic planning will ensure efficient resource utilization, prioritizing high-impact initiatives (Salem et al., 2020).
- **Stronger Accreditation Outcomes:** A well-functioning IETU will support SALCC in meeting and exceeding accreditation standards, particularly in assessment and continuous improvement (Gellman-Danley & Martin, 2019).
- **Increased Stakeholder Engagement:** Enhanced communication and transparency will encourage greater buy-in from faculty, staff, and other stakeholders (Mumby & Kuhn, 2019).

## Regenerative and Sustainable Development Theories

Regenerative and sustainable development theories advocate for creating systems that not only maintain their viability but also enhance and restore the health of the broader environment and society. These approaches emphasize practices that contribute positively to ecological and social systems, promoting resilience and long-term well-being (Mang & Reed, 2012).

### Application to IETU Reform at SALCC

#### 1. Regenerative Development:

- **Continuous Improvement:** The IETU should embrace regenerative principles by consistently evaluating and improving its processes. This method ensures that

institutional practices are not only preserved but also actively enhanced, fostering a culture of continuous development and adaptation.

- **Stakeholder Engagement:** Involving a diverse range of stakeholders, including students, faculty, staff, and the broader community in the reform process ensures that the IETU remains attuned to various needs and perspectives. This inclusive strategy fosters a collaborative atmosphere where feedback drives ongoing improvement and innovation.

## **2. Sustainable Development:**

- **Resource Optimization:** Sustainable development emphasizes the efficient and effective use of resources. The IETU can implement strategies to optimize the allocation of financial, human, and technological resources, ensuring that they are utilized in a manner that supports strategic initiatives and promotes long-term institutional sustainability.
- **Long-Term Planning:** Developing long-term plans that align with SALCC's strategic objectives is crucial. Sustainable practices involve forward-thinking strategies that anticipate future challenges and opportunities, ensuring that initiatives are not only viable in the short term but also contribute to the institution's enduring success and resilience.

### **Proposed Solution: Integrating Regenerative and Sustainable Development into IETU Reform**

To effectively integrate regenerative and sustainable development principles into the IETU reform, SALCC can develop a comprehensive project management plan that includes:

- **Establishing Clear Objectives and Outcomes:** Define specific goals for the IETU reform that align with regenerative and sustainable development principles, ensuring consistency with SALCC's overarching strategic objectives.

- **Implementing Robust Data Collection and Analysis Systems:** Develop systems that not only collect and analyze data but also utilize this information to inform continuous improvement initiatives and measure progress toward sustainability goals.
- **Developing Effective Communication Strategies:** Create channels that facilitate transparent communication and active engagement with all stakeholders, fostering a shared commitment to regenerative and sustainable practices.
- **Fostering a Culture of Continuous Improvement and Innovation:** Encourage an institutional culture that values ongoing assessment, learning, and innovation, ensuring that the IETU remains adaptive and forward-thinking in its approach to institutional effectiveness.

### **Potential Improvements**

Implementing this project management plan, SALCC can achieve:

- **Enhanced Data-Driven Decision-Making:** The revamped IETU will equip leadership with timely and relevant data, enabling informed strategic decisions that promote regenerative and sustainable outcomes.
- **Improved Resource Allocation:** Aligning IETU processes with principles of regenerative and sustainable development will ensure efficient resource allocation, prioritizing initiatives that provide long-term benefits to the institution and its stakeholders.
- **Stronger Accreditation Outcomes:** A well-functioning IETU that embodies regenerative and sustainable practices will enable SALCC to meet and surpass accreditation standards, particularly in areas related to continuous improvement and institutional resilience.
- **Increased Stakeholder Engagement:** Transparent communication and a commitment to sustainability will foster greater engagement from faculty, staff, students, and the wider community, enhancing collaborative efforts toward institutional goals.

- Cultivation of an Innovative Institutional Culture: Emphasizing regenerative and sustainable development will foster a culture of innovation, establishing SALCC as a leader in adopting practices that benefit both the institution and the broader society.

### 3 METHODOLOGICAL FRAMEWORK

The methodological framework is a structured approach and systematic process used to guide research design, data collection, analysis, and interpretation in a study or project. It comprises the theories, methods, and techniques that create the foundation of the research, ensuring that the study is conducted in a rigorous, coherent, and consistent manner. This framework enables researchers to align their research questions with suitable methodologies, thereby enhancing the validity and reliability of their findings (Creswell & Creswell, 2018; Silverman, 2020).

#### 3.1 Information sources

Information sources are resources or mediums from which data, facts, or knowledge can be obtained. These sources vary widely, ranging from traditional print materials, such as books and journals, to digital resources, including websites, databases, and multimedia content. Information sources are crucial for research, decision-making, and knowledge acquisition, as they provide the evidence or basis upon which conclusions or analyses are drawn. They are categorized based on their nature and the type of information they provide, including primary, secondary, and tertiary sources. The reliability and credibility of information sources are essential for ensuring accuracy. According to O'Connor et al. (2020), evaluating the authority, accuracy, and currency of information sources is crucial, especially in academic and professional settings where the quality of information directly impacts the outcomes of research or decisions.

The information sources are essential for ensuring that the project management plan includes both primary and secondary sources of data. Utilizing both types of sources guarantees comprehensive, actionable, and measurable strategies that support a dedicated Institutional Effectiveness and Transformation Unit, positively influencing the College's overall strategic planning and decision-making processes. **Table 2** below outlines the information sources for the project management plan.

### 3.1.1 Primary sources

In developing the Project Management Plan for reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), primary sources serve as essential assets, providing direct, unmediated information relevant to the institution's strategic objectives and operational dynamics. These sources are defined by their firsthand evidence, originality, and diverse forms, each uniquely contributing to the research process.

#### Characteristics of Primary Sources

1. **Firsthand Evidence:** Primary sources offer direct access to the subject under investigation, providing a clear and unmediated view without intermediary interpretation, encompassing materials such as original documents, raw data, and firsthand accounts (Scribbr, 2023).
2. **Originality:** These sources are original documents or physical objects created contemporaneously with the event or phenomenon being studied, maintaining their authenticity and unaltered state (Athabasca University, 2023).
3. **Diverse Forms:** Depending on the research discipline, primary sources can manifest in various forms, including:
  - Surveys and questionnaires
  - Interviews
  - Observations
  - Experimental data
  - Original documents or artifacts

### **Application to SALCC's Project Management Plan**

When developing the Project Management Plan for SALCC, integrating primary sources is crucial. The initial phase involves thoroughly collecting information about the institution's background, including its mission, vision, core values, and strategic goals. Engaging both internal and external stakeholders through carefully designed surveys and interviews is vital to gather valuable insights into the current state of the College and the impact of the Institutional Effectiveness and Transformation Unit's outputs. This approach ensures that the data collected is relevant and accurately reflects the institution's operational realities.

Using these primary sources helps gather essential data needed to create an effective project management plan. Leveraging firsthand information, the plan can be customized to address specific challenges and opportunities within SALCC, thereby enhancing the efficiency of the IETU and promoting data-driven decision-making processes. This strategic alignment not only supports the institution's overall goals but also promotes a culture of continuous improvement and accountability.

### 3.1.2 Secondary sources

A secondary information source is a resource that provides analysis, interpretation, or a restatement of primary information sources. Unlike primary sources, which present original data or firsthand evidence, secondary sources synthesize, critique, or summarize the information found in primary sources. Secondary sources include review articles, meta-analyses, books that interpret research findings, and documentaries that provide commentary on historical events.

Secondary sources provide critical evaluations and offer diverse perspectives, which can be particularly useful for understanding trends, identifying research gaps, or forming the basis for new primary research (Aveyard, 2019). The use of secondary sources in developing the Project Management Plan is essential for the research, as they provide appropriate processes and techniques, additional context, and an overview of the reform of the IETU, enabling it to function and perform its core functions. These sources include the PMBOK® Guide sixth and seventh editions, case studies, articles, periodicals, project management methodologies, project management software, and sustainable development.

**Table 2**

*Information sources for Project Management Plan for SALCC IETU reform*

Objectives	Information sources	
	Primary	Secondary
<p><b>Initiating</b> - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements</p>	<p>Surveys, Interviews, Annual and Technical Reports, Audits, Strategic Plans</p>	<p>PMBOK® Guide 7<sup>th</sup> Edition (2021), PMBOK® Guide 6<sup>th</sup> Edition (2017), Journals, Articles</p>
<p><b>Planning</b> - To develop an integrated project management plan that encompasses a detailed scope statement, a work breakdown structure, a project schedule with milestones and deadlines for tasks, a budget plan with cost estimates and control measures, relevant quality management processes and standards, a human resource plan with team allocation and training needs, a communication strategy for stakeholder engagement, and a risk assessment to formulate mitigation strategies along with a procurement management approach, all of which contribute to the creation of a successful and efficient Project IETU.</p>	<p>Surveys, Interviews, Annual and Technical Reports, Audits Reports from External Consultants, Strategic Plans</p>	<p>PMBOK® Guide 7<sup>th</sup> Edition (2021), PMBOK® Guide 6<sup>th</sup> Edition (2017), Journals, Articles,</p>
<b>Objectives</b>	<b>Information sources</b>	

	Primary	Primary
<p><b>Executing</b> - To select the tools and techniques necessary for executing the IETU reform project by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, and ensuring optimal resource allocation and project goals are achieved within the defined scope, schedule, and budget.</p>	<p>Surveys, Interviews, Annual and Technical Reports, Audits Reports from External Consultants, Strategic Plans, Project Proposal</p>	<p>PMBOK® Guide 7<sup>th</sup> Edition (2021), PMBOK® Guide 6<sup>th</sup> Edition (2017), Journals, Articles, Case Studies</p>
<p><b>Project Monitoring and Controlling</b> - Implement monitoring tools, techniques, and control systems to track project progress against the baseline plan. Manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, ensuring the integration of project objectives and goals.</p>	<p>Surveys, Interviews, Annual and Technical Reports, Audits Reports from External Consultants, Strategic Plans, Project Proposal</p>	<p>PMBOK® Guide 7<sup>th</sup> Edition (2021), PMBOK® Guide 6<sup>th</sup> Edition (2017), Journals, Articles, Case Studies</p>
<p><b>Project Closure</b> – To develop and implement a comprehensive closure plan that ensures all project activities related to the reform of the Institutional Effectiveness and Transformation Unit (IETU) are finalized, including the verification of deliverables, documentation of lessons learned, formal release of resources, and transition of project outcomes to SALCC's</p>	<p>Surveys, Interviews, Annual and Technical Reports, Audits Reports from External Consultants, Strategic Plans, Project Proposal</p>	<p>PMBOK® Guide 7<sup>th</sup> Edition (2021), PMBOK® Guide 6<sup>th</sup> Edition (2017), Journals, Articles, Case Studies</p>

operational framework and principal.		
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*Note: Table of primary and secondary sources by L. Boxill, Author, 2024. Own work.*

### **3.2 Research methods**

Research methods are systematic approaches and tools researchers employ to collect and analyze data, interpret data to address research questions or hypotheses, guide decision-making, and support the achievement of specific objectives. In project management, selecting appropriate research methods is critical for understanding project needs, identifying gaps, and ensuring that strategies are effectively tailored to the organization's context (Project Management Institute [PMI], 2021). These methods include surveys, experiments, interviews, observations, and various analytical techniques. For the project on reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), several research methods will be applied to investigate and address key objectives. These methods and their definitions, justifications, and specific applications to this project are presented below.

#### **3.2.1 Analytical method**

Analytical research is a systematic approach that dissects complex problems or phenomena into their constituent components, examines the interrelationships among variables, and draws conclusions based on critical data analysis (Dawson, 2019). This method involves meticulously collecting and evaluating information to test hypotheses, identify patterns, and generate insights that inform decision-making and problem-solving processes.

Analytical research methods are essential in developing a project management plan for revamping the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). These methods facilitate a comprehensive assessment of the current operational state, enable the evaluation of best practices, and support the formulation of hypotheses regarding proposed changes.

Employing analytical research, the institution can establish key performance indicators (KPIs) that align closely with its strategic objectives, thereby facilitating continuous monitoring and iterative adjustments throughout the project lifecycle. This evidence-based approach ensures that decision-making is grounded in empirical data, leading to more targeted and impactful improvements in the institutional effectiveness framework.

### **3.2.1. Qualitative Method**

Qualitative research is a methodological approach that seeks to understand social phenomena by collecting and analyzing non-numerical data, such as narratives, observations, and textual content. It provides insights into individuals' experiences, attitudes, beliefs, and motivations by exploring the context and meaning behind behaviors and organizational practices (Dawson, 2019). Common techniques include in-depth interviews, focus group discussions, and participant observations, which allow researchers to gather rich, detailed, and contextual information that is often inaccessible through quantitative methods.

In developing a project management plan to reform the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), qualitative research plays a critical role in ensuring that the reform process is grounded in stakeholders lived experiences. This approach facilitates a deep exploration of the unit's current state by capturing diverse perspectives through interviews with faculty, staff, and administrative leaders. Focus group discussions can elicit collaborative input from internal and external stakeholders, while observational studies can identify workflow inefficiencies and cultural dynamics that influence performance.

Moreover, qualitative methods aid in identifying best practices from similar institutions and facilitate the ongoing collection of feedback during the reform process. This guarantees that the project stays responsive to stakeholder needs and institutional realities. By employing qualitative research, the project team can cultivate a more nuanced understanding of human and organizational factors, resulting in more informed, inclusive, and sustainable strategies for enhancing institutional effectiveness.

### 3.2.3 Mixed Method

Mixed methods research is a systematic approach that integrates qualitative and quantitative data collection and analysis within a single study, providing a more comprehensive and multidimensional understanding of complex research problems (Creswell & Creswell, 2018). Combining the numerical precision of quantitative techniques with the contextual depth of qualitative inquiry, this methodology leverages the strengths of each approach to enhance the validity, reliability, and applicability of findings (Fetters, 2020). It is particularly effective in organizational and educational research, where understanding statistical trends and stakeholder perspectives is essential.

The mixed-methods approach provides a strategic advantage in developing the project management plan to reform the Institutional Effectiveness and Transformation Unit (IETU) at SALCC. Quantitative data, including key performance indicators (KPIs), metrics related to resource utilization, and institutional performance benchmarks, will offer objective measures of progress and impact. At the same time, qualitative data collected through stakeholder interviews, focus groups, and observations will provide nuanced insights into organizational culture, staff experiences, and perceived challenges.

This integration facilitates formative and summative evaluation processes throughout the project's lifecycle. For instance, during the planning and early implementation phases, qualitative feedback can guide the customization of interventions, while quantitative assessments can track alignment with strategic goals. As the project progresses, the mixed methods approach enables continuous data triangulation, allowing for evidence-based adjustments that are both contextually informed and statistically grounded.

A mixed-methods strategy supports SALCC in ensuring that the reform of the IETU is data-driven and responsive to its stakeholders' lived experiences and expectations. This comprehensive approach enhances institutional agility, fosters inclusive decision-making, and contributes to the long-term success and sustainability of the transformation initiative.



**Table 3***Research methods for the Project Management Plan for the revamp of IETU*

Objectives	Research methods		
	Analytic Method	Qualitative Method	Mixed Method
<b>Initiating</b> - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements	Analyze the annual reports, distribute surveys, and review old and new strategic plans.	Conduct interviews with internal and external stakeholders to better understand their needs and expectations.	Gather, compile, and analyze the data retrieved from various sources, such as books, historical records, and field experts. Identify the gaps between the stakeholders and the strategic plans or goals, and develop a comprehensive project charter based on the identified issues.
<b>Planning</b> - To develop an integrated project management plan that includes a detailed scope statement, a work breakdown structure, a project schedule with milestones and deadlines for tasks, a budget plan with cost estimates and control measures, applicable quality management processes and standards, a human resource plan with team allocation and training needs, a communication strategy for stakeholder engagement, conducting a risk assessment, and	Develop a management plan after reviewing audits, external consultant reports, and technical reports from the Board of Governors.	Draw on the insights from the interviews and survey to shape and direct the creation of the management plan.	Create a project management plan encompassing qualitative and quantitative data (KPIs) to develop benchmarks and align with strategic goals.

creating mitigation strategies along with a procurement management approach, all of which contribute to building a successful and efficient IETU.			
<b>Objectives</b>	<b>Research methods</b>		
	Analytic Method	Qualitative Method	Mixed Method
<b>Executing</b> —To select the tools and techniques necessary for executing the IETU reform project by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, and ensuring optimal resource allocation and project goals are achieved within the defined scope, schedule, and budget.	Review performance data to determine the most effective tools and techniques.	Collect and analyze feedback from stakeholders about their expectations and the tools needed to fulfill those requirements effectively.	The most appropriate tools and techniques will be selected and implemented based on the retrieved and compiled data to best meet the needs and expectations.
<b>Monitoring and Controlling</b> — Implement monitoring tools, techniques, and control systems to track project progress against the baseline plan, manage changes to scope, schedule, and budget, ensure that quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, thus ensuring integration of project objectives and goals.	Assess the project progress and establish control measures for efficiency and continuous improvement.	Based on the data and project issues, utilize relevant monitoring and control processes to improve quality and enhance continuous feedback.	To foster project control and monitor its progress and outcomes, the compilation of control measures and qualitative feedback is combined with the support of monitoring tools and techniques.
<b>Project Closure</b> – To develop and implement a comprehensive closure plan that finalizes all project activities related to	Analyze all final project documents, reports, and quality standards	Conduct closure meetings and interviews, and use surveys to gather and	Combine the two data sets to make informed, data-driven decisions and

the Institutional Effectiveness and Transformation Unit (IETU) reform. This includes verifying deliverables, documenting lessons learned, formally releasing resources, and transitioning project outcomes to SALCC's operational framework and principal.	to facilitate the creation of a closing plan.	collate information on the project's results, lessons learned, and activities that rely on feedback for continuous improvement to maintain desired outcomes.	develop a comprehensive closing plan.
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*Note: Table of Research Methods by L. Boxill, Author, 2024, Own work.*

### 3.3 Tools

Project management tools are specialized software applications that support the systematic planning, execution, and monitoring of projects. These tools facilitate various essential functions, including task scheduling, resource allocation, progress tracking, collaboration, and real-time reporting (Hoshaw et al., 2021). In project management, these tools act as centralized platforms that enhance visibility, streamline communication, and enable efficient stakeholder coordination, ultimately contributing to project success (Kerzner, 2022).

In developing a project management plan to reform the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), adopting project management tools is expected to provide significant operational advantages. These tools will support the creation of detailed project timelines and deliverables, ensure transparency and accountability through centralized communication, and facilitate the early identification and mitigation of risks. Additionally, such tools enable real-time monitoring through dashboards and reporting features that promote data-informed decision-making, a critical component of effective project execution in higher education settings (Too & Weaver, 2019).

Integrating these technologies into the project management process will enhance coordination among internal and external stakeholders, strengthen resource management, and contribute to the overall strategic alignment of IETU's reform

initiative. Table 4 outlines the project management tools employed throughout the project lifecycle to achieve its objectives and support continuous improvement mechanisms.

**Table 4**

*Tools Proposed for Project Management Plan for the SALCC IETU*

Objectives	Tools
<p><b>Initiating</b> - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements</p>	<p>(1) <b>Project Charter Template</b> – A formalized and standardized document authorizing the project's initiation. It outlines the project's primary objectives, identifies key stakeholders, and defines high-level requirements. This document serves as a foundational reference for both planning and implementation activities.</p> <p>(2) <b>Stakeholder Analysis Matrix</b>—A strategic tool for identifying and categorizing stakeholders based on their level of influence and interest in the project. It supports the development of targeted engagement strategies to ensure stakeholder needs and expectations are effectively managed throughout the project lifecycle.</p> <p>(3) <b>Communication Plan Template</b> – A structured framework designed to guide the dissemination of information among stakeholders. It specifies communication methods, frequency, content, and responsible individuals or teams, promoting transparency and alignment during all project phases.</p>
<p><b>Planning</b> - To develop an integrated project management plan that includes a detailed scope statement, a work breakdown structure, a project schedule featuring milestones and deadlines for tasks, a budget plan with cost estimates and control measures, quality management processes and</p>	<p>1) <b>Risk Register</b> – A tool for identifying and assessing potential risks and developing mitigation strategies.</p> <p>(2) <b>Work Breakdown Structure (WBS)</b> – A hierarchical decomposition of the project's deliverables into manageable components.</p> <p>(3) <b>Resource Allocation Plan</b> – A tool used</p>

<p>applicable standards, a human resource plan that addresses team allocation and training needs, a communication strategy for stakeholder engagement, conducting a risk assessment, and creating mitigation strategies along with a procurement management approach, all of which contribute to creating a successful and efficient IETU.</p>	<p>to ensure optimal distribution of resources across tasks.  <b>(4) Gantt Chart-</b> A visual timeline that illustrates project tasks, their durations, dependencies, and deadlines, helping with schedule management and tracking progress.</p>
<p><b>Objectives</b></p>	<p><b>Tools</b></p>
<p><b>Executing</b> - To select the tools and techniques necessary for executing the IETU reform project by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, and ensuring optimal resource allocation and project goals are achieved within the defined scope, schedule, and budget.</p>	<p><b>(1) Project Management Software (e.g., Microsoft Project, Trello, Smartsheet):</b> These digital platforms aid in task scheduling, collaboration, resource tracking, and project management. They offer Gantt charts, Kanban boards, and real-time updates to ensure project activities progress as intended. d.</p> <p><b>(2) Performance Metrics Dashboards:</b> Interactive displays provide real-time insights into project progress, key performance indicators (KPIs), and performance metrics. These dashboards facilitate informed decision-making by presenting data on project health, including schedule adherence, budget status, and resource performance.</p> <p><b>(3) Issue Tracking Systems (e.g., JIRA, Bugzilla):</b> Tools used to document, monitor, and resolve project issues systematically. They ensure timely identification and corrective actions for problems, helping maintain project quality and schedule.</p> <p><b>(4) Communication Platforms (e.g., Slack, Microsoft Teams):</b> These tools facilitate seamless communication among project team members and stakeholders, supporting instant messaging, file sharing, and integration with other project management tools.</p> <p><b>(5) Document Management Systems (e.g., Google Workspace, SharePoint):</b> These are platforms that enable</p>

	<p>organized storage, retrieval, and collaboration on project documents, ensuring team members have access to the latest versions of files.</p> <p><b>(6) Resource Guru:</b> A resource management software that facilitates effective scheduling of team members, equipment, and other resources. It aids in capacity planning and ensures efficient resource allocation throughout the project lifecycle.</p>
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Objectives	Tools
<p><b>Project Monitoring and Controlling -</b> To implement monitoring tools, techniques, and control systems to track project progress against the baseline plan, manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, which ensures integration of project objects and goals.</p>	<p><b>(1) Earned Value Management (EVM)</b> - A performance measurement technique that combines scope, schedule, and cost data to assess project progress and forecast future performance.</p> <p><b>(2) Key Performance Indicators (KPIs)</b>- Quantifiable metrics evaluate project success in achieving strategic goals, including cost efficiency, stakeholder satisfaction, and schedule adherence.</p> <p><b>(3) Progress Reporting Templates</b> - pre-defined formats for summarizing project status, milestones achieved, challenges faced, and next steps.</p>
<p><b>Project Closure</b> – To develop and implement a comprehensive closure plan that ensures all project activities related to the reform of the Institutional Effectiveness and Transformation Unit (IETU) are finalized, including the verification of deliverables, documentation of lessons learned, formal release of resources, and transition of project outcomes to SALCC’s operational framework and principal.</p>	<p><b>(1) Project Closure Checklist</b> – A comprehensive, step-by-step guide that ensures all critical closure activities, including verifying deliverable completion, finalizing administrative tasks, and reallocating project resources, are achieved before formally closing the project.</p> <p><b>(2) Lessons Learned Register</b> – A structured document that captures key insights, challenges, and best practices encountered during the project. It supports continuous improvement by informing future projects and guiding institutional decision-making</p>

	<p><b>(3) Final Project Report Template –</b>  A detailed reporting format that summarizes the project’s lifecycle, including achieved objectives, performance metrics evaluation, and strategic recommendations for future initiatives.</p>
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*Note: The table informs on the proposed tools for Project Management Plan for the IETU reform by L. Boxill, Author, 2024, Own work.*

### **3.4 Assumptions and constraints**

#### **Assumptions**

Project assumptions refer to conditions or factors accepted as true without concrete evidence, often based on prior experience or expert judgment. These assumptions provide a foundation for planning and decision-making during the project lifecycle (Project Management Institute, as cited in Rocketlane, 2023).

Key assumptions in developing the project management plan for the reform of the IETU include timely stakeholder engagement, the availability of necessary resources, staff willingness to adapt to new systems, and access to updated technological infrastructure. These elements directly influence the creation of the project timeline, training strategies, and implementation schedules.

Assumptions help define the project scope and estimate time and cost parameters. However, due to their inherent uncertainties, it is essential to document and regularly review them throughout the project lifecycle. Actively managing assumptions ensures that emerging risks are identified early, enabling the project team to adjust plans and maintain alignment with strategic goals.

## Constraints

Project constraints refer to predefined limitations or boundaries that influence how a project is planned and executed. The most prominent ones are time, cost, and scope, collectively known as the "triple constraint" or "iron triangle" (TechTarget, n.d.). Other significant constraints may include quality requirements, resource availability, and risk tolerance. These factors are interdependent; changes to one constraint often impact the others, necessitating careful coordination throughout the project lifecycle.

For the development of a project management plan to reform the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College, these constraints establish critical parameters that guide planning, execution, and control. Time constraints define project deadlines and milestones; cost constraints set financial limits; and scope constraints determine the specific objectives and deliverables that the project must achieve.

Effectively managing these constraints ensures the project team can allocate resources wisely, mitigate risks, and maintain stakeholder engagement. Furthermore, understanding the dynamic relationship among these constraints supports more informed and responsive decision-making, helping the project remain aligned with institutional priorities and strategic outcomes.

**Table 5**

*Assumptions and constraints*

Objectives	Assumptions	Constraints
<b>Initiating</b> - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements	The project Charter will be developed based on the project objectives.	SALCC must agree to the Project Charter and approve/
<b>Planning</b> - To develop an integrated project management plan that includes a detailed scope statement, a work breakdown structure, a project schedule with milestones and deadlines for tasks, a budget plan with cost estimates	It is assumed that sufficient resources and expertise will	Time constraints, resource availability, budget limitations,

Objectives	Assumptions	Constraints
and control measures, quality management processes, and standards that are applicable, a human resource plan with team allocation and training needs, a communication strategy for stakeholder engagement, conduct a risk assessment and create mitigation strategies along with a procurement management approach all of which contributes to creating a successful and efficient IETU.	be available for detailed planning activities with minimal changes to the scope during the planning phase.	restricted access to field experts, and insufficient technical resources
<b>Executing</b> - To select the tools and techniques necessary for executing the IETU reform project by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, and ensuring optimal resource allocation and project goals are achieved within the defined scope, schedule, and budget.	All tools and techniques will be easily accessible and effective in achieving the objectives.	Constraints on procurement processes and tool acquisition include limited resources, financial restrictions, a lack of quality frameworks, and resistance to change.
<b>Monitoring and Controlling</b> – To implement monitoring tools, techniques, and control systems to track project progress against the baseline plan, manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, which ensures integration of project objects and goals.	Monitoring and control tools are expected to operate as intended throughout the project lifecycle.	Limited technical support for monitoring tools.
<b>Project Closure</b> – To develop and implement a comprehensive closure plan that ensures all project activities related to the reform of the Institutional Effectiveness and Transformation Unit (IETU) are finalized, including the verification of deliverables, documentation of lessons learned, formal release of resources, and transition of project outcomes to SALCC’s operational framework and the principal.	All project deliverables will be accepted, and stakeholder satisfaction will be achieved.	Time constraints (completing within the stipulated time), limited resources, and a Lack of stakeholder participation and cooperation result in biased outcomes.

*Note:* The Table with assumptions and constraints for the Project Management Plan for the reform of IETU, by L. Boxill, 2024. Own work.

### 3.5 Deliverables

Project deliverables are defined as specific, measurable outputs or outcomes produced from project activities. They can take various forms, including physical products, documents, reports, systems, or training resources, and are typically used to demonstrate progress and validate the achievement of project goals (Rocketlane, 2023). Deliverables may be classified as either internal, serving project teams or stakeholders within the organization, or external, designed for broader institutional use or reporting.

Deliverables will be pivotal in shaping the reform initiative's structure, timelines, and outcomes when developing a project management plan for revamping the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College. Key deliverables may include diagnostic assessment reports, reengineered operational systems, revised institutional policies, and targeted staff training programs.

Defining these deliverables early in the project lifecycle provides a structured roadmap, aligns tasks with strategic objectives, and ensures proper resource allocation. It also establishes measurable milestones, allowing project managers to track progress and take timely corrective actions when necessary. Deliverables serve as indicators of achievement and enhance transparency and stakeholder communication by providing visible and substantial evidence of progress and institutional value creation.

#### **Project Deliverables**

1. **Project Charter Document:** A formal document authorizing the IETU reform project, outlining its strategic alignment with SALCC's mission, identifying key stakeholders, defining the high-level project structure, and specifying the initial resource allocations necessary to initiate the project.
2. **Integrated Project Management Plan:** This comprehensive plan incorporates all subsidiary components: scope, schedule, budget, resources, quality, communication, risk, procurement, and stakeholder management. This document will establish clear project baselines and define the methodology for managing each aspect of the reform initiative.

3. **Execution Tools and Techniques Framework:** A detailed report that outlines the selected project management tools and methodologies, including software platforms and strategic approaches. This framework will justify the tools chosen for efficient project execution, emphasizing their relevance to SALCC's institutional context.
4. **Monitoring and Control Strategy:** A structured implementation plan for monitoring and controlling project activities. This strategy will use analytics, reporting systems, and performance metrics to ensure ongoing alignment with objectives and timely identification of variances during execution.
5. **Project Closure and Evaluation Plan:** This formal plan outlines the processes for concluding the IETU reform project. It includes procedures for final performance evaluation, documentation of lessons learned, and the transition of deliverables and outcomes to institutional operations to support long-term sustainability and continuous improvement.

**Table 6**

*Deliverables for the Project Management Plan*

Objectives	Deliverables
<b>Initiating</b> - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements	A Project Charter formally authorizes the project and outlines the strategic objectives, key stakeholders, high-level project structure, and initial resource allocation.
<b>Planning</b> - To develop a comprehensive project management plan, including subsidiary plans for scope, schedule, costs, resources, quality, communications, risks, acquisitions, and stakeholders, to effectively achieve the initiative's goals.	A comprehensive plan that includes subsidiary plans for scope, schedule, costs, resources, quality, communications, risks, acquisitions, and stakeholders establishes the project baselines and management approach.
<b>Executing:</b> Identify and select suitable tools and techniques for effectively executing the plan, ensuring efficient project delivery	A report identifying and justifying selected tools and techniques for efficient project execution.

within the defined scope, schedule, and budget.	
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Objectives	Deliverables
<b>Monitoring and Controlling</b> - To implement monitoring tools, techniques, and control systems to track project progress against the baseline plan, manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, which ensures integration of project objects and goals.	A comprehensive plan outlining advanced tools and techniques for effective project monitoring and control.
<b>Closing</b> - Develop a project closure plan that includes the final deliverables handover, lessons learned document, project performance evaluation, closure of contracts and procurements, and a transition plan for ongoing IETU operations and Principal.	A comprehensive Project management plan, lessons learned, all project documents, and an assessment/evaluation of the project objectives and outcomes (results)

*Note: Table with Deliverables for Project Management Plan for the reform of IETU by L. Boxill, Author, 2024. Own work.*

## 4 RESULTS

This section provides a comprehensive overview of the results of the Integration Management knowledge area as applied to the Institutional Effectiveness and Transformation Unit (IETU) reform at Sir Arthur Lewis Community College (SALCC). It outlines the systematic development and execution of key project components to enhance the Unit's capacity to support strategic planning, institutional accountability, and data-informed decision-making processes.

Each subcomponent of the Integration Management Plan is evaluated in relation to the project's strategic objectives, starting with the development of the Project Charter and proceeding to the design and implementation of a detailed Project Management Plan. Subsequent activities encompass coordinating project work, managing knowledge, monitoring and control functions, integrating changes, and conducting project closure. These elements exemplify the practical application of project management principles and frameworks tailored to the institutional reform context at SALCC.

This section presents evidence-based outcomes demonstrating how the integration activities were implemented and managed throughout the project lifecycle. Supporting documentation, progress evaluations, and performance data are included to illustrate alignment with project goals, validate execution strategies, and inform recommendations for future enhancements within the IETU. Overall, this section offers critical insights into how effective integration management facilitated the successful advancement of institutional transformation at SALCC.

### 4.1 Integration Management

**Specific Objective 1: Initiating** - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, identifying key stakeholders, and high-level requirements.

#### **4.1.1 Project Charter**

The Project Charter, outlined in Table 7, serves as the formal authorization for the project titled “A Project Management Plan Supporting the Reform of a Dedicated Institutional Effectiveness Unit and Its Impact on the Overall Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College (SALCC), St. Lucia.” This foundational document gives the project manager the authority to allocate organizational resources toward project activities and provides a high-level overview of the project's objectives, scope, stakeholders, and deliverables.

Developed during the project's initiation phase, the Project Charter is a reference throughout the project lifecycle, ensuring alignment with SALCC's strategic goals. It outlines the project's purpose, articulates the scope elements, and identifies key stakeholders and their roles. Additionally, the charter specifies the project's start and end dates, describes the intended deliverables, and explains how these outputs will contribute to achieving the project's objectives.

Furthermore, the Project Charter encompasses vital project parameters by recording significant assumptions, identifying potential risks, and acknowledging constraints that may influence execution. This comprehensive overview enables the project team to proactively manage uncertainties and mitigate potential disruptions, thereby facilitating a structured and pragmatic approach to reforming the IETU.

**Table 7***Project Chart*

<b>PROJECT CHARTER</b>	
<b>Applicant Name</b>	Institutional Effectiveness and Transformation Unit (IETU)
<b>Contact Name</b>	Valerie King - Norville
<b>Address</b>	Morne Fortune, Castries, St. Lucia
<b>Telephone Number</b>	7584577300
<b>Email</b>	transformation@salcc.edu.lc
<b>Organization</b>	Sir Arthur Lewis Community College (SALCC)
<b>Project Description</b>	
<b>Name</b>	A Project Management Plan to support how reforming a dedicated Institutional Effectiveness and Transformation Unit to impact the overall strategic planning and decision-making processes at Sir Arthur Lewis Community College (SALCC), St. Lucia.
<b>Application Area</b>	Education (Higher Education), Institutional Effectiveness
<b>Knowledge Areas / Process Groups</b>	<b>Process Groups:</b> Initiation, Planning, Execution, Monitoring & Control, Closure
	<b>Knowledge areas:</b> 1. Integration Management

	<ol style="list-style-type: none"> <li>2. Scope Management</li> <li>3. Schedule Management</li> <li>4. Cost Management</li> <li>5. Quality Management</li> <li>6. Resource Management</li> <li>7. Communications Management</li> <li>8. Risk Management</li> <li>9. Procurement Management</li> <li>10. Stakeholders Management</li> </ol>
<b>Project Time Frame</b>	<p>The project is expected to last 12 months, with significant milestones including:</p> <ol style="list-style-type: none"> <li>1. Completion of stakeholder engagement, data analysis, consultancies, assessments, and report compilations (Months 1 and 2)</li> <li>2. The development of Institutional Effectiveness (IE) Frameworks, processes, and procedures (Months 4-6)</li> <li>3. Mid-project evaluation and adjustments (Month 8)</li> <li>4. Final project evaluation and closure (Month 12)</li> </ol>
<b>Project Objectives (General and Specific)</b>	<p><b>General Objective:</b> To develop a comprehensive project management plan that enhances the reform of a dedicated Institutional Effectiveness and Transformation Unit, fostering best practices and standards to improve strategic planning, continuous improvement, and encourage data-informed decision-making processes at Sir Arthur Lewis Community College (SALCC).</p> <p><b>Specific Objectives</b></p> <ol style="list-style-type: none"> <li>1. Initiating - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements.</li> </ol>

	<ol style="list-style-type: none"><li data-bbox="499 272 1718 523">2. Planning - To develop an integrated project management plan that encompasses a detailed scope statement, a project schedule with milestones and deadlines for tasks, a budget plan with cost estimates and control measures, quality management processes, and applicable standards, a resource plan that addresses team allocation and training needs, a communication strategy for stakeholder engagement, a risk assessment accompanied by mitigation strategies, and a procurement management approach, all of which contribute to creating a successful and efficient IETU.</li><li data-bbox="499 531 1718 703">3. Executing - To select the tools and techniques necessary for executing the IETU reform project by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, and ensuring optimal resource allocation and project goals are completed within the defined scope, schedule, and budget.</li><li data-bbox="499 711 1718 884">4. Monitoring and Controlling - To implement monitoring tools, techniques, and control systems to track project progress against the baseline plan, manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, which provides integration of project objects and goals.</li><li data-bbox="499 892 1718 999">5. Closing - Develop a project closure plan that includes the final deliverables handover, a lesson learned document, a project performance evaluation, closure of contracts and procurements, and a transition plan for ongoing IETU operations and the Principal.</li></ol>
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<p><b>Project Purpose or Justification (Merit and Expected Results)</b></p>	<p>This project Management Plan aims to ensure that Sir Arthur Lewis Community College continues to fulfill its mission and vision while staying current with the ever-changing educational landscape in higher education. The Institutional Effectiveness and Transformation Unit must be restructured to assist the College in achieving its strategic goals through continuous improvement. This reform will be supported by developing a management plan utilizing project management standards and processes.</p> <p>The core functions - Quality management, Information management, Institutional Research, Institutional Effectiveness, Curriculum and Instructional Development, and Transformation of the IETU are essential to ensuring the continuous cycle of planning, assessing, analyzing, and improving procedures, programmes, and services to support the College's mission and Vision which is referred to as institutional Effectiveness. These processes and procedures should reflect how well the College carries out its goals and objectives.</p> <p>Implementing project management standards and processes to reform the SALCC's Institutional Effectiveness &amp; Transformation Unit provides a comprehensive, structured, and professional approach to change. This methodology enhances the likelihood of successful implementation and ensures that the reformed Unit is well-positioned to contribute meaningfully to the Institution's strategic planning and decision-making processes. The resulting improvements in data collection, analysis, and reporting can lead to more informed decisions, better resource allocation, and 4improved student educational outcomes.</p>
<p><b>Deliverables / Outputs</b></p>	<p><b>Comprehensive Project Management Plan:</b> This is a detailed plan integrating subsidiary plans across the ten knowledge areas—scope, schedule, cost, quality, resources, communication, risk, procurement, and stakeholder management. It defines the project baselines and outlines the management approach necessary for successful execution and control.</p> <p><b>Scope Management Plan:</b> This plan defines scope, validates processes, and controls them to ensure alignment with institutional goals and prevent scope creep throughout the IETU reform project lifecycle.</p>

**Schedule Management Plan:** Establishes the project timeline by including activity sequencing, milestone tracking, and deadline management to ensure the timely execution of all deliverables.

**Tool Selection and Pilot Implementation:** This section identifies project management tools and techniques selected for planning and execution. It includes an implementation timeline and a pilot initiative to test feasibility and support iterative refinement.

**Quality Management Plan:** Outlines the quality standards, assurance activities, and control procedures necessary to ensure that project deliverables and processes meet predefined performance and institutional expectations.

**Cost Management Plan:** This section details the budget framework, cost estimation methods, funding sources, and control mechanisms to ensure the project remains within approved financial boundaries.

**Stakeholder Management Plan:** This plan specifies strategies for identifying stakeholders, analyzing influence and interest, and managing engagement throughout the project to maintain alignment, communication, and support.

**Sustainable Procurement Plan:** This plan defines an approach to acquiring goods and services that reflects economic, environmental, and social responsibility. It supports long-term institutional sustainability and value creation through ethical procurement practices.

**Training and Capacity Building Plan:** This plan presents a structured training program for staff engaged in institutional effectiveness, emphasizing enhancing skills in strategic planning, assessment, and evidence-based decision-making.

<p><b>Success Criteria</b></p>	<p><b>Achievement of Project Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a comprehensive project management plan that effectively supports the Institutional Effectiveness and Transformation Unit (IETU) reform at SALCC.</li> <li>• Satisfactory engagement and collaboration among the Board of Governors, the Principal, Managers, all staff, students, and other relevant stakeholders lead to joint efforts.</li> <li>• Alignment of the reformed IETU with institutional strategic objectives enhances data-driven decision-making and planning processes.</li> <li>• Demonstrates improvement in integrating institutional assessments, planning, and reporting functions.</li> <li>• Establish a functional, responsive, and performance-driven IETU that promotes quality assurance, continuous improvement, and accreditation readiness.</li> </ul> <p><b>Timely Delivery of Project Deliverables:</b></p> <ul style="list-style-type: none"> <li>• Completing key milestones within scheduled timeframes, including the project charter, integrated project management plan, implementation roadmap, and stakeholder engagement tools.</li> <li>• Monitoring reports and adherence to the established timeline provide evidence of periodic progress tracking.</li> <li>• Timely submission and approval of all project outputs, ensuring no significant schedule deviations occur.</li> </ul> <p><b>Budget Adherence:</b></p> <ul style="list-style-type: none"> <li>• Execution of the project within the budget, with precise tracking of expenses.</li> <li>• All necessary budget adjustments adhere to formal change control procedures, including documented justification and approvals.</li> <li>• Efficient use of financial, human, and technological resources to support the project objectives.</li> </ul> <p><b>Stakeholder Satisfaction:</b></p>
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- Positive feedback from internal and external stakeholders, including faculty, administrative staff, and institutional partners, regarding the relevance, transparency, and quality of the IETU reform initiative.
- Active involvement in consultations, surveys, and feedback sessions throughout the project lifecycle.
- Ensure project outcomes meet the expectations of SALCC's leadership, accreditation bodies, and key educational stakeholders.

**Effective Scope Management and Delivery:**

- Completing all project deliverables within the defined scope, without unauthorized changes or scope creep.
- Provide outputs like governance frameworks, assessment tools, policy updates, and communication protocols, in line with the approved project scope and objectives.

**Improved Institutional Effectiveness Outcomes:**

- **Alignment with Organizational Goals:** The revised IETU will ensure that all institutional planning, assessment, and reporting processes are strategically aligned with SALCC's mission, vision, and long-term goals. This alignment will enhance institutional coherence and support critical initiatives vital to the mission.
- **Structured Approach to Change:** The reform will employ a systematic project management framework to support an orderly transition process, reduce disruption, and ensure the change is sustainable and strategically directed.
- **Improved Resource Allocation:** Data-driven processes integrated into the reformed IETU will facilitate a more efficient allocation of financial, human, and technological resources. Prioritizing in alignment with institutional goals will enhance operational effectiveness and efficiency.
- **Enhanced Stakeholder Engagement:** Active involvement of key stakeholders, including faculty, staff, and administrators, throughout the reform process will foster a culture of collaboration, increase transparency, and build broad-based support for institutional initiatives.

- **Clear Communication and Transparency:** A formal communication plan will facilitate consistent messaging and feedback loops, ensuring all parties stay informed and engaged. Transparency in planning and reporting will bolster internal trust and institutional integrity.
- **Measurable Outcomes and Accountability:** Integrating Key Performance Indicators (KPIs) and assessment mechanisms will allow SALCC to monitor progress toward strategic goals, track institutional performance, and enhance accountability across units.
- **Adaptability and Risk Management:** Implementing proactive risk management practices will enhance institutional resilience and adaptability, enabling SALCC to respond effectively to internal and external challenges.
- **Integration of Best Practices:** The project plan incorporates global best practices in institutional effectiveness and project management, ensuring that the reformed unit meets quality standards and international benchmarks.
- **Facilitation of Cross-Functional Collaboration:** The IETU will enhance integrated planning by coordinating input across academic and administrative units, fostering interdepartmental collaboration and coherence.
- **Continuous Improvement Focus:** Regular assessment cycles and data-driven decision-making will foster a culture of continuous improvement, in which institutional processes and outcomes are regularly evaluated and refined.
- **Enhanced Decision-Making Processes:** The timely, accurate, and relevant data will enhance decision-making across all institutional levels, facilitating evidence-based planning and policy formulation.
- **Increased Credibility and Professionalism:** Meeting and exceeding accreditation standards by enhancing institutional effectiveness mechanisms will boost SALCC's credibility within the higher education landscape and increase stakeholder confidence in its governance and academic quality.

#### **Quality of Deliverables**

- All project outputs comply with the quality standards outlined in the quality management plan.

	<ul style="list-style-type: none"> <li>• Quality assurance processes are applied throughout the project lifecycle, ensuring that deliverables remain relevant, accurate, and contribute to measurable institutional improvements.</li> </ul> <p><b>Sustainability and Institutional Integration:</b></p> <ul style="list-style-type: none"> <li>• Complete integration of the reformed IETU into the organizational structure and operations of SALCC.</li> <li>• Establishing mechanisms for the long-term sustainability of institutional effectiveness practices, including capacity building, system maintenance, and policy support.</li> <li>• The IETU continues to operate as a strategic unit, fostering accountability, transparency, and evidence-based planning after projects.</li> </ul> <p><b>Risk Management Effectiveness:</b></p> <ul style="list-style-type: none"> <li>• Proactively identify and mitigate risks through structured risk management approaches.</li> <li>• Minimal project disruption from unexpected events due to implementing contingency plans.</li> <li>• Achieving project outcomes without significant time, cost, or scope deviations due to adequate risk controls.</li> </ul>
<b>Assumptions</b>	<ol style="list-style-type: none"> <li>1. Regulatory Approvals</li> <li>2. Accreditation</li> <li>3. Stakeholder Cooperation</li> <li>4. Availability of Skilled Labor</li> <li>5. Materials Availability</li> <li>6. Financial Availability</li> <li>7. Acquisition of Relevant Technologies</li> <li>8. Community Support</li> <li>9. Attainment of Necessary Operating Standards</li> <li>10. Economic Stability</li> <li>11. Capacity to Communicate and Disseminate Information to Relevant Stakeholders</li> </ol>

<b>Constraints</b>	<ol style="list-style-type: none"> <li>1. Budget</li> <li>2. Time</li> <li>3. International Standards for Organizations (Higher Learning Institutions)</li> <li>4. Regulatory Requirements (Revision of the College Act)</li> <li>5. Environmental Factors (Weather and Infrastructure)</li> <li>6. Resource Availability (Human and Material)</li> <li>7. Land Use Restrictions (Historical Buildings: these are not owned by the College; they are currently leased from the St. Lucia National Trust)</li> <li>8. Technical Constraints</li> <li>9. Contractual Agreements</li> <li><b>10. Economic Fluctuations (Parastatal Institution)</b></li> </ol>
<b>Risks</b>	<ol style="list-style-type: none"> <li>1. Regulatory Approval Delays</li> <li>2. Budget Overruns</li> <li>3. Community Opposition</li> </ol>

<b>Budget</b>	<b>Budget Items</b>	<b>Unit</b>	<b>Total</b>
	Project Initiation		\$ 20,000.00
	Project Planning		\$ 20,000.00
	Implementation		\$ 250,000.00
	Training and Development		\$ 64,000.00
	Monitoring and Evaluation		\$ 42,600.00
	Closing		\$ 31,000.00
	<b>Total Direct Costs</b>		<b>\$ 427,600.00</b>
	<b>Resources (Human and Materials)</b>		<b>\$ 239,100.00</b>
	<b>Equipment and Software</b>		<b>\$ 90,000.00</b>
	<b>Subtotal</b>		<b>\$ 756,700.00</b>
	<b>Contingency (10%)</b>		<b>\$ 75,670.00</b>
	<b>Cost Baseline</b>		<b>\$ 832,370.00</b>
	<b>Management Reserve (5%)</b>		<b>\$ 41,618.50</b>
	<b>Budget</b>	<b>Total</b>	<b>\$ 873,988.50</b>
<b>Milestones</b>	<ol style="list-style-type: none"> <li>1. Completion of stakeholder engagement, data analysis, consultancies, assessments, and report compilations (Months 1 and 2)</li> <li>2. The development of Institutional Effectiveness (IE) Frameworks, processes, and procedures (Months 4 -6)</li> <li>3. Mid-project evaluation and adjustments (Month 8)</li> <li>4. Final project evaluation and closure (Month 12)</li> </ol>		

<b>Stakeholders</b>	<p><b>Direct Stakeholders:</b></p> <ol style="list-style-type: none"> <li>1. Project Sponsor</li> <li>2. Board of Governors</li> <li>3. The principal</li> <li>4. IETU</li> <li>5. All staff</li> <li>6. All Units</li> <li>7. Students</li> <li>8. Governmental and Non-Governmental Institutions</li> </ol> <p><b>Indirect Stakeholders:</b></p> <ol style="list-style-type: none"> <li>1. Community Groups</li> <li>2. External Partners (Colleges, Universities, Taiwanese, etc.)</li> <li>3. Private Sector Businesses</li> </ol>
<b>High-Level Project Structure</b>	<p>Project Sponsor: SALCC Board of Governors  Project Manager: Appointed by SALCC  Steering Committee: Composed of SALCC representatives, Field experts, Accreditation Council representative, community leaders, and student government</p>

*Note: Project Charter for the IETU reform at SACC by L. Boxill, Author, 2024. Own work*

#### 4.1.2 Stakeholder Identification

The objective of the Identify Stakeholders process in the Institutional Effectiveness and Transformation Unit (IETU) reform at Sir Arthur Lewis Community College (SALCC) is to systematically identify all individuals, groups, and entities that may influence or be influenced by the project's outcomes. In alignment with the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK® Guide), this process is foundational in the initiation phase. It informs the development of targeted stakeholder engagement strategies throughout the project life cycle (Project Management Institute [PMI], 2021).

The identification process begins with a comprehensive review of the project charter, institutional documentation, and SALCC's strategic goals, particularly its transition from a community college to a university college. This reform project entails multiple layers of institutional transformation; therefore, recognizing the complexity and breadth of stakeholder involvement is essential. Stakeholders include internal participants such as senior administration (e.g., the Vice Principal of Academics), faculty and staff across academic and administrative departments, members of the IETU, and the Institutional Research and Planning Committee. External stakeholders comprise the Ministry of Education, accreditation bodies, partner institutions, alumni, and student representatives.

A stakeholder analysis employs tools like the power-interest matrix to evaluate each stakeholder's influence, interest, and potential contributions or resistance toward the project. This analysis provides a clear understanding of stakeholder expectations, concerns, and the extent to which they should be engaged. For instance, decision-makers in the executive leadership require regular strategic updates and consultations. In contrast, operational staff and faculty may need training, continuous feedback loops, and targeted communication regarding procedural changes.

The outcomes of this identification process are recorded in a stakeholder register that outlines critical attributes such as stakeholder classification, communication preferences, engagement level, and relevance to the reform. This stakeholder register is a living document, updated throughout the project to reflect changes in stakeholder dynamics and ensure inclusive participation.

Effective stakeholder identification is crucial for securing buy-in, reducing resistance, and aligning all efforts with the overarching goals of institutional effectiveness, continuous improvement, and data-driven decision-making. As Chapter 4 of The Project Management Body of Knowledge discusses, developing a comprehensive stakeholder engagement plan ensures that each stakeholder's role is clearly defined and supported through tailored engagement strategies. This proactive approach mitigates risks associated with stakeholder misalignment and enhances institutional collaboration, transparency, and accountability. Ultimately, the stakeholder identification process establishes a foundation for fostering a shared vision and sustained institutional commitment to the successful reform and long-term viability of the IETU at SALCC.

#### **4.1.3 Project Management Plan**

This comprehensive project management plan integrates the five process groups outlined in the Project Management Body of Knowledge (PMBOK® Guide): initiating, planning, executing, monitoring and controlling, and closing ensuring that the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) is managed systematically and aligned with globally recognized best practices (PMI, 2021). The plan is the central reference for coordinating activities, facilitating effective communication, monitoring performance, and guiding decision-making processes throughout the project lifecycle.

The reform of the IETU requires a structured and evidence-based approach to align the unit's operations with SALCC's strategic goals, especially as the institution transitions into a university college. This plan outlines the project's objectives, deliverables, timelines, and resource requirements and serves as a roadmap for project execution. Each component from scope and schedule to stakeholder and risk management has been designed to ensure transparency, accountability, and continuous alignment with institutional priorities.

Through stakeholder engagement, the project team will ensure that voices from academic, administrative, and external networks are acknowledged and incorporated into the reform strategy. The plan emphasizes proactive communication, adopting

regenerative and sustainable practices, and integrating feedback mechanisms to support continuous improvement and innovation. These elements strengthen the IETU's capacity to support data-informed decision-making, institutional planning, accreditation compliance, and organizational resilience.

This project management plan ensures the successful execution and long-term integration of the IETU reform by applying structured project management methodologies and aligning with SALCC's core pillars—sustainability, innovation, and entrepreneurship. It provides the foundation to guide institutional transformation, enhance operational effectiveness, and reinforce SALCC's commitment to academic excellence and accountability.

## **Project Management Plan for the Reform of the Institutional Effectiveness and Transformation Unit (IETU) at SALCC**

**Project Title:** Project Management Plan for The Reform of The Institutional Effectiveness and Transformation Unit at Sir Arthur Lewis Community College (Salcc), St. Lucia

**Project Sponsor:** Board of Governors, SALCC

**Project Manager:** Appointed by SALCC

**Start Date:** 02/09/2024

**End Date:**

**Purpose and Justification:** This Project Management Plan supports the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) to strengthen its role in strategic planning and data-informed decision-making. The reform aims to enhance the Unit's core functions, including Institutional Effectiveness, Research, Curriculum and Instructional Development, Quality and Information Management, and Institutional Transformation, ensuring they contribute more effectively to the College's mission and vision. Applying project management principles provides a structured framework for implementing change, improving operational efficiency, and fostering a culture of continuous improvement. The revamped IETU will be better equipped to support institutional goals through enhanced data systems, improved stakeholder engagement, and more effective resource allocation.

**Process Groups Overview:** The project follows the five process groups outlined in the *PMBOK® Guide*: Initiating, Planning, Executing, Monitoring and Controlling, and Closing (PMI, 2021).

## **Objective 1- Initiating**

### **Stakeholder Identification:**

1. Conduct a stakeholder analysis to identify and classify key internal and external stakeholders, including faculty, staff, administration, students, the Ministry of Education, and accreditation bodies.
2. Assess stakeholders by their influence, interest, and impact, and record expectations to guide engagement strategies throughout the project lifecycle.

### **Project Charter Development:**

1. Develop a formal project charter that outlines the purpose, scope, deliverables, and high-level requirements of the IETU reform initiative.
2. Define quantifiable objectives concerning planning, assessment, quality assurance, and institutional accountability.

## **Planning**

### **Scope Management Plan:**

1. **Scope Statement:** Define the scope to encompass restructuring the IETU, implementing data analytics systems, reviewing IE policies, developing performance monitoring tools, and establishing training programs.
2. **Scope Verification and Control:** Establish formal change control processes, include stakeholder review checkpoints, and enact validation procedures to ensure alignment with project objectives.

### **Schedule Management Plan:**

1. Develop a detailed MS Project schedule that includes key milestones such as diagnostic assessments, stakeholder consultations, pilot implementation, and final evaluation.

### **Cost Management Plan:**

1. Develop a comprehensive budget that includes personnel time, software licensing, training, and consulting services. Funding will be allocated through

the Office of the Principal, with external support where necessary and applicable.

**Quality Management Plan:**

1. Define quality metrics for project deliverables (e.g., reporting tool accuracy, alignment with accreditation standards), and perform regular audits to track adherence.

**Resource Management Plan:**

1. Establish a project team with cross-functional members, including a Steering Committee, a Quality Assurance Task Force, and a Data Systems Support Team.

**Communication Management Plan:**

1. Establish a communication framework incorporating biweekly team updates, stakeholder newsletters, digital dashboards, and feedback mechanisms.

**Risk Management Plan:**

1. Identify internal and external risks (e.g., data access issues, stakeholder resistance), evaluate their likelihood and impact, and implement mitigation strategies such as contingency buffers and specialized training.

**Executing/Implementation**

1. Complete project tasks according to established objectives and timelines.
2. Encourage collaboration among working groups and stakeholders to ensure inclusive reform processes.

Manage resources flexibly to support changing project needs.

**Monitoring and Controlling**

1. Use project tracking software (e.g., MS Project, Trello) to monitor schedule performance, control costs, and ensure adherence to scope.
2. Perform regular status reviews and reassess risks to ensure project alignment.

3. Oversee changes in scope and resources using a formal change control process that guarantees transparency and documentation.

### **Closing**

1. Host a formal closure meeting to evaluate project outcomes in relation to the original goals.
2. Compile the lessons learned by documenting successes and areas needing improvement.t.
3. Submit a comprehensive project report outlining sustainability measures for the continued operation of the reformed IETU.
4. Secure sign-off from key stakeholders and formally transition the reformed IETU into operational practice at SALCC.

## **Objective 2- Planning**

### **4.2 Scope Management**

#### **4.2.1 Introduction**

The Scope Management Plan outlines the processes for defining and maintaining the project's boundaries for “A Project Management Plan that Supports the Reform of a Dedicated Institutional Effectiveness and Transformation Unit to Impact on the Overall Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College (SALCC), St. Lucia.” This plan ensures that all project activities align with SALCC's strategic goals, especially as the institution transitions into a university college and enhances its capacity for data-driven decision-making.

The plan outlines key elements, including the project’s objectives, deliverables, work breakdown structure (WBS), roles and responsibilities, timeline, and change control procedures. These components will guide the project team in ensuring that only necessary work is completed to achieve the intended outcomes: the comprehensive reform of the Institutional Effectiveness and Transformation Unit (IETU). This reform aims to enhance the integration of institutional research, quality assurance, data management, and instructional development to support strategic planning.

The foundation of this Scope Management Plan is the Project Charter (refer to Section 4.1), which outlines the project's vision, stakeholders, and high-level requirements. Input from key internal and external stakeholders, including academic leaders, administrative staff, and institutional partners, has been collected through surveys, interviews, and consultations. Their contributions ensure that the scope aligns with both institutional priorities and broader accreditation and performance expectations in higher education.

This document delineates the scope validation and control procedures, enabling the project team to monitor scope performance and address any deviations or expansions through a formal change control process. By ensuring clarity and alignment with strategic objectives, this Scope Management Plan will foster the successful implementation of the IETU reform and enhance institutional effectiveness at SALCC.

#### 4.2.2 Scope Management Approach

As the Sir Arthur Lewis Community College (SALCC) lacks comprehensive organizational process assets, such as standardized policies, procedures, and historical project planning data, the project manager and team must create a Scope Management Plan for the Institutional Effectiveness and Transformation Unit Reform project. This plan will encompass essential elements, including the project scope statement, work breakdown structure (WBS), WBS dictionary (or scope verification matrix), and a requirements traceability matrix, all of which result from the requirements collection process.

The project's scope will be confirmed through official approvals and sign-offs from the project sponsor, project manager, and key stakeholders. These approvals ensure that deliverables meet the defined acceptance criteria. Any deliverables that fail to meet these criteria will be documented and reported as part of the work performance information, guiding necessary project adjustments.

This project will follow a predictive life cycle with clearly defined deliverables and scope. Any changes to the scope will be managed incrementally. Requests for changes concerning the project scope must be submitted to the project manager for evaluation; if necessary, these requests will be referred to the change control board and the project sponsor for approval. The project sponsor has the ultimate authority over accepting the project's deliverables and scope. They will base their decisions on input from the project manager and stakeholders to ensure the scope aligns with the goals and objectives of the reform process at SALCC.

This Scope Management Plan will be created using expert insights, meeting records, and templates sourced from recognized project management standards, such as the PMBOK® Guide (6th Edition) and the PMI Practice Standard for Work Breakdown Structures (2nd Edition). This method aims to enhance transparency, foster collaboration, and support continuous improvement, ensuring the successful completion of projects while accommodating the ongoing needs of SALCC and its strategic decision-making processes.

### 4.2.3 Roles and Responsibilities

Managing the scope of the reform project for the Institutional Effectiveness and Transformation Unit at Sir Arthur Lewis Community College (SALCC) is critical to ensuring that the project objectives are met without deviating from the established scope. Given the project's focus on institutional planning and its impact on strategic decision-making, it is vital that all team members, from the project manager to stakeholders, work cohesively to ensure the project's scope is managed effectively throughout the lifecycle. The project manager, sponsor, and team members will collaborate to complete all tasks within the project's scope throughout the project lifecycle, thereby maintaining alignment with SALCC's overarching strategic goals. The project scope will be carefully managed to ensure that any changes are thoroughly evaluated and aligned with the objectives. This will involve continuous scope monitoring, alongside an iterative process of scope verification and control, to address any deviations systematically.

**Table 8**

*Roles and Responsibilities for scope management in this project*

Role	Responsibilities
<b>Project Sponsor</b>	<ol style="list-style-type: none"> <li>1. Approves or rejects requests for scope changes, ensuring they align with institutional effectiveness goals.</li> <li>2. Assesses the necessity of scope change requests by evaluating their impact on the college's strategic direction.</li> <li>3. Accepts the project's final deliverables, confirming they meet the predefined acceptance criteria.</li> </ol>

<b>Role</b>	<b>Responsibilities</b>
<b>Project Manager</b>	<ol style="list-style-type: none"> <li>1. Evaluate and confirm the project scope, ensuring all actions promote institutional effectiveness.</li> <li>2. Manages requests for changes in scope.</li> <li>3. Supervises assessments of how scope changes affect the reform process.</li> <li>4. Coordinate change control meetings with stakeholders.</li> <li>5. Shares results of scope changes and their effects on strategic planning.</li> <li>6. Revises project documents after scope changes receive approval.</li> </ol>
<b>Project Team Members</b>	<ol style="list-style-type: none"> <li>1. Proposes scope and schedule changes for approval, based on new insights into institutional effectiveness.</li> <li>2. Define the project's scope, ensuring alignment with the college's strategic objectives.</li> <li>3. Evaluates the need for scope changes and communicates them to the project manager for analysis.</li> </ol>
<b>Institutional Effectiveness and Transformation Unit</b>	<ol style="list-style-type: none"> <li>1. To assess the feasibility and alignment of alterations in scope with the strategic planning processes of the college.</li> <li>2. To implement change directives as mandated by the project manager.</li> </ol>
<b>Field Experts</b>	<ol style="list-style-type: none"> <li>1. Assesses the viability of modifications within the scope pertaining to technological solutions that enhance institutional effectiveness.</li> <li>2. Implements directives for change as mandated by the project manager, ensuring that technological components conform to the specified scope.</li> </ol>
<b>Key Stakeholders</b>	<ol style="list-style-type: none"> <li>1. It is feasible to propose modifications to the scope in response to the evolving requirements of the college.</li> <li>2. Contributions are made regarding project scope, deliverables, and evaluation criteria, ensuring their concerns are incorporated into the strategic planning process.</li> </ol>

*Note:* Project Scope Roles and Responsibilities for reform of the IETU L. Boxill,

Author, 2024. Own work

This systematic approach to scope management will facilitate the timely completion of the project, adherence to budget constraints, and the provision of deliverables that fulfill the requirements of SALCC. By actively engaging key stakeholders and delineating roles and responsibilities, the project team will be adequately prepared to manage any amendments and maintain the project's trajectory.

#### **4.2.4 Project Scope Statement**

As a critical deliverable arising from the scope definition process, the Project Scope Statement delineates the parameters, principal deliverables, and any exclusions pertinent to the initiative titled "A Project Management Plan that Supports the Reform of a Dedicated Institutional Effectiveness and Transformation Unit and its Impact on the Overall Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College (SALCC), St. Lucia." This document offers a lucid and comprehensive depiction of the entire project scope, encompassing the project and the product's scope.

The Project Scope Statement is designed to ensure alignment among all project stakeholders regarding the project's objectives and boundaries. It facilitates the project team's engagement in comprehensive planning, directs its actions throughout the execution phase, and establishes a benchmark for evaluating change requests. This process guarantees that any additional work or modifications to the project are meticulously assessed to ascertain whether they fall within the defined scope or necessitate further authorization (PMI, 2017, p. 154).

The statement is pivotal in mitigating scope creep by fostering a mutual understanding of the project scope. It guarantees that the project remains concentrated on fulfilling its primary objectives of enhancing the strategic planning capacity and decision-making processes at SALCC.

#### 4.2.4.1 Project Scope Description

This project's scope centers on reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) to enhance the overall strategic planning and decision-making processes. The project's primary goal is to augment the college's capacity to make data-driven decisions, streamline institutional planning, and align all strategies with its long-term objectives. This reform will establish a more robust institutional effectiveness framework, enabling SALCC to effectively assess and enhance its operations, programs, and overall performance.

The key components of the project include:

1. Reform of the IETU

This entails reorganizing the Institutional Effectiveness and Transformation Unit to enhance its ability to facilitate strategic decision-making, institutional planning, and ongoing improvement. The reform will delineate distinct roles and responsibilities for the unit, establish its operational procedures, and ensure its alignment with the college's mission and vision.

2. Strategic Planning Framework

A formal framework will facilitate developing, implementing, and assessing long-term strategic plans at SALCC. This framework will encompass systems for establishing measurable objectives, monitoring progress, and making necessary adjustments to ensure alignment with emerging institutional requirements and external trends.

3. Stakeholder Engagement Strategy

This endeavor entails establishing platforms and processes to foster sustained engagement with key stakeholders, including faculty, staff, students, and external partners. The strategy is designed to ensure that the reform process accurately

reflects the needs and priorities of the entire college community, thereby promoting collaboration and ownership of the reform initiatives.

#### 4. Stakeholder Communication Hub

A system that facilitates the sharing of resources, encourages collaboration on strategic initiatives, and enables stakeholders to provide feedback throughout the reform process.

#### 5. **Performance Measurement Tools and Data Systems**

The project aims to implement systems for monitoring and evaluating institutional performance. These tools shall empower the college to assess the effectiveness of strategic initiatives and institutional operations, utilizing data to inform decision-making and facilitate necessary adjustments.

- **Performance Evaluation Metrics:** A comprehensive set of criteria to evaluate the success of institutional programs, strategic objectives, and institutional effectiveness over time.

#### 6. Training and Capacity Building

The staff, administrators, and institutional leaders at SALCC will undergo training on using the new systems and frameworks for strategic planning and performance measurement. This initiative aims to ensure the sustainability of the reform and equip the staff to participate in ongoing institutional improvement.

#### 7. Publication of Institutional Effectiveness Reports

Scheduled reports will be systematically generated and disseminated to monitor advancements towards strategic objectives, convey institutional performance metrics, and relay the results of reform initiatives. These reports will be readily accessible to internal stakeholders and the general public via the SALCC website and various communication platforms, promoting transparency and accountability.

#### 8. Required IT Equipment and Software:

This project will require specific IT tools and systems to support strategic planning, institutional effectiveness measurement, and data management at SALCC.

**Required IT Equipment:**

The project requires standard computers or laptops to operate productivity software (e.g., Microsoft Office, Google Workspace) for documentation, data analysis, and communication. These devices will be indispensable for personnel involved in strategic planning, stakeholder engagement, and reporting. Furthermore, specific staff members may need access to advanced data analysis tools such as Excel or statistical software (e.g., SPSS) to evaluate institutional performance.

**Required Software:**

Microsoft Excel and Google Sheets are essential for managing and analyzing institutional performance, strategic objectives, and outcome assessment data. These software applications enable the project team to develop spreadsheets for analyzing performance metrics, evaluations, and comprehensive reporting. Furthermore, Project Management Tools, such as Microsoft Project and Trello, facilitate the monitoring of project milestones, timelines, and deliverables associated with the reform of the Institutional Effectiveness and Transformation Unit (IETU) and the execution of strategic initiatives.

**Data Management Tools**

When the project requires more complex data collection and reporting, tools such as Tableau or Power BI can be utilized to visualize data on institutional performance, thereby facilitating informed decision-making and promoting transparency.

**Document Management and Collaboration Tools**

Tools like Google Drive and Microsoft OneDrive will facilitate document storage, sharing, and collaboration among stakeholders, ensuring all project materials remain accessible.

These tools will enhance the management, analysis, and communication required to successfully reform the Institutional Effectiveness and Transformation Unit (IETU) and improve SALCC's strategic planning processes. The software and IT infrastructure will ensure that institutional effectiveness is measurable, reports are generated accurately, and strategic decisions are grounded in current and reliable data.

The Institutional Effectiveness and Transformation Unit Reform will improve SALCC's strategic planning and decision-making processes. By developing a more

efficient planning framework, enhancing stakeholder engagement, and implementing performance measurement systems, the project will ensure the long-term success and sustainability of institutional initiatives. Through these reforms, SALCC will be better equipped to align its efforts with institutional goals and adapt to the evolving educational landscape in St. Lucia.

#### **4.2.4.2 Deliverables**

The key deliverables for the project titled “A Project Management Plan that Supports the Reform of a Dedicated Institutional Effectiveness and Transformation Unit to Impact on the Overall Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College (SALCC), St. Lucia” are designed to facilitate comprehensive institutional reform, enhancing data-informed decision-making, promoting operational efficiency, and supporting strategic alignment at all levels of the College’s operations.

The key outcome of this initiative is the creation of a thorough and cohesive Project Management Plan that details every facet of the reform process for the Institutional Effectiveness and Transformation Unit (IETU). This plan will cover all ten knowledge areas and five process groups outlined in the PMBOK® Guide framework, offering extensive documentation on scope, schedule, cost, quality, resources, communication, risk, procurement, and stakeholder management. It will be the primary reference throughout the project's lifecycle, steering implementation efforts and ensuring consistent project governance.

Another essential deliverable is the Project Charter. It officially authorizes the project and is a fundamental reference for its objectives, key stakeholders, high-level requirements, and alignment with SALCC’s strategic goals. This charter will create a shared understanding of the project’s purpose and scope, facilitating early alignment and commitment from stakeholders. To support both the planning and execution phases, the project will establish a well-defined institutional effectiveness framework that outlines the new functions, operational processes, and governance structure for the IETU. This framework will define the updated roles and responsibilities within the unit, clarify reporting lines, and integrate methods for data collection, performance

evaluation, and ongoing improvement. It will position the IETU as a vital center for institutional planning, quality assurance, and data-driven decision-making.

Additional deliverables will include formalized stakeholder engagement tools and a communication strategy tailored to the internal and external stakeholder landscape at SALCC. These tools will facilitate effective information sharing, foster collaboration across departments, and support transparency and inclusivity throughout the reform process. The communication framework will be designed to maintain high levels of engagement among staff, faculty, administrators, and external partners. The project will also generate a performance monitoring and evaluation system to assess both project progress and the institutional outcomes resulting from the IETU reform. This system will include metrics and indicators aligned with the College's strategic objectives and feedback mechanisms that allow for adaptive management and evidence-based refinements. It will serve as an essential tool for measuring the long-term impact of the IETU on institutional effectiveness.

The development of training and capacity-building materials will complement these structural components. These materials are designed to equip the IETU staff and other institutional stakeholders with the essential skills and knowledge required to perform their roles proficiently within the new framework. Furthermore, these materials will be grounded in best practices related to institutional planning, quality assurance, and data governance.

In addition to the planning and implementation tools, the project will yield a documented approach to change and risk management. This documentation will outline the methods for effectively controlling alterations to the project's scope, timeline, and budget, as well as the strategies for identifying, assessing, and mitigating potential risks. Such procedures will ensure the project's stability while allowing for adaptability in response to unforeseen issues and developments.

A comprehensive final project report will be generated upon completion of the project. This report will evaluate project performance against its original objectives, document lessons learned, and present strategic recommendations for sustaining and scaling institutional improvement efforts. Additionally, the project will furnish a transition plan and formal handover documentation to facilitate the continuation of

operations by the IETU beyond the project's lifespan, thereby ensuring institutional continuity and ownership of outcomes.

Collectively, these deliverables will bolster the successful reform and institutionalization of the IETU at SALCC. By implementing a structured approach to strategic planning, performance monitoring, and evidence-based decision-making, the project will significantly contribute to the long-term development of a culture of accountability, transparency, and continuous improvement within the College.

#### **4.2.4.3 Acceptance Criteria**

The acceptance criteria established for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) elucidate the formal standards and conditions that are essential for the completion and subsequent approval of the project's deliverables by the project sponsor, stakeholders, and College administration. These criteria are pivotal in ensuring that all outcomes are aligned with the project's overarching and specific objectives. Moreover, they validate that each of the project's components meets the expectations specified in the project charter and the quality standards articulated in the Project Management Plan. Following the guidelines outlined in the PMBOK® Guide (6th Edition), acceptance criteria ensure that the project scope has been fully met and that the outputs are suitable for their intended uses, especially in improving strategic planning and data-driven decision-making across the institution.

For this reform initiative, the acceptance criteria encompass the following:

1. **Approval of a Comprehensive Project Management Plan:** The approval of the comprehensive Project Management Plan is contingent upon the endorsement of the project sponsor and the principal institutional stakeholders. This plan must comprehensively encompass all ten domains of project management knowledge, articulating clearly defined processes, timelines, budget projections, risk mitigation strategies, and protocols for stakeholder engagement. Furthermore,

the plan is required to exhibit a clear alignment with SALCC's strategic objectives and institutional development priorities.

2. **Establishment of a Functional Institutional Effectiveness and Transformation Unit Framework:** The proposed operational framework for the Institutional Effectiveness and Transformation Unit (IETU) must be validated by the principal and the college's executive leadership. It should delineate the unit's governance structure, core responsibilities, reporting relationships, and operational standards. This framework must effectively support institutional planning, quality assurance, data governance, and policy implementation.
3. **Integration of Performance Monitoring Tools and Mechanisms:** The performance monitoring and evaluation system must be operational and capable of collecting, analyzing, and reporting institutional data. This system should enable the IETU to assess performance indicators pertinent to strategic planning, student outcomes, program effectiveness, and institutional efficiency. Furthermore, the data outputs must be actionable, timely, and conducive to evidence-based decision-making.
4. **Stakeholder Engagement and Communication Infrastructure:** To guarantee consistent and inclusive engagement with stakeholders, it is imperative to establish a formally approved communication strategy along with its associated tools. This strategy encompasses documented feedback mechanisms, procedures for disseminating performance reports, and frameworks for engaging faculty, staff, and external partners in ongoing initiatives for institutional transformation.
5. **Successful Completion and Approval of the Project Charter:** The project charter must be formally signed by the project sponsor and should clearly define goals, objectives, deliverables, assumptions, constraints, and high-level milestones. Additionally, it must outline the roles of stakeholders and provide authorization for project execution.

6. **Development and Dissemination of Training Materials:** It is essential for all stakeholders, particularly those designated to the IETU and relevant departmental representatives, to obtain access to high-quality training materials that support the effective utilization of newly implemented planning tools, data systems, and reporting protocols. Additionally, training delivery must be thoroughly documented and evaluated for effectiveness through feedback surveys or performance assessments.
7. **User Acceptance of Planning and Evaluation Tools:** All tools and templates developed for strategic planning, performance assessment, and reporting must undergo user acceptance testing (UAT) by a diverse group of College personnel. Acceptance criteria will be based on the tools' usability, relevance, and ability to enhance institutional processes. Any feedback obtained from UAT must be incorporated into the final versions before formal approval.
8. **Adherence to Data Security and Confidentiality Standards:** Any systems or procedures established for collecting and storing institutional data must conform to applicable data protection regulations and internal policies. Access controls, data integrity protocols, and confidentiality standards must be documented and reviewed by relevant stakeholders.
9. **Formal Handover and Project Closure Documentation:** The project sponsor must finalize and approve a project closure plan that encompasses a lesson learned document, final status report, and transition plan for the sustained operation of the IETU. This documentation must verify that all deliverables have been accomplished to satisfaction and that ongoing responsibilities have been distinctly transitioned to permanent institutional structures.

Meeting the stipulated acceptance criteria will demonstrate that the project deliverables are comprehensive, of high quality, and capable of assisting the College in achieving institutional effectiveness, strategic coherence, and evidence-based decision-making. These criteria ensure that the IETU is structurally reformed while maintaining

institutional integration and operational feasibility, providing enduring capacity to support SALCC's transformation agenda.

#### 4.2.4.4 Project Exclusions

The Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) comprises clearly defined exclusions intended to prevent scope creep and to maintain alignment with its strategic objectives. These exclusions specify the boundaries of the project and ensure that all stakeholders remain focused on the designated deliverables. While the project will introduce essential tools, templates, and resources to facilitate the reform process such as dashboards, performance tracking systems, and reporting mechanisms it will not encompass the full-scale implementation of enterprise-level solutions, including an ERP system or institutional learning analytics platforms. Such systems may be considered for future integration; however, their acquisition, deployment, and ongoing maintenance are outside the scope of this project.

The project will also not encompass long-term staffing decisions. Although it will outline organizational structures and provide detailed role descriptions for the reformed unit, personnel recruitment, onboarding, and remuneration remain under the purview of SALCC's executive leadership.

Revisions to academic programs, curriculum development, or any activities associated with institutional accreditation are not encompassed within the parameters of this initiative. The project is focused explicitly on fortifying strategic planning, evaluation, and decision-making competencies instead of instructional reform. Significant upgrades to Information Technology infrastructure, such as acquiring new servers or large-scale software systems beyond those necessary for the immediate implementation of the project, are excluded. The reform will leverage available digital resources and introduce scalable tools corresponding to SALCC's existing technological environment.

In conclusion, although the project will recommend data governance strategies to enhance the utilization of institutional data, implementing these policies across various departments is not within the scope of this initiative. The accountability for sustained compliance and integration is entrusted to the college's administrative leadership. Such exclusions delineate the project's boundaries, enabling the reform

effort to maintain a realistic, focused, and achievable trajectory within the established timeline and the available resources.

#### **4.2.5 Collect Requirements**

The collection of requirements constitutes a foundational process during the planning phase of the IETU reform project. This process involves systematically gathering, analyzing, and documenting stakeholders' needs, expectations, and constraints to ensure that the project's deliverables align with institutional objectives and facilitate strategic decision-making at Sir Arthur Lewis Community College (SALCC).

Given the importance of this reform initiative, involving a diverse range of stakeholders is essential. This includes executive leaders, faculty, administrative staff, data analysts, quality assurance professionals, and representatives from units focused on strategic planning, academic affairs, and student services. Feedback from these stakeholders is crucial for developing a reform agenda that accurately reflects the College's operational realities and supports its long-term transformation goals.

The project team will employ qualitative and quantitative methods to address these requirements. This approach includes stakeholder interviews to explore perspectives on institutional effectiveness, structured surveys to quantify reform priorities, and facilitated workshops aimed at collaborative brainstorming and validation of proposed changes. Additionally, focus groups will meet with specific departments and units to gather insights into current challenges and functional needs, particularly regarding data utilization, reporting methods, and performance evaluation systems. Reviews of existing strategic plans, operational reports, institutional self-studies, audit findings, and accreditation recommendations will provide essential context and ensure alignment with SALCC's overarching objectives. Furthermore, observations of current planning and reporting practices will help identify process inefficiencies and opportunities for capacity-building.

The primary output of this process will be a formal Requirements Documentation Report, which will include detailed functional and non-functional requirements. This report will outline key system capabilities, performance metrics, resource needs, and

data standards required for a reformed Institutional Effectiveness and Transformation Unit. Additionally, a Requirements Traceability Matrix (RTM) will be developed to track how each requirement maps to specific project deliverables, ensuring transparency and traceability throughout the project lifecycle.

This process collectively supports informed decision-making and builds institutional consensus around the proposed reform. The requirements collection phase will be a crucial foundation for successfully implementing the IETU reform at SALCC, as it grounds the project in stakeholder input and evidence-based practices.

#### **4.2.5.1 Requirement Documentation**

The requirements documentation outlines how individual and collective needs, as identified during the project planning process, align with the strategic reform objectives of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). This documentation provides a comprehensive framework for capturing, analyzing, categorizing, and prioritizing the requirements essential for the successful implementation of the project.

Requirements will be initially captured at a high level and refined incrementally as stakeholder consultations progress and contextual insights emerge. The documentation demonstrates the integration of stakeholder expectations with the broader institutional goals, focusing on evidence-based decision-making, strategic alignment, and quality assurance.

Requirements are categorized into three primary types:

- 1. Business Requirements:** These delineate the strategic necessities that the project aims to fulfill, including enhancing data-driven planning, aligning reporting mechanisms with accreditation standards, and strengthening institutional performance frameworks.

2. **Functional Requirements:** These articulate the specific features and capabilities imperative for the IETU's effective operation, encompassing integrated reporting tools, dashboards, communication systems, and document repositories.
3. **Non-Functional Requirements:** These delineate the performance expectations and system attributes, such as data security, usability, accessibility, and interoperability across departments.

The table below categorizes each requirement by ID, description, stakeholder, priority, and category to ensure each element is traceable and aligned with project objectives.

**Table 9**  
*Requirements Documentation*

<b>Requirement ID</b>	<b>Description</b>	<b>Stakeholder</b>	<b>Priority</b>	<b>Category</b>
RQ-001	Develop a centralized performance reporting system to support strategic planning and evaluation.	Institutional Effectiveness Team	High	Functional
RQ-002	Implement data visualization dashboards to monitor KPIs that are aligned with strategic objectives.	Quality Assurance Officer	High	Functional
RQ-003	Establish secure user access protocols for internal and external users.	ITS Department	High	Non-Functional
RQ-004	Provide training resources and workshops to build staff data analysis and reporting capacity.	Administrative and Academic Staff	Medium	Business
RQ-005	Ensure compliance with data protection standards across all reporting tools and platforms.	Institutional Effectiveness Team	High	Non-Functional
RQ-006	Design communication workflows to support the	Institutional Effectiveness Team	Medium	Functional

Requirement ID	Description	Stakeholder	Priority	Category
	timely dissemination of institutional reports.			
RQ-007	Integrate historical data from legacy systems into the new institutional effectiveness platform.	Institutional Effectiveness Team	High	Functional
RQ-008	Enable collaborative access to institutional performance data across departments.	Deans & Heads of Departments	High	Business
RQ-009	Establish version control and audit trails for key performance documents.	Quality Assurance Officer	Medium	Non-Functional
RQ-010	Implement stakeholder feedback mechanisms within reporting and evaluation cycles.	Students and Faculty	Medium	Business

*Note: Requirements Documentation by L. Boxill, Author, 2024. Own work.*

This comprehensive documentation will be a reference throughout the project's lifecycle, establishing the foundation for scope validation, work breakdown structure (WBS) development, quality planning, and acceptance testing. It ensures that stakeholder needs are apparent and actionable, guaranteeing that each requirement is adequately addressed during both the execution and review phases.

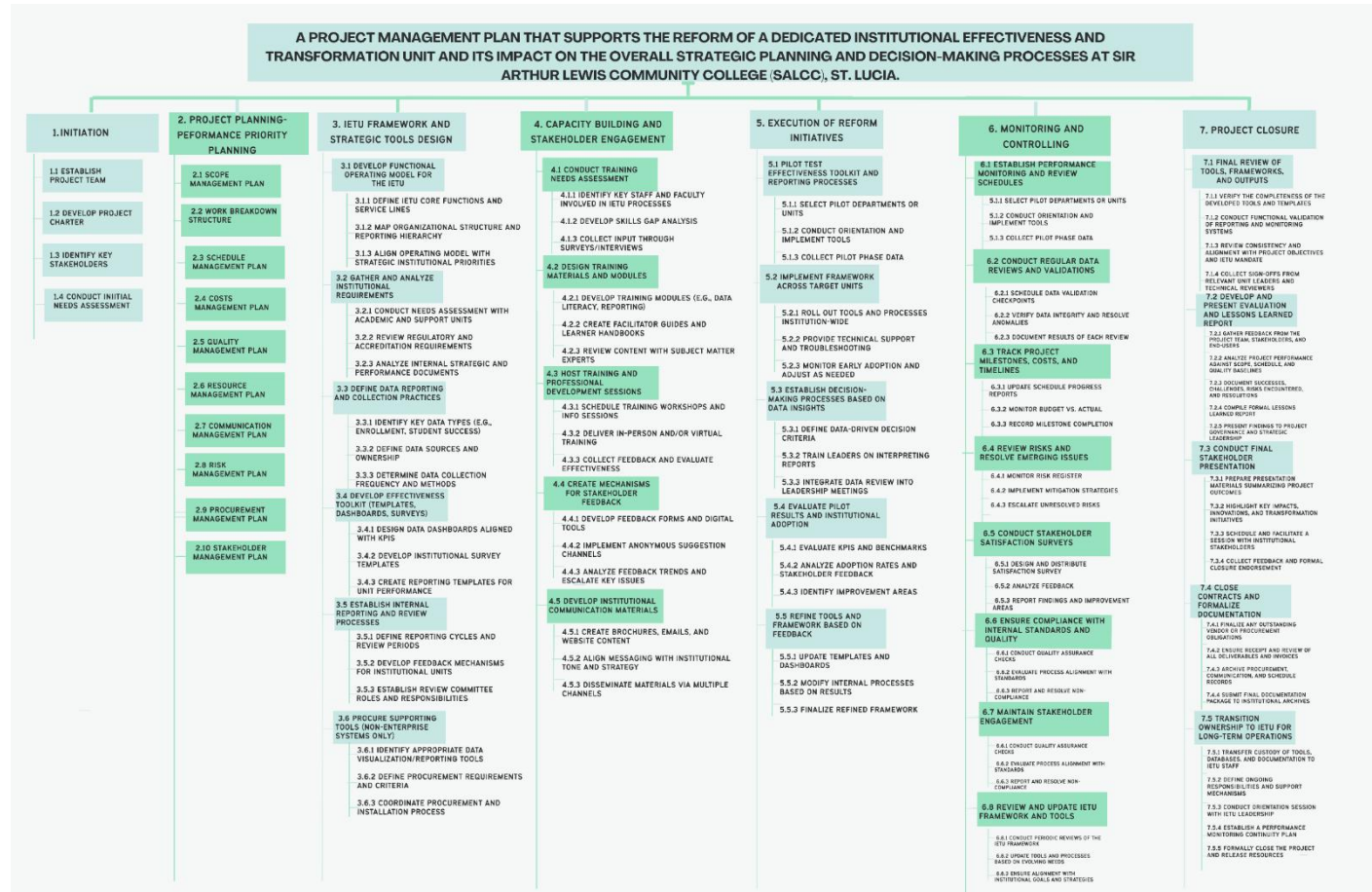
#### 4.2.6 Work Breakdown Structure

The Work Breakdown Structure (WBS) for the project “A Project Management Plan that Supports the Reform of a Dedicated Institutional Effectiveness and Transformation Unit (IETU) to Impact on Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College (SALCC)” delineates the hierarchical decomposition of the total project scope into manageable work packages.

The WBS was meticulously developed employing the decomposition method, whereby the major deliverables and phases identified throughout the project life cycle are systematically broken down into smaller, clearly defined components. This structure

ensures a clear assignment of responsibilities, fosters efficient planning and control, and bolsters alignment with the project's overarching and specific objectives. The WBS includes five main project phases: Initiation, Planning, Execution, Monitoring and Controlling, and Closure. Each phase is carefully aligned with specific deliverables that aid in the effective reform and operationalization of the IETU.

**Figure 12**  
*Work Breakdown Structure*



Note: Work Breakdown Structure for the IETU reform by L. Boxill, Author, 2024. Own work.

#### **4.2.7 Work Breakdown Structure Dictionary**

The Work Breakdown Structure (WBS) Dictionary, as illustrated in Table 10, functions as an exhaustive reference instrument that delineates detailed descriptions for each element within the Work Breakdown Structure (WBS) pertaining to the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). It supports the efficient implementation of the project by explicitly outlining the scope, objectives, deliverables, and necessary resources for each work package. This dictionary operates as a guiding framework for stakeholders and the project team, ensuring a shared comprehension of expectations and responsibilities. The WBS Dictionary is acknowledged as a dynamic document subject to revisions throughout the project lifecycle to incorporate new information and improvements.

The WBS Dictionary should be considered a dynamic document. It will be refined and updated throughout the project's progression, incorporating additional details from other project management processes such as risk assessment, procurement planning, and stakeholder feedback. This ongoing refinement guarantees that the WBS Dictionary remains an accurate, pertinent, and functional reference throughout the project's lifecycle.

**Table 10***Work Breakdown Structure Dictionary*

<b>WBS Code</b>	<b>Work Package</b>	<b>Description</b>	<b>Deliverables</b>	<b>Resources Needed</b>
1	Initiation	Establish project foundations and engage core stakeholders.	Charter, stakeholder list, needs assessment	Project lead, stakeholder database, meeting tools
2	Project Planning	Develop planning documents to guide project execution.	Scope plan, schedule, risk plan, communication plan	Planning team, templates, scheduling tools
3	IETU Framework and Strategic Tools Design	Create structures, guidelines, and tools to support institutional effectiveness.	Operating model, reporting processes, toolkit	Strategy consultant, documentation tools, SMEs
3.1	Functional Operating Model	Define the operating structure for IETU.	Functional model document	Consultants, institutional documents
3.2	Requirements Gathering and Analysis	Collect input from stakeholders and analyze needs.	Requirements report	Interview guides, survey tools, facilitation team
3.3	Reporting and Data Practices	Establish protocols for internal data handling and reporting.	Data reporting guide	Institutional data sources, reporting templates
3.4	Effectiveness Toolkit	Develop tools like dashboards, templates, and surveys.	Toolkit components	Templates, visualization tools, feedback loops
3.5	Internal Reporting and Review	Formalize institutional reporting and review practices.	Reporting protocols	Policy advisor, internal documentation guidelines
<b>WBS Code</b>	<b>Work Package</b>	<b>Description</b>	<b>Deliverables</b>	<b>Resources Needed</b>
3.6	Support Tools Acquisition	Procure simple tools to support	List of tools acquired	Procurement lead, non-enterprise tools

		documentation and reporting.		
<b>4</b>	Capacity Building and Engagement	Build stakeholder capacity and foster communication.	Training materials, feedback system	Trainers, facilitators, communication tools
4.1	Training Needs Assessment	Determine skill gaps across stakeholder groups.	Training needs report	Surveys, HR data, interviewers
4.2	Design Training Modules	Create training modules tailored to stakeholder needs.	Training outlines	Instructional designer, curriculum templates
4.3	Conduct Training Sessions	Deliver training and capacity-building workshops.	Attendance reports, workshop feedback	Trainers, facilitators, materials
4.4	Stakeholder Feedback Mechanism	Develop formal structures for collecting and responding to feedback.	Feedback process framework	Feedback tools, communication channels
4.5	Communication Materials	Create visual and written communication content.	Flyers, presentations, FAQs	Graphic design tools, communication specialist
<b>5</b>	Execution of Reform Initiatives	Implement, test, and refine reform strategies.	Pilot reports, revised framework	Project team, pilot coordinators, analysts
5.1	Pilot Testing of Tools and Frameworks	Test effectiveness toolkit and framework in a limited setting.	Pilot evaluation report	Test sites, survey tools, evaluation team
5.2	Framework Implementation	Extend the framework to additional units.	Implementation report	Implementation guides, change agents
5.3	Data-Driven Decision-Making Framework	Integrate use of data in institutional decisions.	Decision-making protocol	Decision models, leadership input
5.4	Evaluate Pilot Results	Assess pilot outcomes and recommend improvements.	Evaluation summary	Analysts, feedback data, and reporting tools

5.5	Refine Tools and Framework	Adjust tools and framework based on feedback and findings.	Revised toolkit	Development team, feedback sessions
<b>WBS Code</b>	<b>Work Package</b>	<b>Description</b>	<b>Deliverables</b>	<b>Resources Needed</b>
6	Monitoring and Controlling	Track project performance and ensure ongoing improvement.	Monitoring tools, risk log	Performance data, dashboards, and an oversight group
6.1	Set up Monitoring Tools	Establish tools and processes for tracking effectiveness.	Monitoring setup report	Tracking tools, M&E expert
6.2	Ongoing Data Validation	Regularly collect and review performance data.	Data validation logs	Analysts, institutional data feeds
6.3	Schedule and Budget Tracking	Ensure the project remains within scope, time, and budget.	Status reports	PM software, financial reports
6.4	Risk Monitoring and Resolution	Track and respond to risks throughout the project.	Updated risk register	Risk logs, mitigation plans
6.5	Stakeholder Satisfaction Evaluation	Evaluate satisfaction with the reform and engagement process.	Satisfaction reports	Surveys, interviews, communication leads
6.6	Compliance and Quality Review	Review compliance with institutional standards and quality benchmarks.	Review findings	Quality checklist, reviewers
6.7	Maintain Stakeholder Engagement	Ensure ongoing stakeholder engagement via consistent updates, communication, and feedback channels to promote sustained collaboration.	Maintain ongoing engagement with stakeholders through consistent updates, communication, and feedback mechanisms to promote long-term collaboration.	Maintain ongoing engagement with stakeholders by providing regular updates, communication, and feedback mechanisms to promote sustained collaboration.

6.8	Review and Update IETU Framework and Tools	Periodically review and update the IETU framework and related tools to ensure they remain relevant and aligned with institutional strategy and needs.	Periodically evaluate and update the IETU framework and related tools to maintain their relevance and ensure alignment with institutional strategy and requirements.	Periodically evaluate and update the IETU framework and related tools to maintain their relevance and alignment with institutional strategy and requirements.
7	Project Closure	Conclude project activities and hand over to IETU leadership.	Closure report, lessons learned	Closure team, evaluation tools
7.1	Final Review and Handover	Conducted final review and transferred outputs to IETU.	Final project review	Documentation team, IETU management
7.2	Evaluation and Lessons Learned Report	Document key takeaways and recommendations for future efforts.	Evaluation report	Evaluators, documentation templates
7.3	Stakeholder Presentation	Present outcomes and key insights to stakeholders.	Presentation deck	Presentation tools, stakeholder liaison
7.4	Procurement and Contract Closure	Close all procurement-related activities.	Closure checklist	Procurement officer, contract files
7.5	Transition to IETU Operations	Hand over responsibility and prepare for institutional ownership.	Transition plan	Handover team, IETU leads

*Note: Work Breakdown Structure Dictionary by L. Boxill, Author, 2024. Own work*

#### 4.2.8 Scope Verification and Control

The verification and control of scope for the Institutional Effectiveness and Transformation Unit (IETU) project are crucial to ensure that the final outputs align with documented requirements and meet stakeholder expectations. This process not only validates the accuracy and completeness of the work but also protects against unauthorized activities, commonly referred to as scope creep, which could negatively impact project results. By adhering to this structured Scope Verification and Control process, the project ensures that deliverables meet stakeholder requirements, minimizes the risk of rework, and supports the successful and timely closure of the IETU reform initiative.

Scope verification and control activities encompass:

- **Conduct Formal Stakeholder Reviews:** Set up structured review sessions with key stakeholders at major project milestones to evaluate deliverables against agreed-upon requirements. These reviews will validate interim outputs and allow for expectation adjustments before final deliverables are produced.
- **Perform Inspections and Walkthroughs:** Conduct regular inspections, peer reviews, and walkthroughs of crucial documents, frameworks the Institutional Effectiveness Toolkit), and operational models to ensure compliance with scope and quality standards.
- **Utilize a Scope Baseline for Evaluation:** Assess all deliverables against the defined project scope baseline established during planning to verify that outputs align with set objectives and exclusions (notably, enterprise system development is excluded).
- **Define and Apply Acceptance Criteria:** To guide stakeholder evaluations, use pre-established acceptance criteria for each primary deliverable (such as training programs, revised frameworks, and performance monitoring tools). Only deliverables that satisfy these criteria will receive formal acceptance.
- **Implement a Formal Change Control Process:** Any suggested changes to the scope will be recorded, reviewed, and processed through an organized change

control mechanism. This includes impact assessment, stakeholder consultation, formal documentation, and necessary approval before any changes are made.

- **Obtain Formal Sign-Off on Deliverables:** A documented sign-off procedure will be employed for stakeholder approval of each deliverable. This guarantees mutual agreement and retains approval records for audit and project closure purposes.
- **Maintain Continuous Communication on Scope:** Regular communication with stakeholders will be upheld through scheduled meetings, reports, and informal updates to quickly identify, discuss, and address any scope-related issues, ensuring alignment throughout the project lifecycle.
- **Monitor and Report Scope Performance:** Scope performance will be tracked using control charts and variance analysis techniques to identify early signs of deviation and allow for timely corrective measures.

#### 4.2.9 Scope Change Management

Effective management of scope changes is crucial for maintaining oversight of project objectives, timelines, and deliverables, particularly in a project as strategic as the reform of the Institutional Effectiveness and Transformation Unit (IETU) at SALCC. This process ensures that any modifications to the agreed-upon scope are thoroughly evaluated, documented, approved, and communicated prior to implementation.

The scope change management procedures for this project will include:

- **Standardized Change Request Submission:** Any stakeholder or project team member requesting a change must complete and submit a Scope Change Request Form to the Project Manager. This form documents the change's description, justification, potential impacts, and proposed mitigation strategies.
- **Comprehensive Impact Analysis:** Upon receipt of a scope change request, the Project Manager, in consultation with the Project Steering Committee (if necessary), will conduct a thorough impact analysis to assess the effects on project scope, timeline, cost, quality, resources, and risks.
- **Formal Evaluation and Decision-Making:** Following the impact analysis results, the Project Manager will recommend whether to approve, reject, or defer

the proposed change. This decision should align with project goals, constraints, and stakeholder expectations.

- **Formal Approval and Documentation:** All approved changes must be documented, along with updated project plans, schedules, budgets, and communication plans as necessary. Approvals will be formally recorded with the signatures of relevant stakeholders to ensure accountability and traceability.
- **Communication of Scope Changes:** Any changes to the project scope, regardless of their approval status, will be promptly shared with the entire project team and relevant stakeholders. Updated project documents will be distributed to maintain consistency and clarity.
- **Maintenance of a Change Log:** A Change Log will be maintained throughout the project lifecycle, tracking all change requests, their analysis outcomes, decisions made, and status updates. This ensures full transparency and historical traceability.

**Figure 13***Scope Change Request Form*

Scope Change Request Form	
<p><b>Project Name:</b></p> <p><b>Change Request ID:</b></p> <p><b>Date of Submission:</b></p> <p><b>Requested By:</b></p> <p><b>1. Change Description</b> Description of Proposed Change: (Provide a detailed description of the proposed change)</p> <p><b>2. Justification for Change</b> Reason for Request: (Explain why the change is needed and how it aligns with project goals) Impact if Change is Not Implemented: (Describe the risks or issues if this change is not approved)</p> <p><b>3. Impact Analysis</b> Scope: (Describe how this change affects the project scope) Schedule: (Outline any changes to project timelines, including milestones or deadlines) Budget: (Summarize the cost implications of this change, including additional funding required, if any) Resources: (Detail any adjustments to resource allocation, including personnel or materials) Quality: (Explain the impact on the quality of deliverables)</p>	<p><b>4. Risk Assessment and Mitigation</b> Identified Risks: (List potential risks associated with this change) Mitigation Strategies: (Describe measures to minimize risks and ensure successful implementation)</p> <p><b>5. Decision and Approvals</b> Recommendation by Project Manager: (Approve / Reject / Defer – Provide rationale for the decision) Reviewed and Approved By: (List names and roles of reviewers and approvers, with their signatures) Date of Approval/Decision:</p>

*Note: Scope Change Request form by L. Boxill, Author, 2024. Own work*

**Figure 14***Scope Change Information Flow*

*Note:* Scope Change Information Flow by L. Boxill, Author, 2024. Own work

## 4.2 Project Schedule Management

Project Schedule Management is critical to successfully reforming the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). This process focuses on defining, organizing, and controlling all activities necessary to achieve project deliverables within agreed-upon timelines. Effective schedule management ensures the project remains on track, supports informed decision-making, and enhances stakeholder confidence.

The schedule management includes several key processes: planning schedule management, identifying and sequencing project activities, estimating activity resources and durations, developing a realistic and achievable project schedule, and controlling the schedule to address variances and ensure timely completion. The outputs of these processes will include key project documents such as the schedule management plan, activity list and attributes, milestone list, project schedule network diagrams, activity resource and duration estimates, and the final project schedule baseline.

The project team will utilize proven scheduling techniques, informed by industry best practices and the PMBOK® Guide standards, to ensure that activities are logically sequenced, accurately estimated, and effectively monitored throughout the project lifecycle.

## **4.2.1 Schedule Management Plan**

### **4.3.1.1 Process Description and Importance**

The Schedule Management Plan outlines a structured methodology for developing, maintaining, and controlling the project schedule to reform the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). This plan is crucial for ensuring the timely completion of all project activities, aligning with strategic goals, and responding to the project's evolving demands.

The schedule development process will commence with a comprehensive review of the approved Work Breakdown Structure (WBS), concentrating specifically on Level 3 activities that articulate the detailed work required to achieve project outcomes. Each activity will be distinctly identified and documented, ensuring completeness and traceability to the project's deliverables.

Subsequently, activity sequencing will be performed to establish logical relationships among tasks, employing dependency types such as finish-to-start, start-to-start, and finish-to-finish as deemed appropriate. This phase is designed to ensure an efficient workflow and minimize project delays. The project team will conduct resource estimation to ascertain the human, material, and technical resources necessary for each task, followed by estimating activity durations based on historical data, expert judgment, and project-specific constraints.

Upon initial development, the draft project schedule will undergo a collaborative review by the project team, key stakeholders, and resource owners. This review will validate the feasibility of the timeline, the adequacy of resource assignments, and the logical sequencing of activities. Feedback collected during this review will be integrated to finalize a baseline project schedule.

The finalized schedule will be submitted to the Project Sponsor for formal approval. The Project Manager will retain responsibility for continuous schedule management, which includes monitoring progress, updating the schedule to reflect approved changes, and ensuring alignment with the overarching project objectives. Any

proposed modifications to the project schedule will be processed through the formal change control procedures outlined in the project's Scope Change Management Plan. This guarantees that changes are appropriately assessed for their impact on the overall project timeframe, resources, and deliverables prior to implementation.

Regular schedule reviews and updates will be executed throughout the project lifecycle, and status reports will be communicated to stakeholders to ensure transparency, manage expectations, and foster proactive issue resolution.

#### **4.3.1.2 Tools and Techniques to be used in the Schedule Management Plan**

The Schedule Management Plan for the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) shall be developed utilizing a combination of well-established project management tools and techniques. These methodologies ensure that the policies, processes, and documentation requisite for planning, managing, executing, and controlling the project schedule are distinctly defined and consistently implemented.

One primary instrument to be employed will be collaborative planning sessions with the project team. These meetings are essential for clarifying the scope of scheduled activities, sequencing tasks correctly, identifying dependencies, and effectively allocating resources. Collaborative discussions will also assist in surfacing potential scheduling risks early, enabling the team to formulate appropriate mitigation strategies.

Expert judgment will play a critical role throughout the scheduling process. Contributions from subject matter experts, seasoned project managers, and institutional leaders will yield realistic estimates for activity durations, resource requirements, and critical path identification. Their insights, informed by previous analogous initiatives within educational institutions, will significantly enhance schedule reliability.

Moreover, data analysis techniques will be employed to fortify scheduling, forecasting, and decision-making processes. This will encompass reviewing historical project data, lessons learned from previous reforms or institutional improvement efforts, and the analysis of project performance metrics. Such analyses assist the project team in identifying typical bottlenecks and optimizing scheduling decisions.

The Critical Path Method (CPM) and dependency determination techniques will also be utilized to establish the activity sequence that directly influences the project completion date. The CPM will enable the project team to prioritize critical activities while managing float for non-critical tasks, ensuring timely project completion.

Project management software will be deployed to create, update, and monitor the schedule throughout the project lifecycle. The selected tool will facilitate visualization through Gantt charts, resource histograms, and milestone tracking, enhancing stakeholder understanding and engagement with the project timeline.

These tools and techniques will yield a robust Schedule Management Plan that governs the creation, monitoring, and control of the project schedule. This structured approach supports timely project delivery, effective resource utilization, and ongoing alignment with project objectives and institutional priorities.

#### **4.3.1.3 Level of Accuracy**

Estimating activity durations precisely for the Reform of the Institutional Effectiveness and Transformation Unit (IETU) project is imperative for sustaining realistic and manageable timelines. Within the context of this project, the permissible range of variation for activity duration estimates is established at  $\pm 10\%$ . This range facilitates flexibility to account for real-world uncertainties, including stakeholder availability, resource limitations, and unforeseen institutional priorities, while maintaining overall control over the project schedule.

Where applicable, contingency allowances will be integrated into activity duration estimates to mitigate identified risks proactively. These contingency buffers are designed to absorb minor delays without inflicting significant disruptions to the overarching project timeline. Upholding this level of accuracy guarantees that scheduling remains realistic and adaptable, thereby supporting ongoing alignment with strategic project objectives and stakeholder expectations.

#### **4.3.1.4 Units of Measure**

To promote consistency and clarity in tracking and reporting progress throughout the project lifecycle, the following units of measure have been standardized for the IETU reform project:

- **Time:** Activity durations will be expressed in calendar days. This simplifies project tracking and ensures alignment across different teams and stakeholders.
- **Effort:** Human resource allocations will be measured in person-days, representing the effort of one individual working a full standard workday.
- **Deliverables:** Deliverable completion will be tracked as a percentage complete (%) to monitor progress against milestones without the need for complex fractional breakdowns.
- **Meetings and Workshops:** They are counted in sessions (e.g., one session = one conducted workshop, meeting, or training event).

The consistent use of these units across all project activities supports clear communication, easier schedule management, and more reliable performance monitoring.

#### **4.3.1.5 Control Thresholds**

Control thresholds have been established for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at SALCC to effectively monitor, evaluate, and manage deviations from the approved project schedule. In the event that a schedule adjustment becomes necessary, the project manager, in conjunction with the project team, will review the proposed modification to assess its potential impacts on project activities, timelines, and deliverables.

This evaluation will encompass the following aspects:

- Identification of the activities impacted by the deviation.
- Calculation of the variance from the original baseline.
- Analysis of potential solutions or corrective actions.

**A formal change request will be compulsory if:**

- A proposed change results in an increase or decrease in the duration of an individual activity by 10% or more, or
- A proposed change affects the overall project timeline by 10% or more compared to the approved baseline schedule.

**When such a significant variance is detected:**

- The project manager will document the proposed change and submit a formal Change Request to the Project Governance Committee.
- Upon approval, the project schedule will be modified accordingly.
- The project manager will communicate the approved changes and revised timelines to all relevant stakeholders and project team members. This structured and proactive approach ensures that significant schedule changes are meticulously analyzed, approved at the appropriate level, and communicated transparently to maintain alignment with project objectives and stakeholder expectations.

#### **4.3.2 Estimate Activity Duration**

In the IETU Reform Project context, the activity durations were estimated using a collaborative approach to establish realistic and achievable timelines. The project team engaged closely with the internal departments of SALCC, as well as resource experts and, where applicable, external consultants, to utilize:

- Historical data derived from analogous institutional improvement initiatives.
- Expert judgments provided by personnel possessing experience in strategic planning, organizational restructuring, and institutional effectiveness.

- A comparative analysis of timelines from similar higher education reform projects, both regionally and internationally.

**The estimation process was centered on:**

- An examination of the Level 3 activities identified within the Work Breakdown Structure (WBS).
- An assessment of each task's specific requirements, complexity, and dependencies.
- The application of informed assumptions, grounded in available resources, anticipated stakeholder engagement timeframes, and institutional decision-making cycles.

The outcome is a collection of realistic and evidence-based estimates of activity durations, thereby enhancing the reliability of the overall project schedule.

**Figure 15** *Duration of project activities*

Task Name	Start	Finish	Predecessors
<b>Reform of the Institutional Effectiveness and Transformation Unit (IETU)</b>	<b>Tue 22/04/25</b>	<b>Mon 14/09/26</b>	
<b>1. Initiation</b>	<b>Tue 22/04/25</b>	<b>Wed 07/05/25</b>	
1.1 Establish Project Team	Tue 22/04/25	Thu 24/04/25	
1.2 Develop Project Charter	Tue 22/04/25	Thu 24/04/25	
1.3 Identify Key Stakeholders	Tue 22/04/25	Thu 24/04/25	
1.4 Conduct Initial Needs Assessment	Tue 22/04/25	Thu 24/04/25	
<b>2. Project Planning - Performance Planning Framework</b>	<b>Tue 29/04/25</b>	<b>Mon 21/07/25</b>	<b>1</b>
2.1 Scope Management Plan	Thu 08/05/25	Mon 19/05/25	2
2.2 Work Breakdown Structure	Tue 20/05/25	Tue 27/05/25	2,8
2.3 Schedule Management Plan	Wed 28/05/25	Wed 04/06/25	8,9
2.4 Costs Management Plan	Wed 28/05/25	Wed 04/06/25	8,9
2.5 Quality Management Plan	Wed 28/05/25	Wed 04/06/25	8,9
2.6 Resource Management Plan (Human and Material)	Wed 28/05/25	Mon 02/06/25	8,9
2.7 Communication Management Plan	Wed 28/05/25	Wed 04/06/25	8,9
2.8 Risk Management Plan	Wed 28/05/25	Wed 04/06/25	8,9
2.9 Procurement Management Plan	Wed 28/05/25	Wed 04/06/25	8,9
2.10 Stakeholder Management Plan	Wed 28/05/25	Wed 04/06/25	8,9

Task Name	Start	Finish	Duration	Predecessors
<b>3. IETU Framework and Strategic Tools Design</b>	<b>Tue 22/07/25</b>	<b>Mon 03/11/25</b>	<b>75 days</b>	<b>7</b>
<b>3.1 Develop Functional Operating Model for the IETU</b>	<b>Tue 22/07/25</b>	<b>Wed 06/08/25</b>	<b>12 days</b>	<b>7,8,9,10,11,12,13,14,</b>
3.1.1 Define IETU core functions and service lines	Tue 22/07/25	Fri 25/07/25	4 days	
3.1.2 Map organizational structure and reporting hierarchy	Tue 22/07/25	Fri 25/07/25	4 days	
3.1.3 Align operating model with strategic institutional goals	Tue 22/07/25	Fri 25/07/25	4 days	
<b>3.2 Gather and Analyze Institutional Requirements</b>	<b>Thu 07/08/25</b>	<b>Fri 22/08/25</b>	<b>12 days</b>	<b>7,19</b>
3.2.1 Conduct needs assessment with academic and administrative stakeholders	Thu 07/08/25	Tue 12/08/25	4 days	
3.2.2 Review regulatory and accreditation requirements	Thu 07/08/25	Tue 12/08/25	4 days	
3.2.3 Analyze internal strategic and performance data	Thu 07/08/25	Tue 12/08/25	4 days	
<b>3.3 Define Data Reporting and Collection Practices</b>	<b>Thu 07/08/25</b>	<b>Fri 22/08/25</b>	<b>12 days</b>	<b>19</b>
3.3.1 Identify key data types (e.g., enrollment, student success)	Thu 07/08/25	Tue 12/08/25	4 days	
3.3.2 Define data sources and ownership	Thu 07/08/25	Tue 12/08/25	4 days	
3.3.3 Determine data collection frequency and methods	Thu 07/08/25	Tue 12/08/25	4 days	
<b>3.4 Develop Effectiveness Toolkit (Templates, Dashboards)</b>	<b>Mon 25/08/25</b>	<b>Tue 09/09/25</b>	<b>12 days</b>	<b>2,7,19,23,27</b>
3.4.1 Design data dashboards aligned with KPIs	Mon 25/08/25	Thu 28/08/25	4 days	
3.4.2 Develop institutional survey templates	Mon 25/08/25	Thu 28/08/25	4 days	
3.4.3 Create reporting templates for unit performance	Mon 25/08/25	Thu 28/08/25	4 days	
<b>3.5 Establish Internal Reporting and Review Processes</b>	<b>Thu 07/08/25</b>	<b>Fri 22/08/25</b>	<b>12 days</b>	<b>19</b>
3.5.1 Define reporting cycles and review periods	Thu 07/08/25	Tue 12/08/25	4 days	
3.5.2 Develop feedback mechanisms for institutional improvement	Thu 07/08/25	Tue 12/08/25	4 days	
3.5.3 Establish review committee roles and responsibilities	Thu 07/08/25	Tue 12/08/25	4 days	
<b>3.6 Procure Supporting Tools (Non-enterprise Systems)</b>	<b>Wed 10/09/25</b>	<b>Thu 25/09/25</b>	<b>12 days</b>	<b>31</b>
3.6.1 Identify appropriate data visualization/reporting tools	Wed 10/09/25	Mon 15/09/25	4 days	
3.6.2 Define procurement requirements and criteria	Wed 10/09/25	Mon 15/09/25	4 days	
3.6.3 Coordinate procurement and installation process	Wed 10/09/25	Mon 15/09/25	4 days	

Task Name	Start	Finish	Duration	Predecessors
<b>4. Capacity Building and Stakeholder Engagement</b>	<b>Tue 28/10/25</b>	<b>Mon 02/02/26</b>	<b>70 days</b>	<b>7,17,18,19,23,27,31,3</b>
<b>4.1 Conduct Training Needs Assessment</b>	<b>Tue 28/10/25</b>	<b>Fri 14/11/25</b>	<b>14 days</b>	<b>39</b>
4.1.1 Identify key staff and faculty involved in IETU	Tue 28/10/25	Thu 30/10/25	3 days	
4.1.2 Develop skills gap analysis	Tue 28/10/25	Tue 04/11/25	6 days	
4.1.3 Collect input through surveys/interviews	Tue 28/10/25	Mon 03/11/25	5 days	
<b>4.2 Design Training Materials and Modules</b>	<b>Mon 17/11/25</b>	<b>Thu 04/12/25</b>	<b>14 days</b>	<b>44</b>
4.2.1 Develop training modules (e.g., data literacy, r	Mon 17/11/25	Fri 21/11/25	5 days	
4.2.2 Create facilitator guides and learner handbook	Mon 17/11/25	Fri 21/11/25	5 days	
4.2.3 Review content with subject matter experts	Mon 17/11/25	Thu 20/11/25	4 days	
<b>4.3 Host Training and Professional Development Ses</b>	<b>Fri 05/12/25</b>	<b>Wed 24/12/25</b>	<b>14 days</b>	<b>44,48</b>
4.3.1 Schedule training workshops and info sessions	Fri 05/12/25	Thu 11/12/25	5 days	
4.3.2 Deliver in-person and/or virtual training	Fri 05/12/25	Thu 11/12/25	5 days	
4.3.3 Collect feedback and evaluate effectiveness	Fri 05/12/25	Wed 10/12/25	4 days	
<b>4.4 Create Mechanisms for Stakeholder Feedback</b>	<b>Thu 25/12/25</b>	<b>Tue 13/01/26</b>	<b>14 days</b>	<b>52</b>
4.4.1 Develop feedback forms and digital tools	Thu 25/12/25	Thu 01/01/26	6 days	
4.4.2 Implement anonymous suggestion channels	Thu 25/12/25	Tue 30/12/25	4 days	
4.4.3 Analyze feedback trends and escalate key issu	Thu 25/12/25	Tue 30/12/25	4 days	
<b>4.5 Develop Institutional Communication Materials</b>	<b>Tue 13/01/26</b>	<b>Mon 02/02/26</b>	<b>14 days</b>	<b>44,48,52,56</b>
4.5.1 Create brochures, emails, and website content	Wed 14/01/26	Wed 21/01/26	6 days	
4.5.2 Align messaging with institutional tone and str.	Wed 14/01/26	Fri 16/01/26	3 days	
4.5.3 Disseminate materials via multiple channels	Wed 14/01/26	Tue 20/01/26	5 days	

Task Name	Start	Finish	Duration	Predecessors
▸ <b>5. Execution of Reform Initiatives</b>	<b>Tue 28/10/25</b>	<b>Mon 26/01/26</b>	<b>65 days</b>	<b>2,7,18,43</b>
▸ <b>5.1 Pilot Test Effectiveness Toolkit and Reporting Proc</b>	<b>Tue 03/02/26</b>	<b>Thu 19/02/26</b>	<b>13 days</b>	<b>18,19,23,27,31,35,60</b>
5.1.1 Select pilot departments or units	Tue 03/02/26	Wed 04/02/26	2 days	
5.1.2 Conduct orientation and implement tools	Tue 03/02/26	Tue 10/02/26	6 days	
5.1.3 Collect pilot phase data	Tue 03/02/26	Mon 09/02/26	5 days	
▸ <b>5.2 Implement Framework Across Target Units</b>	<b>Fri 20/02/26</b>	<b>Tue 10/03/26</b>	<b>13 days</b>	<b>60,65</b>
5.2.1 Roll out tools and processes institution-wide	Fri 20/02/26	Wed 25/02/26	4 days	
5.2.2 Provide technical support and troubleshooting	Fri 20/02/26	Thu 26/02/26	5 days	
5.2.3 Monitor early adoption and adjust as needed	Fri 20/02/26	Wed 25/02/26	4 days	
▸ <b>5.3 Establish Decision-Making Processes Based on D</b>	<b>Wed 11/03/26</b>	<b>Fri 27/03/26</b>	<b>13 days</b>	<b>18,19,23,27,31,35,39,</b>
5.3.1 Define data-driven decision criteria	Wed 11/03/26	Tue 17/03/26	5 days	
5.3.2 Train leaders on interpreting reports	Wed 11/03/26	Mon 16/03/26	4 days	
5.3.3 Integrate data review into leadership meeting	Wed 11/03/26	Mon 16/03/26	4 days	
▸ <b>5.4 Evaluate Pilot Results and Institutional Adoption</b>	<b>Mon 30/03/26</b>	<b>Wed 15/04/26</b>	<b>13 days</b>	<b>65,69,73</b>
5.4.1 Conduct evaluation against KPIs and benchma	Mon 30/03/26	Mon 06/04/26	6 days	
5.4.2 Analyze adoption rates and stakeholder feedb	Mon 30/03/26	Fri 03/04/26	5 days	
5.4.3 Identify improvement areas	Mon 30/03/26	Tue 31/03/26	2 days	
▸ <b>5.5 Refine Tools and Framework Based on Feedback</b>	<b>Thu 16/04/26</b>	<b>Mon 04/05/26</b>	<b>13 days</b>	<b>77</b>
5.5.1 Update templates and dashboards	Thu 16/04/26	Wed 22/04/26	5 days	
5.5.2 Modify internal processes based on results	Thu 16/04/26	Wed 22/04/26	5 days	
5.5.3 Finalize refined framework	Thu 16/04/26	Tue 21/04/26	4 days	

Task Name	Start	Finish	Predecessors	Duration
<b>6. Monitoring and Controlling</b>	<b>Thu 23/04/26</b>	<b>Wed 24/06/26</b>	<b>64,65,69,73,77,81</b>	<b>45 days</b>
<b>6.1 Setup Performance Monitoring and Review Schedules</b>	<b>Thu 23/04/26</b>	<b>Fri 01/05/26</b>	<b>81</b>	<b>7 days</b>
6.1.1 Define review cycles (monthly, quarterly, annual)	Thu 23/04/26	Fri 24/04/26		2 days
6.1.2 Assign roles and responsibilities for monitoring	Thu 23/04/26	Mon 27/04/26		3 days
6.1.3 Establish performance baselines	Thu 23/04/26	Fri 24/04/26		2 days
<b>6.2 Conduct Regular Data Reviews and Validations</b>	<b>Mon 04/05/26</b>	<b>Tue 12/05/26</b>	<b>86</b>	<b>7 days</b>
6.2.1 Schedule data validation checkpoints	Mon 04/05/26	Wed 06/05/26		3 days
6.2.2 Verify data integrity and resolve anomalies	Mon 04/05/26	Wed 06/05/26		3 days
6.2.3 Document results of each review	Mon 04/05/26	Mon 04/05/26		1 day
<b>6.3 Track Project Milestones, Costs, and Timelines</b>	<b>Wed 27/05/26</b>	<b>Thu 04/06/26</b>	<b>7,18,43,64,86,90</b>	<b>7 days</b>
6.3.1 Update schedule progress reports	Wed 27/05/26	Fri 29/05/26		3 days
6.3.2 Monitor budget vs. actual	Wed 27/05/26	Thu 28/05/26		2 days
6.3.3 Record milestone completion	Wed 27/05/26	Thu 28/05/26		2 days
<b>6.4 Review Risks and Resolve Emerging Issues</b>	<b>Fri 05/06/26</b>	<b>Mon 15/06/26</b>	<b>90,94</b>	<b>7 days</b>
6.4.1 Monitor risk register	Fri 05/06/26	Mon 08/06/26		2 days
6.4.2 Implement mitigation strategies	Fri 05/06/26	Mon 08/06/26		2 days
6.4.3 Escalate unresolved risks	Fri 05/06/26	Tue 09/06/26		3 days
<b>6.5 Conduct Stakeholder Satisfaction Surveys</b>	<b>Tue 16/06/26</b>	<b>Wed 24/06/26</b>	<b>81,86,90,94,98</b>	<b>7 days</b>
6.5.1 Design and distribute satisfaction survey	Tue 16/06/26	Thu 18/06/26		3 days
6.5.2 Analyze feedback	Tue 16/06/26	Wed 17/06/26		2 days
6.5.3 Report findings and improvement areas	Tue 16/06/26	Wed 17/06/26		2 days
<b>6.6 Ensure Compliance with Internal Standards and Quality</b>	<b>Thu 25/06/26</b>	<b>Fri 03/07/26</b>	<b>7,18,43,64,90,102</b>	<b>7 days</b>
6.6.1 Conduct quality assurance checks	Thu 25/06/26	Mon 29/06/26		3 days
6.6.2 Evaluate process alignment with standards	Thu 25/06/26	Fri 26/06/26		2 days
6.6.3 Report and resolve non-compliance	Thu 25/06/26	Fri 26/06/26		2 days

TASK NAME	Start	Finish	PREDECESSORS	Duration
<b>4 6.7 Maintain Stakeholder Engagement</b>	<b>Mon 06/07/26</b>	<b>Mon 13/07/26</b>	<b>64,65,69,73,77,81,86,90,94,98,10</b>	<b>6 days</b>
6.7.1 Regularly communicate updates and achievements	Mon 06/07/26	Tue 07/07/26		2 days
6.7.2 Encourage ongoing feedback and suggestions	Mon 06/07/26	Tue 07/07/26		2 days
6.7.3 Foster a culture of continuous learning and improvement	Mon 06/07/26	Tue 07/07/26		2 days
<b>4 6.8 Review and Update IETU Framework and Tools</b>	<b>Mon 06/07/26</b>	<b>Tue 14/07/26</b>	<b>18,19,23,27,31,35,39,43,44,48,52</b>	<b>6 days</b>
6.8.1 Conduct periodic reviews of the IETU framework	Tue 07/07/26	Wed 08/07/26		2 days
6.8.2 Update tools and processes based on evolving needs	Tue 07/07/26	Wed 08/07/26		2 days
6.8.3 Ensure alignment with institutional goals and strategies	Tue 07/07/26	Wed 08/07/26		2 days

Task Name	Start	Finish	Predecessors	Duration
<b>7. Project Closure</b>	<b>Mon 13/07/26</b>	<b>Fri 28/08/26</b>	<b>2,7,18,43,64,85</b>	<b>35 days</b>
<b>7.1 Final Review of Tools, Frameworks, and Outputs</b>	<b>Mon 13/07/26</b>	<b>Tue 21/07/26</b>	<b>81,85,106</b>	<b>7 days</b>
7.1.1 Verify the completeness of the developed tools and templates	Mon 13/07/26	Mon 13/07/26		1 day
7.1.2 Conduct functional validation of reporting and monitoring systems	Mon 13/07/26	Tue 14/07/26		2 days
7.1.3 Review consistency and alignment with project objectives and IETU mandate	Mon 13/07/26	Mon 13/07/26		1 day
7.1.4 Collect sign-offs from relevant unit leaders and technical reviewers	Mon 13/07/26	Wed 15/07/26		3 days
<b>7.2 Develop and Present Evaluation and Lessons Learned Report</b>	<b>Wed 22/07/26</b>	<b>Thu 30/07/26</b>	<b>111</b>	<b>7 days</b>
7.2.1 Gather feedback from the project team, stakeholders, and end-users	Wed 22/07/26	Thu 23/07/26		2 days
7.2.2 Analyze project performance against scope, schedule, and quality baselines	Wed 22/07/26	Thu 23/07/26		2 days
7.2.3 Document successes, challenges, risks encountered, and resolutions	Wed 22/07/26	Wed 22/07/26		1 day
7.2.4 Compile formal Lessons Learned Report	Wed 22/07/26	Wed 22/07/26		1 day
7.2.5 Present findings to project governance and strategic leadership	Wed 22/07/26	Wed 22/07/26		1 day
<b>7.3 Conduct Final Stakeholder Presentation</b>	<b>Fri 31/07/26</b>	<b>Mon 10/08/26</b>	<b>111,116</b>	<b>7 days</b>
7.3.1 Prepare presentation materials summarizing project outcomes	Fri 31/07/26	Mon 03/08/26		2 days
7.3.2 Highlight key impacts, innovations, and transformation initiatives	Fri 31/07/26	Fri 31/07/26		1 day
7.3.3 Schedule and facilitate session with institutional stakeholders	Fri 31/07/26	Mon 03/08/26		2 days
7.3.4 Collect feedback and formal closure endorsement	Fri 31/07/26	Mon 03/08/26		2 days
<b>7.4 Close Contracts and Formalize Documentation</b>	<b>Tue 11/08/26</b>	<b>Wed 19/08/26</b>	<b>102,106,111,116,122</b>	<b>7 days</b>
7.4.1 Finalize any outstanding vendor or procurement obligations	Tue 11/08/26	Thu 13/08/26		3 days
7.4.2 Ensure receipt and review of all deliverables and invoices	Tue 11/08/26	Wed 12/08/26		2 days
7.4.3 Archive procurement, communication, and schedule records	Tue 11/08/26	Tue 11/08/26		1 day
7.4.4 Submit final documentation package to institutional archives	Tue 11/08/26	Tue 11/08/26		1 day
<b>7.5 Transition Ownership to IETU for Long-Term Operations</b>	<b>Thu 20/08/26</b>	<b>Fri 28/08/26</b>	<b>122,127</b>	<b>7 days</b>
7.5.1 Transfer custody of tools, databases, and documentation to IETU staff	Thu 20/08/26	Fri 21/08/26		2 days
7.5.2 Define ongoing responsibilities and support mechanisms	Thu 20/08/26	Thu 20/08/26		1 day
7.5.3 Conduct orientation session with IETU leadership	Thu 20/08/26	Fri 21/08/26		2 days
7.5.4 Establish performance monitoring continuity plan	Thu 20/08/26	Thu 20/08/26		1 day
7.5.5 Formally close project and release resources	Thu 20/08/26	Thu 20/08/26		1 day

*Note:* Duration of Project Activities for the reform of the IETU at SALCC by L.Boxill, Author, 2025. Own work.

### 4.3.3 Project Schedule

Effective schedule management is crucial to the success of the Institutional Effectiveness and Transformation Unit (IETU) reform project, as it ensures that activities are completed on time and that the initiative remains aligned with the strategic transformation objectives of Sir Arthur Lewis Community College (SALCC). A fundamental aspect of schedule management is overseeing the critical path, as delays in tasks along this path directly impact the overall project timeline and the delivery of institutional outcomes.

The critical path delineates the longest sequence of dependent activities that must be completed on schedule to avert project delays. This path encompasses essential work packages, including stakeholder engagement, the development of the communication planning framework, pilot implementation, evaluation, and project closure activities. These activities possess minimal to no float, indicating that even minor delays could result in more substantial risks to the timeline.

The critical path was determined using Microsoft Project, which enabled accurate scheduling by incorporating activity durations, logical dependencies, and resource assignments. Figure 15 displays the project schedule, with color-coded task sequences and the critical path highlighted. This visual tool helps the project team and leadership easily identify high-priority tasks that require close monitoring to ensure on-time delivery. To ensure that the project remains on schedule, progress on critical path activities will be monitored utilizing the Schedule Performance Index (SPI), which serves as a key performance indicator for measuring schedule efficiency:  $SPI = \text{Earned Value (EV)} \div \text{Planned Value (PV)}$

An SPI value of 1.0 or higher signifies that the project is either on schedule or ahead of schedule, whereas values below 1.0 denote a delay. This metric will be evaluated during bi-weekly schedule reviews and serve to initiate timely decision-making and corrective actions when necessary.

If any activity on the critical path is delayed, the following schedule acceleration techniques will be employed:

- **Fast Tracking:** Activities that were initially scheduled to occur sequentially will now be executed in parallel whenever feasible. For instance, the enhancement of the effectiveness toolkit may be conducted concurrently with the preparations for stakeholder orientation.
- **Crashing:** Additional resources may be allocated to critical activities, such as training delivery or final reporting, to reduce task duration without compromising quality.
- **Resource Reallocation:** Personnel from non-critical path activities may be reassigned to high-risk work packages on the critical path to sustain momentum.
- **Schedule Reserves:** Contingency buffers, integrated into specific tasks, will be strategically utilized to accommodate any necessary schedule adjustments.

These corrective actions will be guided by best practices outlined in the PMBOK Guide (7th Edition), ProjectManagement.com, and the APM Body of Knowledge, ensuring alignment with global standards in project execution.

Schedule updates will be entered into the Microsoft Project file on a weekly basis, and the critical path will be recalculated and reviewed during team meetings to ensure accuracy. These sessions will provide a platform for the Project Manager and key team members to analyze slippages, assess the impact of changes, and initiate remedial plans. In particular, weekly reviews will be conducted during execution-heavy phases, such as stakeholder training and pilot evaluation, to track dependencies, address roadblocks, and reassign resources as needed.

Notifications regarding any schedule modifications that may impact the critical path will be disseminated through status reports, governance briefings, and planned stakeholder updates. This approach ensures that all stakeholders, including the IETU Director, executive sponsors, and the academic leadership, are kept informed and actively engaged in proactive decision-making. These communications are integral to the project's formal communications management plan and function as a vital risk mitigation strategy.

The complete project timeline highlights essential milestones, including:

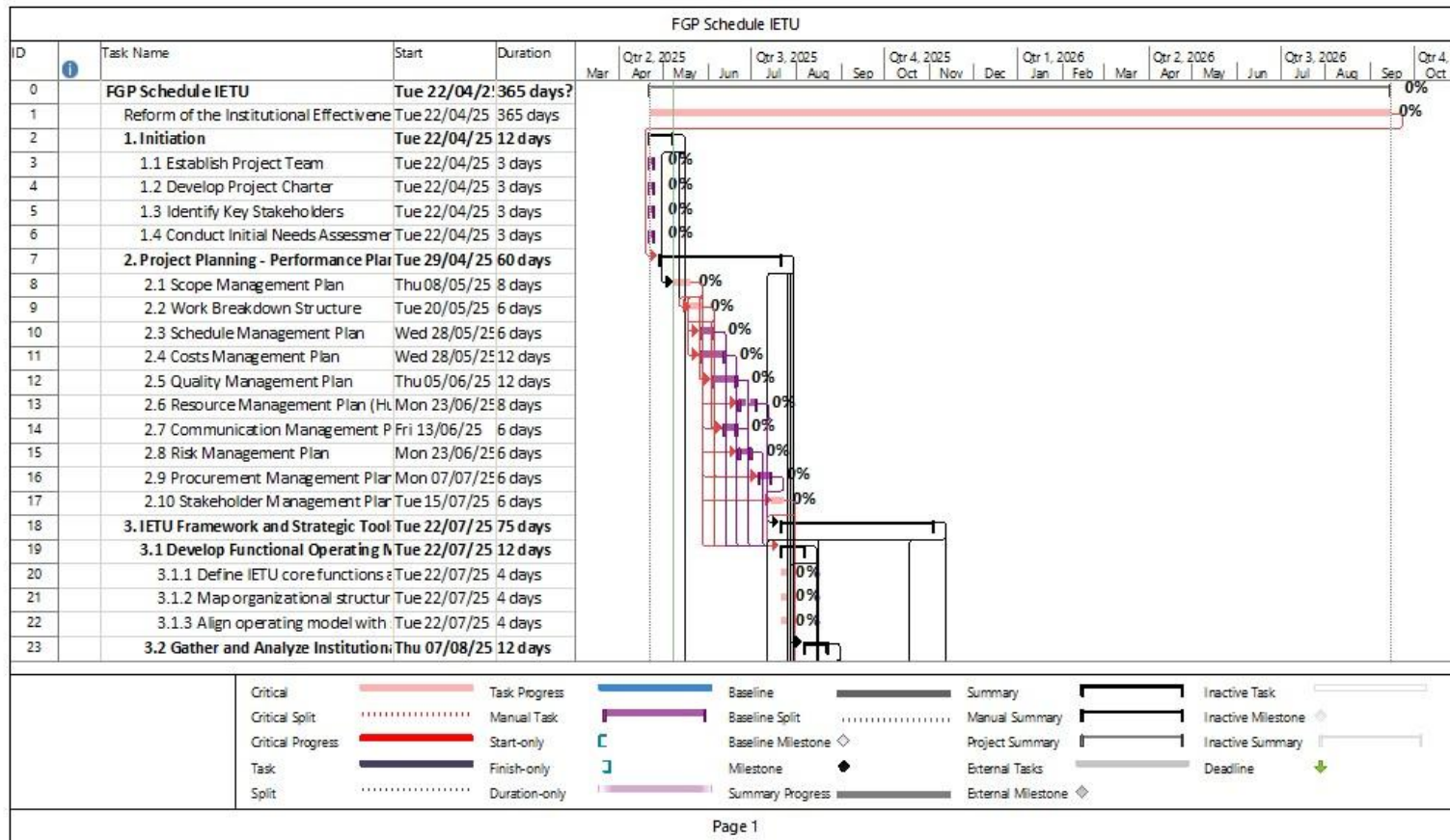
- Finalization of stakeholder engagement and agreement

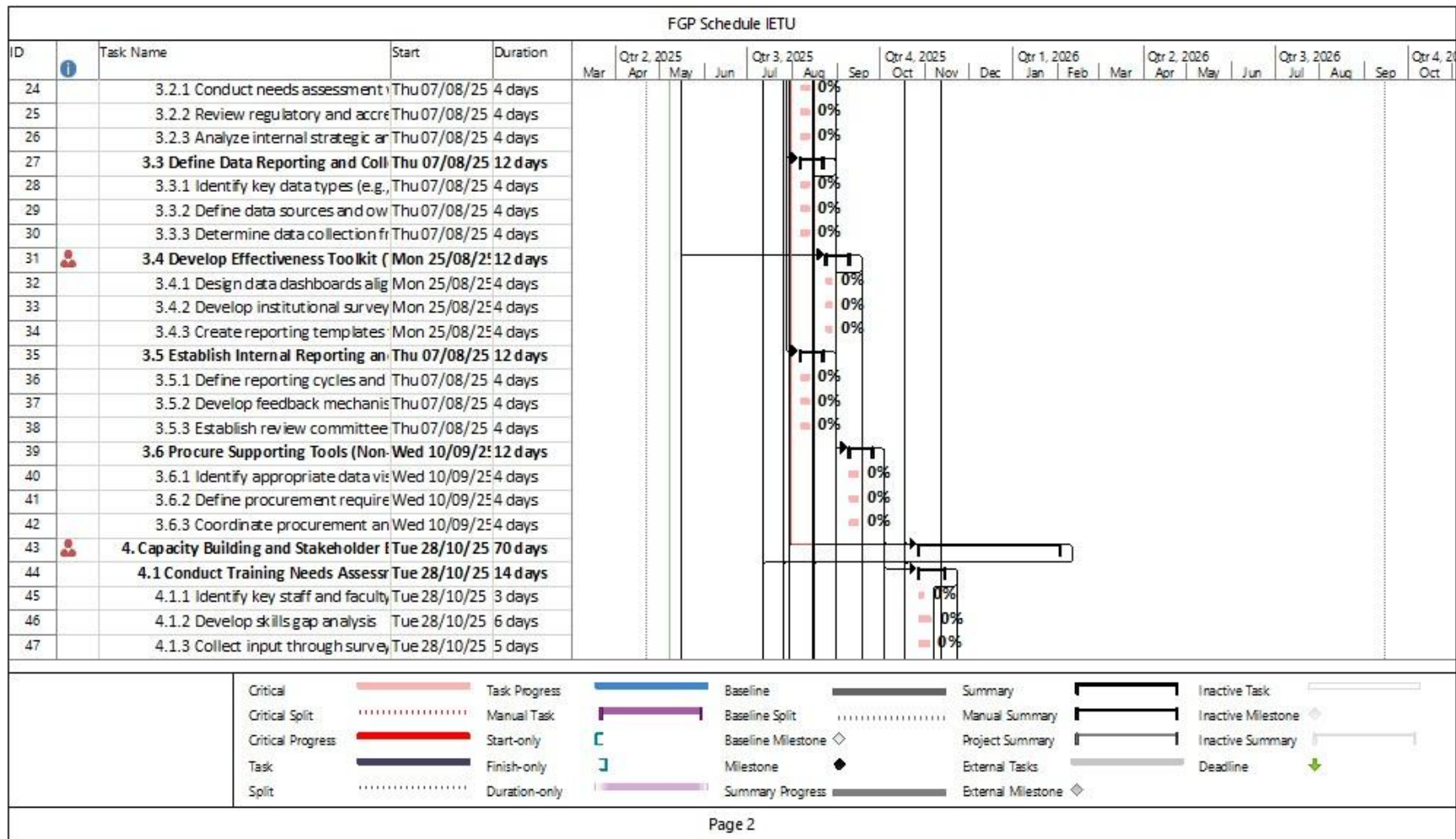
- Endorsement of the IETU framework and key performance indicators.
- Final toolkit revisions and completion of pilot implementation
- Presentation of the final stakeholder deliverables and the formal closure of the project

A logical network of task dependencies supports milestones; for instance, the completion of reporting templates precedes the piloting phase, and obtaining feedback is necessary before refining outputs. These dependencies facilitate a disciplined sequencing of tasks and are subject to continuous monitoring to prevent conflicts or scheduling errors. Through careful management of the critical path, the project team ensures that the IETU reform is completed on schedule, thereby enhancing institutional effectiveness, improving performance monitoring, and facilitating data-driven strategic planning at SALCC. Regular monitoring, schedule updates, corrective measures, and transparent communication will be essential to the successful and sustainable delivery of the project.

**Figure 16**

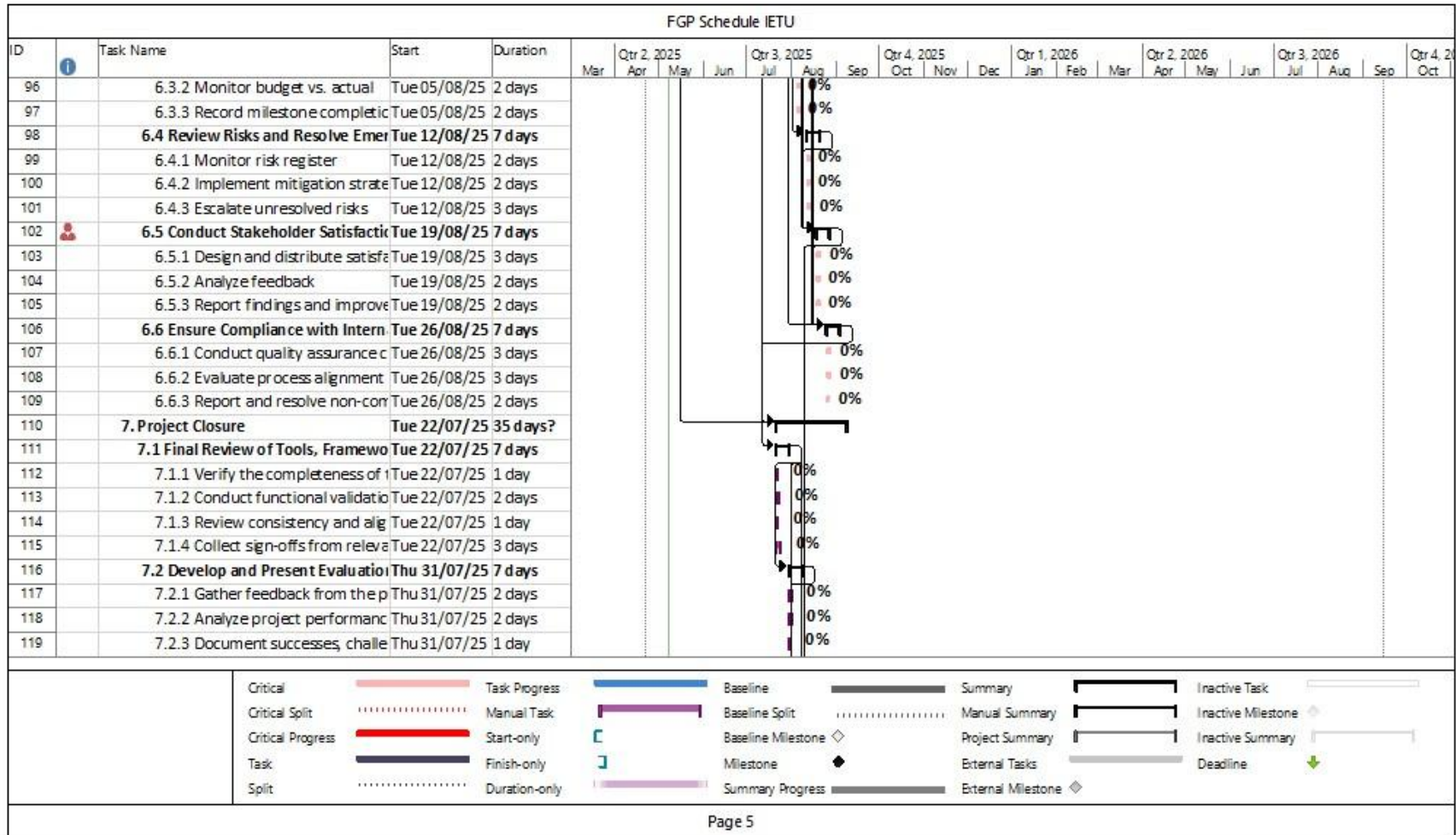
*Project Schedule*













#### 4.2.2 Control Schedule

The Control Schedule constitutes a fundamental aspect of project time management, ensuring that the reform of the Institutional Effectiveness and Transformation Unit (IETU) remains in accordance with its established twelve-month project timeline. The timely execution of this initiative is paramount to sustaining institutional performance and facilitating the operationalization of strategic planning and reporting mechanisms across Sir Arthur Lewis Community College (SALCC).

To maintain schedule integrity, the Project Manager, in collaboration with the Planning and Monitoring team, will implement proactive schedule monitoring and control processes. These processes include comparing actual progress against baseline milestones, analyzing variances, and executing corrective actions as necessary to ensure that the project remains on track.

Progress will be evaluated bi-weekly through internal review meetings and status updates, with the Schedule Performance Index (SPI) serving as the primary metric for performance evaluation. An SPI of less than 1.0 will signify that the project is lagging, prompting immediate analysis and action. Tools such as Gantt charts, milestone tracking sheets, and calendar-based dashboards will be utilized to provide visual insights into progress and delays.

To effectively manage the critical path, the Project Manager will conduct monthly reviews utilizing Microsoft Project or an equivalent software to identify tasks with zero float. These critical path tasks will be closely monitored for potential bottlenecks, with priority accorded to any activity that could delay the overall timeline. Variances in critical path tasks will prompt immediate intervention, including reassessment of task sequencing, resource reallocation, or schedule compression strategies. This oversight of the critical path ensures that the longest chain of dependent tasks remains uninterrupted and that the final delivery date is maintained.

In the event of any deviation from the project timeline, a formal schedule change request must be submitted utilizing the Schedule Change Request Form (**refer to Appendix 5**). This request must clearly outline the nature of the change, its justification, its impact on critical path activities, and any potential risks associated with it. All

requests will be assessed by the Project Manager and reviewed by the Project Steering Committee. A decision will be rendered within ten (10) business days. Approved changes will be integrated into the master schedule, with corresponding updates made to project communications, stakeholder briefings, and resource allocations.

As a means of continuous improvement and transparency, schedule variances and lessons learned from managing the project timeline will be documented in the Lessons Learned Register (**refer to Appendix 6**). These insights will inform future planning and execution efforts, particularly for institution-wide initiatives that rely on timely and coordinated implementation.

Additional measures for schedule control include:

- **Critical Path Reassessment:** Conduct monthly reviews of the critical path using Microsoft Project or equivalent scheduling software to identify tasks with zero float and anticipate any potential timeline risks.
- **Fast-Tracking and Crashing:** If significant delays are detected, the team may implement schedule compression techniques such as fast-tracking (executing activities in parallel) or crashing (allocating additional resources to expedite tasks), contingent upon resource availability and budget constraints.
- **Milestone Reviews:** End-of-phase milestone reviews will be performed to assess task completion and ascertain readiness to advance to subsequent phases.
- **Stakeholder Notification:** Any approved schedule adjustments will be communicated to key stakeholders through formal status reports and stakeholder briefings, ensuring transparency and alignment.
- **Schedule Baseline Updates:** All schedule modifications will be documented, version-controlled, and maintained as part of the official project documentation to ensure auditability and traceability.

Through strict schedule regulation and proactive handling of any deviations, the IETU reform project will enhance its ability to meet delivery targets, facilitate evidence-based planning, and ensure institutional accountability.

#### **4.4.1 Estimate Cost**

The Cost Estimate section delineates the anticipated financial requirements associated with each work package and activity of the IETU Reform Project. This serves as a vital financial framework to facilitate planning, execution, and project governance.

The project team will implement analogous estimating based on comparable organizational development projects within the Caribbean education sector, as well as parametric estimating for measurable items such as training hours, printing materials, and consultant fees. These methodologies will be supplemented by expert judgment, drawing on institutional knowledge from the SALCC Finance Office and external project consultants.

All cost estimates are presented in XCD (Eastern Caribbean Dollars) and reflect realistic institutional pricing, considerations for inflation, and standard procurement practices at SALCC. The costs also account for non-systemic interventions consistent with project exclusions, particularly the exclusion of extensive IT infrastructure acquisitions.

**Table 11***Project Cost Estimation by Work Package*

<b>WBS ID</b>	<b>Task Name</b>	<b>Quantity</b>	<b>Unit Cost (XCD)</b>	<b>Total Cost (XCD)</b>
<b>1</b>	Initiation Phase	-	-	<b>\$20,000.00</b>
1.1	Establish Project Team	1	\$6,000.00	\$6,000.00
1.2	Develop Project Charter	1	\$3,000.00	\$3,000.00
1.3	Identify Key Stakeholders	1	\$2,000.00	\$2,000.00
1.4	Conduct Initial Needs Assessment	1	\$9,000.00	\$9,000.00
<b>2</b>	Project Planning – Performance Planning Framework	-	-	<b>\$20,000.00</b>
2.1–2.10	All planning components (10 plans)	10	\$2,000.00	\$20,000.00
<b>3</b>	IETU Framework and Strategic Tools Design	-	-	<b>\$160,000.00</b>
3.1	Develop a Functional Operating Model	1	\$15,000.00	\$15,000.00
3.2	Gather & Analyze Institutional Requirements	1	\$15,000.00	\$15,000.00
3.3	Define Data Reporting & Collection Practices	1	\$10,000.00	\$10,000.00
3.4	Develop Effectiveness Toolkit (Dashboards, Templates, Surveys)	1	\$20,000.00	\$20,000.00
3.5	Establish Internal Reporting & Review Processes	1	\$10,000.00	\$10,000.00
3.6	Procure Supporting Tools	1	\$90,000.00	\$90,000.00
<b>4</b>	Capacity Building and Stakeholder Engagement	-	-	<b>\$90,000.00</b>
4.1	Training Needs Assessment	1	\$10,000.00	\$10,000.00
4.2	Design Training Materials and Modules	1	\$20,000.00	\$20,000.00
4.3	Training and Professional Development Sessions	1	\$35,000.00	\$35,000.00
4.4	Create Stakeholder Feedback Mechanisms	1	\$10,000.00	\$10,000.00

WBS ID	Task Name	Quantity	Unit Cost (XCD)	Total Cost (XCD)
4.5	Institutional Communication Materials	1	\$15,000.00	\$15,000.00
<b>5</b>	Execution of Reform Initiatives	-	-	<b>\$64,000.00</b>
5.1	Pilot Test Toolkit and Reporting	1	\$10,700.00	\$10,700.00
5.2	Framework Implementation Across Units	1	\$20,000.00	\$20,000.00
5.3	Establish Data-Driven Decision Processes	1	\$12,00.00	\$12,000.00
5.4	Evaluate Pilot and Adoption	1	\$11,700.00	\$11,500.00
5.5	Refine Tools and Framework	1	\$10,000.00	\$10,000.00
<b>6</b>	Monitoring and Controlling	-	-	<b>\$42,600.00</b>
6.1	Set up Monitoring & Review Schedules	1	\$6,000.00	\$6,000.00
6.2	Conduct Data Reviews and Validations	1	\$10,000.00	\$10,000.00
6.3	Track Milestones, Costs, and Timelines	1	\$5,000.00	\$5,000.00
6.4	Review Risks and Resolve Issues	1	\$5,000.00	\$5,000.00
6.5	Stakeholder Satisfaction Surveys	1	\$4,000.00	\$4,000.00
6.6	Quality and Standards Compliance	1	\$10,000.00	\$10,000.00
<b>6.7</b>	Maintain Stakeholder Engagement	1	\$600.00	\$600.00
<b>6.8</b>	Review and Update IETU Framework and Tools	1	\$2000.00	\$2000.00
<b>7</b>	Project Closure	-	-	<b>\$31,000.00</b>
7.1	Final Review of Outputs	1	\$6,000.00	\$6,000.00
7.2	Evaluation & Lessons Learned Report	1	\$7,000.00	\$7,000.00
7.3	Final Stakeholder Presentation	1	\$6,000.00	\$6,000.00
7.4	Contract Closure and Documentation	1	\$5,000.00	\$5,000.00

<b>WBS ID</b>	<b>Task Name</b>	<b>Quantity</b>	<b>Unit Cost (XCD)</b>	<b>Total Cost (XCD)</b>
7.5	Transition to IETU Ownership	1	\$7,000.00	\$7,000.00
<b>TOTAL PROJECT COST</b>				<b>\$427,600.00</b>

*Note: Cost Estimation for the reform of the IETU at SALCC by L.Boxill, Author, 2025. Own work.*

**Table 12**

*Human Resource Cost Estimation*

<b>Role</b>	<b>Hourly Rate (XCD)</b>	<b>Estimated Hours</b>	<b>Key Responsibilities</b>	<b>Total Cost (XCD)</b>
Project Manager	\$150	350	Oversee project lifecycle, stakeholder engagement, scheduling, and reporting	\$52,500.00
Monitoring & Evaluation Specialist	\$120	250	Design evaluation tools, KPIs, monitor adoption, and pilot testing	\$30,000.00
Strategic Planning Consultant	\$160	180	Develop a functional operating model, align IETU to institutional strategy	\$28,800.00
Institutional Research Officer	\$120	240	Data analysis, dashboard design, report development, and data validation	\$28,800.00
Training & Development Coordinator	\$120	200	Design and deliver training programs, facilitate capacity building	\$24,000.00
IT Support / Technical Specialist	\$100	150	Install and configure data visualization tools, and perform technical troubleshooting	\$15,000.00
Administrative Assistant	\$60	300	Scheduling, documentation, procurement support, logistics	\$18,000.00

<b>Role</b>	<b>Hourly Rate (XCD)</b>	<b>Estimated Hours</b>	<b>Key Responsibilities</b>	<b>Total Cost (XCD)</b>
Subject Matter Experts (SMEs)	\$140	100	Review training content, validate frameworks, and tools	\$14,000.00
Stakeholder Engagement Officer	\$100	160	Coordinate communication materials, facilitate feedback collection	\$16,000.00
Quality Assurance Officer	\$100	120	Perform QA checks on tools, ensure standards compliance	\$12,000.00
<b>Total</b>				<b>\$239,100.00</b>

*Note: Cost Estimation for Human Resources for the reform of the IETU at SALCC by L. Boxill, Author, 2025. Own work.*

#### **4.4.2 Determine Budget**

The budget for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) will be compiled by aggregating costs from all project work packages outlined in the Work Breakdown Structure (WBS). This aggregation will include direct costs related to personnel, stakeholder engagement, institutional planning, training, procurement of analytical tools, quality assurance, and transition support.

This total, amounting to XCD 832,368.90, will serve as the cost baseline, the approved threshold for managing and controlling all project expenses.

To accommodate known risks and uncertainties that may arise from varying estimates, institutional limitations, or operational delays, a contingency reserve of 10% will be incorporated into the cost baseline. This reserve allows for cost flexibility without surpassing the approved funding limit and will be overseen by the project manager through change control procedures.

Furthermore, a management reserve of 5% of the cost baseline will be set aside to address unforeseen risks that may arise during project execution. This reserve is not

part of the cost baseline; it is held by project sponsors and released upon justification by the project manager. It acts as a financial buffer for unexpected project changes and supports agile decision-making in uncertain circumstances.

The finalized project budget, detailed in Table 13, includes both the cost baseline and the management reserve. This total budget will be presented to project sponsors and the College's executive leadership for funding approval and institutional alignment.

**Table 13**

*Budget*

<b>Budget Items</b>	<b>Total</b>
Project Initiation	\$ 20,000.00
Project Planning	\$ 20,000.00
Implementation	\$ 250,000.00
Training and Development	\$ 64,000.00
Monitoring and Evaluation	\$ 42,600.00
Closing	\$ 31,000.00
<b>Total Direct Costs</b>	<b>\$ 427,600.00</b>
Resources (Human and Materials)	\$ 239,100.00
Equipment and Software	\$ 90,000.00
<b>SubTotal</b>	<b>\$ 756,700.00</b>
<b>Contingency (10%)</b>	<b>\$ 75,670.00</b>
<b>Cost Baseline</b>	<b>\$ 832,370.00</b>
<b>Management Reserve (5%)</b>	<b>\$ 41,618.50</b>
<b>Total</b>	<b>\$ 873,988.50</b>

*Note: Budget for the reform of the IETU at SALCC by L. Boxill, Author, 2025. Own work.*

## S-Curve

The S-Curve depicted in Figure 17, presented below, furnishes a graphical illustration of the project's cumulative expenditure over time, effectively capturing the allocation and expenditure of financial resources throughout the various phases of the project. This curve exemplifies the lifecycle of the IETU Reform Project, serving as a forecasting and performance-monitoring instrument for financial oversight and earned value analysis.

Following established project management conventions, expenditure commences modestly during the Initiation and Planning phases, which primarily focus on team formation, stakeholder engagement, and framework development. These stages necessitate a comparatively lower investment, predominantly directed towards personnel, preliminary consultations, and administrative preparation.

Expenditure experiences a significant acceleration during the Execution phase, wherein the majority of the budget is utilized. This phase encompasses substantial investments, including the development and implementation of strategic tools, procurement of analytics and dashboard systems, professional development sessions, and activities aimed at institutional integration. This marked upward trajectory signifies the high-resource demand intrinsic to the deployment of reforms and the enhancement of stakeholder capacity.

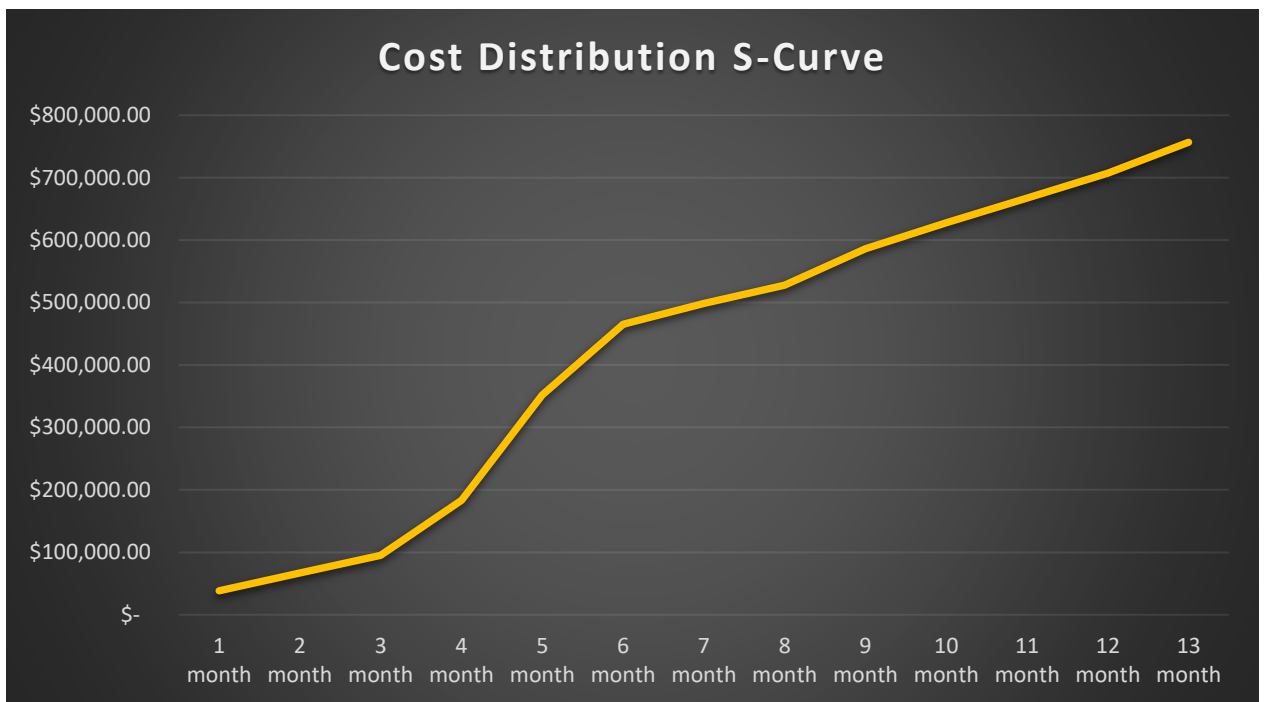
As the project transitions into the Monitoring and Controlling phase, spending levels begin to decline. Activities such as quality assurance checks, stakeholder surveys, performance evaluations, and compliance with standards are conducted during this period, necessitating sustained but moderate resource input.

The concluding expenditure plateau is observed in the Closure phase, which entails reporting, evaluation, final presentations, and the transition of project ownership to the IETU. Although these activities are less resource-intensive, they are essential for ensuring the sustainability and institutionalization of the reforms.

Therefore, the S-Curve offers a comprehensive overview of budget utilization, corresponding to the temporal progression of the project. It enables the project manager and stakeholders to anticipate financial requirements, verify alignment with schedule baselines, and detect any early variances in cost performance.

**Figure 17**

*Cost Distribution S-Curve for the reform of the Institutional Effectiveness and Transformation Unit*



*Note: Cost Distribution S-Curve by L. Boxill, Author, 2025. Own work.*

The S-curve illustrated in Figure 17 denotes the cumulative expenditure of the project throughout its lifecycle, corresponding with key phases of the reform initiative. During the initial stages, Initiation and Planning, the expenditure remains relatively low, mirroring the modest resource requirements associated with early groundwork and strategic alignment. A significant acceleration in spending is observed during the Design and Capacity Building phases, which aligns with the development of the IETU framework, procurement of necessary tools, and the execution of training initiatives. This pronounced incline represents the concentration of financial and human resources required for high-impact activities. In the Execution and Monitoring & Control phases, expenditure continues but at a reduced pace, signifying a transition towards operational rollout, data tracking, and compliance activities. Ultimately, the curve levels off during the Closure phase, encompassing final reviews, reporting, and transition tasks. This visualization helps stakeholders understand the flow of funding, anticipate financial peaks, and align budget disbursement with the progression of project delivery.

### 4.3 Control Cost

The cost control process for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College is a critical function that ensures the responsible use of financial resources while strictly adhering to approved limits. With an authorized cost baseline of XCD \$832,370.00 and a total budget of XCD \$873,988.50 (inclusive of a 10% contingency and a 5% management reserve), robust checks and balances will be implemented to manage project expenditures effectively throughout all phases.

This process commences with the tracking of actual costs, which are then compared against planned expenditures utilizing Earned Value Management (EVM) techniques. EVM facilitates the integrated measurement of scope, schedule, and cost performance. The key indicators to be employed include:

- Cost Variance (CV) = Earned Value (EV) – Actual Cost (AC)
- Cost Performance Index (CPI) = EV ÷ AC

These metrics will be assessed on a monthly basis to determine whether the project is operating within its budget. A positive or zero CV, coupled with a CPI of 1.0 or greater, indicates sound financial health. Conversely, a negative CV or a CPI of less than 1.0 will necessitate an immediate review and the formulation of corrective actions.

In cases of cost overruns, the project manager will conduct a variance analysis to identify the root cause and evaluate its impact on the overall project performance. Should corrective action be warranted, it will be presented to the Project Steering Committee and sponsors within two (2) working days, who will then evaluate the proposed solutions and authorize an appropriate course of action. Corrective measures may include resource reallocation, schedule adjustments, or refined cost estimation for remaining work packages.

The project will also integrate inspections as part of its cost control initiatives, particularly during critical implementation and training milestones. These inspections will confirm that the actual work completed aligns with the planned and budgeted amounts, thereby ensuring that funds are not expended without corresponding outputs.

Monthly expenditure reports will be compiled by the project assistant and the finance liaison, subsequently reviewed by the project manager, and disseminated to stakeholders. These reports will include comparisons between projected and actual expenses, as well as trends in cost performance. The monthly reporting cadence ensures that the project team and stakeholders remain well-informed and proactive in addressing emerging financial risks.

The contingency reserve (XCD \$75,670) will be managed by the project manager to address identified risks, such as delays in stakeholder training or unforeseen scope changes. The management reserve (XCD 41,618.50) will be overseen by the sponsor and is allocated for unpredictable risks that fall outside of the original scope or risk register. Requests for access to either reserve will comply with the change control process, which requires justification, risk analysis, and formal approval prior to allocation.

Through the application of rigorous cost control strategies, including performance monitoring, inspections, variance analysis, and reserve governance, the project aims to enhance the efficient use of financial resources, reduce budgetary risks, and ensure the fulfillment of strategic goals within the specified funding limits.

## 4.4 Quality Management Plan

The Quality Management Plan for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) establishes a comprehensive framework to ensure that all project deliverables adhere to the established standards and facilitate the institution's mission of data-informed decision-making, strategic planning, and continuous improvement. This plan is grounded in the principles outlined in the PMBOK Guide, with the primary purpose of defining quality expectations, establishing measurable criteria, and implementing consistent processes for managing and evaluating quality throughout the project lifecycle.

### 4.5.1 Quality Management Approach

The Quality Management Approach is organized around the three fundamental quality management processes delineated in the Project Management Body of Knowledge (PMBOK): Plan Quality Management, Manage Quality, and Control Quality. These processes are synchronized with institutional reform priorities to guarantee that deliverables not only conform to specifications but also augment organizational effectiveness, transparency, and stakeholder satisfaction.

#### **Plan Quality Management:**

This phase involves identifying the applicable quality standards relevant to the project and examining the methods by which these standards will be fulfilled. Regarding the IETU Reform Project, quality planning will encompass the following aspects:

- Specification of quality criteria for deliverables, including revised organizational structures, policy documents, data frameworks, and reporting mechanisms.

- Development of key performance indicators (KPIs) that are congruent with strategic objectives, including the timeliness of data reporting, the usability of institutional dashboards, and the effectiveness of staff training initiatives.
- Alignment of quality standards with institutional, national, and international benchmarks pertaining to the effectiveness of higher education institutions.

### **Manage Quality**

This is the proactive process of translating the quality plan into operational practices. It focuses on:

- Embedding a **culture of quality** among team members by providing training on standards, best practices, and continuous improvement.
- Conducting internal quality audits of project activities and work packages (e.g., stakeholder consultations, documentation outputs, and pilot initiatives).
- Holding regular quality assurance reviews during key phases (e.g., planning, training development, pilot evaluation) to assess compliance and facilitate course correction.

This process will also include **peer reviews** of deliverables and independent validation by internal quality officers from SALCC's Quality Assurance Unit, where appropriate.

### **Control Quality**

This process involves monitoring and evaluating deliverables to ensure compliance with established quality requirements. The control activities will encompass:

- Regular inspections and validations of deliverables, including training materials, reporting templates, and governance structures.

- Verification that revised institutional policies and frameworks align with project objectives and stakeholder expectations.
- Utilization of checklists, root cause analysis, and corrective action reports to address any non-conformities or emerging risks.

To facilitate these quality management activities, the project will incorporate aspects of Agile Quality Management as deemed appropriate, particularly during the implementation and training phases. This encompasses:

- Iterative development and review cycles for essential deliverables.
- The integration of stakeholder feedback mechanisms through focus groups and feedback forms after training sessions and pilot implementations.
- An emphasis on adaptability, particularly in response to the evolving needs of data governance and change management within the institution.

### **Key Tools and Techniques**

- Checklists and quality metrics are employed to ensure a consistent evaluation of deliverables.
- Expert judgment is solicited from professionals in institutional effectiveness as well as external advisors.
- Process audits and cause-and-effect diagrams are utilized to identify quality gaps.
- Performance reviews and feedback sessions are conducted with stakeholders to validate their satisfaction.

## Quality Responsibilities

<b>Role</b>	<b>Responsibility</b>
Project Manager	Overall quality management, authorizations, and remedial actions.
Quality Lead/Advisor	Facilitates audits, comprehensive reviews, and ongoing enhancement initiatives.
Project Team	Implements quality assurance practices within project work packages.
Stakeholders	Facilitate feedback and grant approval for deliverables.

Utilizing this organized yet adaptable quality management strategy, the project seeks to produce valuable results that demonstrate SALCC's dedication to institutional effectiveness, accountability, and sustainable impact.

### 4.5.2 Plan Quality (Quality Assurance)

For the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC), Quality Assurance will play a pivotal role in maintaining consistent alignment between project activities and established quality standards. This process emphasizes both the efficiency of project execution and the effectiveness of its outcomes, thereby ensuring that each deliverable contributes meaningfully to institutional reform, enhanced data systems, and evidence-based decision-making.

To achieve this alignment, the project will implement regular quality audits at key milestones, particularly during the planning, training, implementation, and evaluation phases. These audits will assess adherence to project standards, stakeholder expectations, and the performance criteria delineated in the Quality Management Plan.

The audits will focus on key outputs such as:

- Institutional policy documents and revised governance frameworks.
- Data collection and reporting protocols.
- Capacity-building and training content for staff.

- Monitoring tools and dashboards to support institutional decision-making.

Regular quality reviews and validation sessions will be undertaken with stakeholders, including academic faculty, administrative staff, and quality assurance officials. These reviews will serve to confirm that the outputs are practical, suitable for their intended purpose, and aligned with the broader strategic objectives of SALCC.

Moreover, the project will foster a culture of continuous improvement by integrating quality assurance into daily workflows. This initiative will encompass checklists, performance benchmarks, and peer reviews, thereby reinforcing accountability across all teams and workstreams. Regular team briefings and debriefs will facilitate opportunities to share lessons learned and enhance ongoing practices.

This approach ensures that project processes retain flexibility, thereby facilitating the team's prompt response to institutional feedback, regulatory updates, or emerging performance demands. The IETU Reform Project focuses on strict quality assurance during the entire project lifecycle to achieve lasting enhancements in organizational effectiveness, transparency, and service delivery, SALCC.

#### **4.5.3 Manage Quality**

In the context of the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC), the Manage Quality process assumes a pivotal role in guaranteeing that all project activities and deliverables conform to established quality standards and proficiently contribute to the institution's overarching objectives of strategic enhancement and improved decision-making. This process, informed by the principles outlined in the PMBOK Guide, emphasizes not only the verification of deliverables that meet defined expectations but also the assessment and refinement of the methods used to achieve those outcomes.

The Project Manager shall spearhead the application of this quality framework, collaborating closely with members of the IETU Reform Working Group, the Quality Assurance Officer, and essential institutional stakeholders, including department heads, academic leaders, and data users. Collectively, they will supervise the quality of all

reform outputs, which range from strategic planning frameworks to performance monitoring templates, ensuring that each component embodies best practices, aligns with stakeholder expectations, and promotes the institution's effectiveness agenda.

To effectively manage quality, specific standards will be established for each primary deliverable, including updated institutional policies, restructured planning processes, training content, and data reporting tools. These standards will function as benchmarks throughout the project and will undergo continuous review to ensure their relevance and practicality. Quality-related tasks will encompass routine evaluations of documentation, assessments of training modules, spot checks of planning tools, and validation of institutional research methodologies. In instances where quality concerns are identified, the project team will conduct root cause analyses using tools such as cause-and-effect diagrams and process flow reviews to pinpoint the source of the issue and propose timely corrective actions.

Moreover, community and stakeholder feedback will play an integral role in this quality management process. As internal users begin to engage with newly introduced systems, procedures, and templates, their feedback will inform further refinements, ensuring that the reforms are not only technically sound but also user-friendly and operationally viable. Adjustments based on stakeholder experience will be meticulously documented and reviewed during project meetings, thereby fostering a culture of transparency and continuous learning.

Furthermore, all quality assurance activities, including internal audits, peer reviews, and outcome assessments, will be systematically recorded in a centralized log. This will provide a comprehensive account of the improvements, challenges, and corrective measures implemented, and will be scrutinized during steering committee meetings to guide decision-making and resource allocation. The project's commitment to managing quality proactively will ensure that deliverables are sustainable, evidence-based, and impactful, ultimately strengthening the role of the IETU in supporting institutional performance and strategic planning at SALCC.

**Table 14***Quality Metrics Template**Project Name: IETU Reform**Project Manager: Leanne Boxill**Date:**Version: 1.0*

Quality Metric	Description	Measurement Method	Target/Standard	Frequency of Monitoring	Responsible Party	Action in Case of Deviation
Stakeholder Satisfaction	Evaluate stakeholder satisfaction regarding project activities and deliverables.	Online surveys, feedback from focus groups, and consultation interviews.	Minimum 85% satisfaction	Quarterly	Project Manager, Stakeholder Engagement Lead	Address feedback by implementing change requests or making corrective updates to engagements and processes.
Training Effectiveness	Assess the efficacy of institutional effectiveness training sessions.	Pre- and post-assessments, participant feedback forms	At least 90% improvement in post-training results	After each session	Training and Development Coordinator	Implement additional sessions or provide personalized assistance in instances where outcomes fail to meet the predetermined objectives.
Deliverable Quality	Ensure that the final deliverables conform to the expected institutional and academic standards.	Checklists, expert peer reviews, and compliance audits.	100% compliance with approved quality criteria	At key milestones	Quality Control Lead, Project Manager	Revise deliverables or escalate quality concerns to the Steering Committee.
Resource Utilization	Monitor the utilization	Reports from	There is a 95%	Weekly	Resource Manager,	Reallocate or modify

Quality Metric	Description	Measurement Method	Target/Standard	Frequency of Monitoring	Responsible Party	Action in Case of Deviation
	of human and material resources in accordance with the project plan.	Microsoft Project, time logs, and materials tracking processes.	adherence to the resource allocation plan.		Project Coordinator	resource allocations and provide timely assistance to areas exhibiting suboptimal performance.
Change Management Responsiveness	Monitor how effectively change initiatives are communicated and adopted	Adoption rate metrics, feedback forms, and engagement tracking	80% positive adoption rate across key units	Monthly	Change Management Officer, Communication Specialist	Increase change communication and offer refresher workshops if adoption is low
Institutional Integration	Evaluate the extent to which reform outputs are incorporated into the operational model of SALCC.	Implementation tracking, integration checklists, and usage analytics.	Ninety percent of units have adopted new tools and processes.	Bi-monthly	Institutional Effectiveness Officer, Project Team	Conduct targeted follow-ups with non-compliant units and provide onboarding assistance.
Strategic Alignment	Confirm alignment of project outputs with SALCC's strategic plan	Deliverable reviews, strategic mapping workshops	Full alignment with strategic priorities	At key phase gates	Strategic Planning Advisor, Quality Assurance Specialist	Adjust outputs or planning frameworks to align with strategic objectives whenever a misalignment is detected.
Risk Mitigation Effectiveness	Evaluate the implementation and success of mitigation strategies	Risk register updates, issue logs, and mitigation tracking	90% of risks mitigated on time	Monthly	Risk Manager, Project Manager	Revise the risk mitigation plans and allocate additional resources to address high-

Quality Metric	Description	Measurement Method	Target/Standard	Frequency of Monitoring	Responsible Party	Action in Case of Deviation
						impact risks. Continue to persist.
Cost Control Accuracy	Monitor project expenditures and ensure financial alignment with the approved budget.	Budget variance analysis, Earned Value Management (EVM) reports	Variance not exceeding $\pm 5\%$	Monthly	Finance Officer, Project Manager	Initiate the process of corrective budget realignment and request authorization for the utilization of contingency or reserve funds.
Compliance and Governance	Ensure compliance with educational regulations and internal policy frameworks	Internal audits, policy checks, governance review reports	100% compliance	As required	Legal and Governance Advisor, Project Oversight Team	Immediate review and corrective action regarding non-compliance findings.

*Note: Quality Metrics Template by Leanne Boxill, Author, 2025, Own work.*

#### 4.5.4 Control Quality

The Control Quality process for the Institutional Effectiveness and Transformation Unit (IETU) reform project at Sir Arthur Lewis Community College (SALCC) will involve continuous monitoring and rigorous evaluation of all key deliverables to ensure compliance with established quality standards, contribute to strategic outcomes, and align with stakeholder expectations. The Project Manager will lead this process in close collaboration with the Project Implementation Team, the Institutional Effectiveness Officer, and the designated Quality Assurance Officer.

A comprehensive suite of quality control tools and techniques will be employed throughout the project to verify that outputs satisfy defined benchmarks. These tools include structured inspections of deliverables such as strategic planning guidelines, institutional assessment templates, monitoring and evaluation frameworks, and internal reporting systems. Control charts and performance dashboards will be utilized to identify deviations in timelines, deliverable accuracy, and stakeholder responsiveness. The project team will also rely on feedback loops, including pilot implementations of proposed frameworks and stakeholder review sessions, to assess the relevance and usability of these frameworks prior to full-scale deployment.

Workshops, mock audits, and test applications of strategic planning models will be conducted to validate the quality and functionality of the new systems and processes. For example, simulated planning cycles will be employed to test the Institutional Effectiveness Framework and its alignment with departmental strategic goals and the College's overall overarching goals. Any quality discrepancies identified during these exercises will be documented and analyzed utilizing root cause analysis, facilitating the implementation of prompt corrective actions.

All quality inspection results, performance feedback, and verification data will be meticulously recorded to guarantee transparency and traceability. These records will serve as crucial references during project reviews and will inform decisions made during Steering Committee meetings. Furthermore, this documentation will support the project's emphasis on continuous improvement, enabling future reform initiatives to benefit from the established lessons learned in quality.

Through the systematic application of control quality processes, the project team will ensure that each deliverable, whether policy documentation, training content, strategic templates, or performance reporting tools, meets the standards required for sustainable institutional transformation. By embedding quality checks at all critical milestones, the project reaffirms its commitment to excellence, effectiveness, and alignment with the overarching goal of enhancing decision-making and strategic planning at SALCC.

#### 4.5 Resource Management Plan

The Resource Management Plan for the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) delineates the strategic methodology for acquiring, mobilizing, and managing the human and physical resources necessary to facilitate the unit's transformation. Given the project's institutional focus, the plan emphasizes structured collaboration among administrative, technical, and academic stakeholders to guarantee the successful implementation and sustainability of outcomes.

Human resources for this reform initiative will encompass both internal and external personnel. The project team will consist of the Project Manager and core project staff responsible for coordination and implementation, with the support of the Quality Assurance Officer and the Institutional Effectiveness Officer. Strategic oversight and guidance will be furnished by the Principal and the Board of Governors. Furthermore, specialized field experts and consultants possessing expertise in institutional effectiveness, quality assurance, and change management will be engaged to provide technical guidance and bespoke support throughout the project lifecycle. The IETU Manager will assume a pivotal role in coordinating the reform activities and integrating the new processes into the unit's daily operations.

Resource planning will be guided by the Work Breakdown Structure (WBS) and project schedule, ensuring that staffing and equipment requirements are met in accordance with the project phases. Physical resources, including office supplies, training materials, and equipment for monitoring and evaluation, will be procured in line with the procurement management plan, with cost control measures instituted to ensure compliance with the approved budget.

In order to enhance accountability and mitigate resource conflicts, a resource allocation matrix will be devised and subjected to continuous monitoring. This matrix will clearly define key personnel responsibilities, necessary levels of engagement, and established timelines. The availability of resources will be critically assessed during status meetings, and any constraints or bottlenecks will be escalated for resolution through the project's governance structure.

Effective resource management within this context extends beyond mere operational functions, adopting a strategic orientation that ensures the reform of the IETU is supported by an optimal amalgamation of expertise, institutional leadership, and functional tools. This integrated approach will facilitate the creation of a more agile, data-informed, and impact-oriented unit, proficient in supporting the broader objectives of institutional effectiveness and strategic planning at SALCC.

#### 4.6.1. Human Resources (Roles and Responsibilities)

Human resources dedicated to reforming the Institutional Effectiveness and Transformation Unit (IETU) at the Sir Arthur Lewis Community College (SALCC) have been meticulously selected to ensure that the project is executed with a high degree of professionalism, accountability, and alignment with institutional goals. Each role contributes uniquely to the project's strategic direction, operational delivery, and long-term sustainability. Responsibilities are allocated based on functional expertise, organizational authority, and relevance to various project phases.

Alongside executing the project, the team will focus on continuous engagement, monitoring performance, and making timely decisions. Regular meetings will be held to assess deliverables, resolve conflicts, and modify plans as necessary. We will encourage open communication to ensure alignment among all team members and stakeholders. The following table details key roles and their respective responsibilities.

**Table 15**

*Human Resources Roles and Responsibilities*

<b>Role</b>	<b>Responsibility</b>
<b>Project Sponsor (Principal, SALCC)</b>	Provides executive oversight, secures institutional commitment, and ensures alignment with the College's strategic objectives.
<b>Project Manager</b>	Leads day-to-day project execution, oversees budget and schedules, manages risks, coordinates team activities, and reports to stakeholders.

<b>Role</b>	<b>Responsibility</b>
<b>Steering Committee (Board of Governors &amp; Executive Leadership)</b>	Provides high-level guidance, resolves escalated issues, approves significant changes, and ensures project outcomes align with institutional goals.
<b>IETU Manager</b>	Coordinates reform activities within the unit, facilitates adoption of new processes, and ensures integration with existing operations.
<b>Institutional Effectiveness Officer</b>	Supports the development of frameworks and indicators for performance monitoring, institutional research, and reporting mechanisms.
<b>Quality Assurance Officer</b>	Conducts quality audits, reviews deliverables, and ensures standards are met across planning, implementation, and reporting activities.
<b>Field Experts / Consultants</b>	Offer technical expertise in strategic planning, change management, institutional effectiveness, and capacity building.
<b>Training and Capacity Building Lead</b>	Designs and delivers professional development sessions to support staff adaptation to the new structure and procedures.
<b>Monitoring and Evaluation (M&amp;E) Coordinator</b>	Tracks project progress against indicators, compiles evaluation reports, and advises on areas for improvement.
<b>Project Administrative Support Staff</b>	Manages documentation, schedules meetings, prepares reports, and supports communication across stakeholder groups.

*Note: Human Resources Roles and Responsibilities by Leanne Boxill, Author, 2025, Own work.*

This structured approach to human resource management ensures that a competent and collaborative team supports the reform of the IETU. Each member's role is aligned with the project's core objectives, fostering a seamless transition to a more effective, data-driven environment.

#### 4.6.2 Resource Requirements by Project Phase

The successful execution of the IETU reform project at Sir Arthur Lewis Community College relies on the appropriate allocation of skilled human resources across each project phase. Table 16 outlines the required personnel, the number of individuals per role, the skill sets they must bring, and the expected duration of their involvement. This phased allocation ensures that the right expertise is available at each stage to meet planning, implementation, quality assurance, and change management goals. The composition of the team evolves in response to the project, optimizing efficiency, managing costs, and maintaining alignment with institutional priorities.

**Table 16**

*Human Resource Requirements by Project Phase*

<b>Phase</b>	<b>Role</b>	<b>Required Number</b>	<b>Skill Set</b>	<b>Allocation Duration</b>
<b>Initiation</b>	Project Manager	1	Strategic Planning, Project Initiation	1 month
	IETU Manager	1	Institutional Coordination, Change Facilitation	1 month
	Principal	1	Executive Oversight, Strategic Direction	1 month
	Steering Committee	6	Governance, Decision-making, Policy Alignment	1 month
<b>Planning</b>	Project Manager	1	Scheduling, Resource Planning, Risk Analysis	2 months
	Institutional Effectiveness Officer	1	Data Strategy, KPI Development	2 months
	Quality Assurance Officer	1	Quality Benchmarking, Compliance Planning	2 months
	Project Support Staff	2	Admin Support, Meeting Coordination	2 months

<b>Phase</b>	<b>Role</b>	<b>Required Number</b>	<b>Skill Set</b>	<b>Allocation Duration</b>
	Field Experts / Consultants	4	Strategic Planning, Org. Development	2 months
<b>Execution</b>	Training & Capacity Building Lead	1	Workshop Design, Adult Learning	1 month
	Community Engagement Liaison	1	Stakeholder Communication, Public Engagement	4 months
	IETU Staff (Internal Liaisons)	2	Data Literacy, Functional Support	4 months
	Project Support Staff	4	Record Keeping, Logistics Management	4 months
<b>Monitoring &amp; Control</b>	Monitoring & Evaluation Coordinator	1	Evaluation Frameworks, Progress Tracking	Continuous
	Quality Assurance Officer	1	Quality Audits, Process Reviews	Continuous
<b>Closure</b>	Project Manager	1	Final Reporting, Close-out Documentation	1 month
	IETU Manager	1	Transition Management, Post-Implementation Review	1 month
	Project Support Staff	2	Final Reporting, Filing, Archiving	1 month

*Note: Human Resource Requirements by L. Boxill, Author, 2025. Own work.*

#### **4.6.2.1 Physical Resource Management**

The reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College necessitates a strategic allocation and management of physical resources to support the implementation of projects across all phases. These resources will facilitate effective planning, engagement, capacity building, data collection, monitoring, and reporting. The Project Manager will coordinate with the college administration and relevant stakeholders to ensure that these resources are procured, maintained, and utilized efficiently and cost-effectively, in alignment with project objectives and within the constraints of budgetary limitations.

Physical resources will be deployed based on the functional needs of the project team and their correlation with specific deliverables. Items such as computers and project management tools will support administrative and analytical activities, while training facilities and outreach equipment will be essential during stakeholder engagement and capacity-building exercises. Technological solutions will be prioritized for data collection and reporting to ensure transparency, accuracy, and the timely flow of information. Table 17 summarizes the physical resource requirements throughout the project lifecycle.

**Table 17***Physical Resources Required*

<b>Resource</b>	<b>Description</b>	<b>Quantity Needed</b>	<b>Usage Phase</b>	<b>Location</b>
Office Space	Dedicated workspace for project coordination and document management	1	All Phases	Institutional Effectiveness and Transformation Unit
Computers	Laptops/desktops for project staff, analysts, and quality personnel	8	All Phases	Institutional Effectiveness and Transformation Unit
Project Management Software	Digital tool for scheduling, task tracking, and team collaboration	4 licenses	All Phases	Institutional Effectiveness and Transformation Unit
Training Facilities	Venue with multimedia support for capacity-building workshops and consultations	1	Planning, Execution	SALCC Training Room or Virtual Platform
Data Collection Tools	Tablets or handheld devices for institutional surveys and field assessments	3	Execution	IETU and Field Locations
Vehicles	Transportation for stakeholder visits, field consultations, and outreach initiatives	1	Execution, Monitoring & Control	Shared Pool (College Fleet)
Office Supplies	Stationery, flipcharts, printer ink, and document folders for administrative use	Bulk	All Phases	Institutional Effectiveness and Transformation Unit
Presentation Equipment	Projector, screen, and audio tools for stakeholder presentations and briefings	1	Planning, Execution	Institutional Effectiveness and Transformation Unit/ SALCC Conference Room

*Note: Physical Resource Requirements by L. Boxill, Author, 2025. Own work.*

### **6.3.2.2 Project Organizational Chart and RACI Matrix**

To ensure clarity of roles, responsibilities, and accountability across project activities, a Responsibility Assignment Matrix (RACI) has been developed. The RACI model delineates each stakeholder's involvement by categorizing them as Responsible (R), Accountable (A), Consulted (C), or Informed (I) for specific tasks and deliverables. This matrix promotes structured collaboration, informed decision-making, and alignment with the reform objectives of the Institutional Effectiveness and Transformation Unit (IETU) at SALCC.

The key project stakeholders encompass the Project Sponsor, Principal, Project Manager, IETU Manager, Institutional Effectiveness Officer, Quality Assurance Officer, members of the Board of Governors, external consultants, and project support personnel. Their engagement is mapped across all significant phases and activities, ensuring the reform process is steered by both institutional leadership and evidence-based practices.

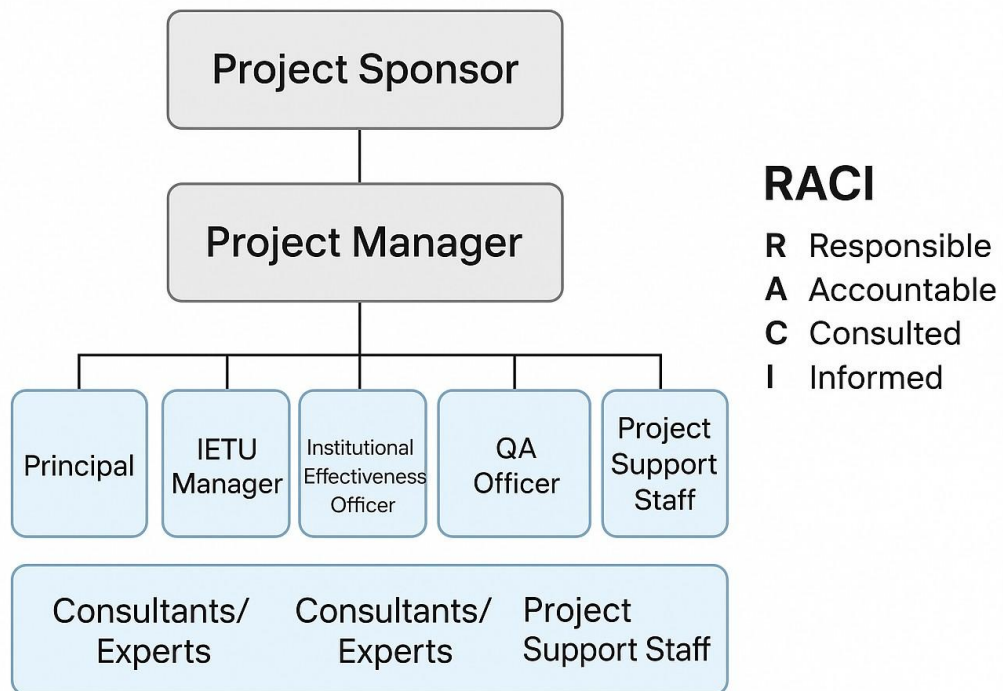
Table 18 below presents the RACI Matrix that underpins efficient governance and effective oversight throughout the project's life cycle.

**Table 18***Responsibility Assignment Matrix (RACI)*

Project Activities/ Phases	Project Sponsor	Principal	Project Manager	B.O. G	IETU Manager	IE Officer	QA Officer	Consultants/ Experts	Project Support Staff
Project Initiation	A	I	R	C	C	C	C	C	I
Needs Assessment & Gap Analysis	I	I	R	I	R	R	C	R	C
Stakeholder Consultations	I	C	R	C	C	R	C	C	C
Strategic Framework Development	C	I	R	C	R	R	C	R	I
Performance Indicators Redesign	I	I	R	C	R	R	R	C	C

Capacity Building/ Training	C	C	R	I	C	C	R	R	C
Implementation of Reform Milestones	I	I	R	I	R	R	C	R	C
Internal Process Standardization	I	I	R	I	R	R	R	C	C
Quality Monitoring and Control	I	I	R	I	C	C	A	C	I
Mid-Term Review and Adjustments	I	C	R	C	C	R	R	C	I
Final Evaluation and Reporting	C	I	R	A	R	R	R	C	C
Project Close-Out and Handover	C	I	R	A	C	C	C	I	R
Final Presentation to Stakeholders	I	R	R	A	C	C	C	I	C

*Note:* Responsibility Assignment Matrix by L. Boxill, Author, 2025. Own work.

**Figure 18***RACI Matrix Information Flow*

**Note:** Responsibility Assignment Matrix Process by L. Boxill, Author, 2025. Own work

#### 4.6.3. Resource Acquisition

Resource acquisition for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) will employ a structured, needs-driven approach to secure the necessary human and physical resources to support the unit's transformation. The project requires both internal and external resources, each obtained through strategic recruitment, internal reassignment, and formal procurement protocols.

Human resources will primarily be drawn from SALCC's internal staffing pool, supplemented by external consultants and field experts as needed. The Project Manager, Institutional Effectiveness Officer, Research Officer, and Quality Assurance Officer

will be selected internally based on demonstrated expertise in project coordination, institutional assessment, and continuous quality improvement. The IETU Manager will assume a dual role, combining management and subject-matter leadership. The College Principal will appoint these key personnel with endorsement from the Board of Governors to ensure alignment with institutional goals and governance protocols.

Specialized expertise, including strategic planning consultants, higher education policy advisors, and data analysts, will be sourced externally through a transparent selection process. These individuals will be contracted based on competitive evaluations of qualifications, sector experience, and their ability to deliver reform-oriented outcomes. Consultants will be tasked with supporting areas such as performance measurement frameworks, governance restructuring, and institutional research methodologies.

Members of the Board of Governors and the Project Sponsor shall be engaged in oversight; however, they will not necessitate formal acquisition processes, given that their roles are delineated within the institutional framework. Administrative and technical support personnel will be partially seconded from existing SALCC departments or appointed on a short-term basis as required, with supplemental training offered to facilitate change management and project documentation endeavors.

Physical resources required for project implementation include a designated workspace within the College for the reformed IETU, equipped with computers, printers, filing equipment, and meeting tools to facilitate operational and strategic functions. Office equipment will be acquired through SALCC's procurement system, adhering to standard budgeting and approval procedures. When external meeting spaces or larger venues are required for stakeholder consultations or training workshops, they will be procured through a bidding process that emphasizes accessibility and cost efficiency.

Software tools to support institutional planning and effectiveness, such as project tracking applications, survey and analytics platforms, and document management systems, will be acquired through licenses and subscriptions. Selection will be based on compatibility with existing systems, user accessibility, and data security standards.

All acquisition processes will adhere to SALCC's internal procurement policies and the principles of transparency, efficiency, and cost-effectiveness. Where necessary, bidding procedures will be applied for higher-value services or technology to ensure competitive pricing and value for investment. To strengthen project capacity, orientation and training will be provided to all team members, particularly those assuming new or expanded roles under the reformed IETU structure. Ongoing performance assessments will help identify any gaps in personnel or resources, enabling timely adjustments during project execution.

This multi-faceted resource acquisition plan is designed to establish a well-supported and competently staffed IETU capable of delivering on its mandate of fostering a culture of institutional effectiveness, data-informed decision-making, and strategic alignment at SALCC.

#### **4.6.4. Develop Team**

The development of a cohesive, competent, and purpose-driven team is vital to the successful implementation of the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC). In addition to assembling skilled personnel, the project places considerable emphasis on fostering a collaborative environment founded on trust, transparency, and continuous learning.

Each member of the project team, which includes the Project Manager, IETU Manager, Institutional Effectiveness Officer, Quality Assurance Officer, consultants, support staff, as well as representatives from the Principal's Office and Board of Governors, will receive clearly defined responsibilities that align with the project's deliverables. From the outset, these individuals will undergo a structured orientation that will outline the goals of the reform initiative, their specific roles, and the expected timelines for key milestones.

To enhance team capacity and promote professional development, the project will feature a series of targeted training sessions designed to support the team's growth and development. These sessions will concentrate on areas critical to institutional reform, including:

- Strategic planning and Change Management
- Data-informed decision-making and Institutional research
- Project management tools (e.g., Microsoft Project, Trello)
- Effective stakeholder engagement and reporting

Training will be tailored to meet both the general requirements of the project and the specific needs of various roles. Internal personnel will gain from development workshops led by external consultants and experts in higher education, while field consultants will be integrated into SALCC's institutional culture and reform objectives.

Effective communication and performance management will be crucial to the team's development. The Project Manager will conduct regular check-in meetings and biweekly review sessions to monitor progress, provide feedback, and identify challenges. An open-door policy will be enforced to promote transparency and trust, ensuring that issues such as workload concerns or role clarity are addressed promptly and constructively.

Protocols for conflict resolution will highlight respectful dialogue, mediation when necessary, and adherence to the college's standards of professional conduct. Furthermore, team-building activities, including reflective debriefs, informal gatherings, and collaborative planning sessions, will be employed to enhance cohesion and morale.

Recognition of effort and achievement will be integral to the team culture. Milestones of the project will be commemorated through team briefings and formal acknowledgments from senior leadership. The project's conclusion will be celebrated with a close-out event that honors the team's contributions to strengthening SALCC's institutional capacity.

Through these initiatives, the IETU Reform Project aims to cultivate a unified, agile, and high-performing team that can advance the college's strategic goals and embed a sustainable culture of effectiveness and transformation.

#### 4.6.5. Manage Team

Effective team management is paramount to the successful implementation of the IETU Reform Project at Sir Arthur Lewis Community College (SALCC). The project's approach to team management will be grounded in the principles of accountability, equity, open communication, and continuous performance improvement. The Project Manager shall serve as the primary overseer of the project team's performance, ensuring alignment with institutional standards and the broader objectives of organizational transformation.

To ensure consistency and transparency, team performance will be evaluated using both formal and informal assessment mechanisms. Formal evaluations will occur at three strategic intervals throughout the project's lifecycle post-initiation, mid-point, and prior to close-out. These evaluations will assess individual performance through a five-point rating scale that evaluates conduct, competency, reliability, and role alignment. A minimum performance score of 75% will be mandated for continued project participation and eligibility for full compensation.

In addition to formal evaluations, informal performance reviews will be conducted during biweekly progress meetings. These sessions will provide timely insights into each team member's contributions, identify early indications of performance issues, and create opportunities for developmental feedback and course correction. Through this dual-evaluation framework, the project fosters fairness, responsiveness, and clarity in performance expectations.

The Project Manager will also implement a structured approach to conflict resolution, recognizing that interpersonal dynamics, shifting responsibilities, or unforeseen challenges may periodically induce tension within the team. Drawing upon established conflict resolution frameworks, the Project Manager will apply one of five strategies: Avoid, Accommodate, Compromise, Force, or Collaborate, based on the context and nature of the conflict. The objective will consistently be to resolve issues efficiently, maintain team morale, and preserve a professional working environment.

In the event of personnel changes, the Project Manager will consult with the IETU Manager, notify the Principal and Board of Governors as deemed appropriate, and prepare documentation to facilitate a smooth transition. Succession planning and

knowledge transfer protocols will be employed to mitigate disruptions and ensure continuity in project execution.

In summary, managing the team within the IETU Reform Project will necessitate proactive leadership, structured performance tracking, and a commitment to collaborative problem-solving. These measures will contribute to the establishment of a high-performing project team that is adaptable, mission-driven, and aligned with SALCC's pursuit of enhanced institutional effectiveness.

#### **4.6.6. Control Resources**

Effective management of both human and physical resources is essential for the successful execution of the IETU Reform Project at Sir Arthur Lewis Community College (SALCC). This process ensures that all resources are utilized efficiently, aligned with project objectives, and adjusted responsibly in response to evolving needs. A structured control mechanism will be employed to monitor utilization, manage changes, and promote accountability across the project lifecycle.

##### **4.6.6. 1 Physical Resources**

The Project Manager will be responsible for tracking the allocation and usage of all physical resources, including office space, computing equipment, training materials, and data collection tools, to ensure compliance with project requirements, budgetary constraints, and scheduled activities. Any request for modification, replacement, or augmentation of physical resources must be submitted in writing to the Project Manager. The request should encompass a justification, projected impact, and associated cost implications.

Upon review, the Project Manager will present the request to the Steering Committee, which will act on behalf of the Project Sponsor to evaluate and either approve or reject the proposed change within five working days. If approved, any necessary updates to supplier contracts, service agreements, or procurement records will be coordinated and executed under the guidance of the Project Manager and relevant administrative personnel.

Ongoing monitoring will be reinforced through periodic physical audits and inventory updates, particularly during critical phases of the project. All outcomes and decisions pertaining to physical resource changes will be documented in the Lessons Learned Register, which will serve as a reference for future project initiatives and facilitate continuous improvement in resource planning and management.

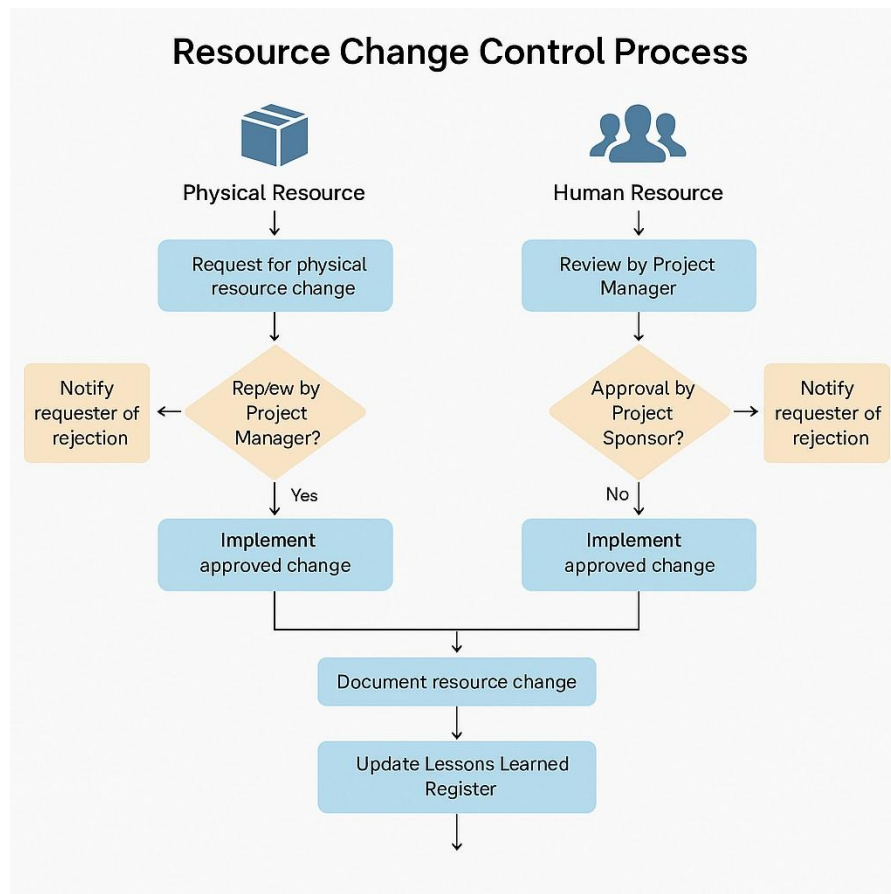
#### **4.6.6. 2 Human Resources**

Management of changes in human resources will adhere to a similarly structured process, in accordance with the guidelines established in the Resource Management Plan. The Project Manager, the IETU Manager, the Team Leads, or the Steering Committee may initiate requests for personnel changes. Each request must be accompanied by a comprehensive rationale, such as role misalignment, performance concerns, emerging project requirements, or capacity constraints, and must include a risk and impact assessment.

The Project Manager will review the request and present it to the Steering Committee. Following their evaluation, the Project Sponsor will grant final approval to ensure that all adjustments comply with institutional and strategic objectives. Upon approval, the Project Manager will coordinate a structured transition, which may involve reallocating roles, recruiting new personnel, or onboarding existing personnel. In instances where external consultants or technical experts are necessary, the procurement process will be initiated in accordance with SALCC's procurement guidelines.

To ensure continuity and mitigate disruption, new personnel will undergo expedited orientation and role-specific briefings. All changes to team composition will be documented formally, with their effects monitored through scheduled performance assessments. These activities will be recorded in the Human Resource Change Log and reflected in the Lessons Learned Register.

This comprehensive approach to resource management fosters accountability, enhances institutional resilience, and contributes to the overall strategic success of the IETU Reform Project.

**Figure 19***Resource Change Control Process*

*Note:* Resource Change Control Process by L. Boxill, Author, 2025. Own work.

#### 4.6 Communication Management Plan

The Communication Management Plan for the IETU Reform Project at Sir Arthur Lewis Community College (SALCC) establishes a comprehensive framework for facilitating effective communication among all internal and external stakeholders throughout the project lifecycle. This plan is in accordance with the principles delineated in the PMBOK® Guide and is meticulously crafted to ensure clarity, transparency, and consistency in communication. It thereby supports decision-making, stakeholder engagement, and strategic alignment. Effective communication is

indispensable in managing change, fostering institutional trust, and sustaining momentum for reform.

#### 4.6.1 Communication Objectives

- Foster a transparent, consistent, and timely exchange of information among all stakeholders.
- Ensure the active engagement of stakeholders and the provision of institutional support for project activities.
- Provide regular updates regarding the project's status, challenges, decisions, and achievements.
- Enable structured feedback mechanisms to facilitate continuous improvement.
- Facilitate the sharing of information to enhance awareness and promote participation in reform activities.

#### 4.7.2 Stakeholder Communication Requirements

**Table 19**

*Stakeholder Needs*

<b>Stakeholder</b>	<b>Communication Needs</b>
Project Sponsor	Strategic updates on progress, risk, compliance, and institutional impact.
Principal	Monthly summaries on key deliverables, alignment with strategic planning, and institutional integration.
Project Manager	Daily updates from team leads, stakeholder concerns, progress reports, and documentation oversight.
Steering Committee	Monthly strategic briefings, issue escalations, resource decisions, and policy discussions.

<b>Stakeholder</b>	<b>Communication Needs</b>
IETU Manager & Institutional Effectiveness Officer	Weekly reports on unit reform activities, quality standards, and implementation feedback.
Quality Assurance Officer	Updates on performance metrics, assessment frameworks, and stakeholder data insights.
External Consultants/Experts	Timely access to deliverable timelines, consultation schedules, and working group reports.
Project Support Staff	Task-specific instructions, timeline updates, and document handling procedures.
College Staff & Students	Periodic updates via internal channels about project goals, progress, and opportunities for involvement.
Ministry of Education	Formal reports, compliance status, and alignment with national higher education priorities.

*Note:* Stakeholder Needs by L. Boxill, Author, 2025. Own work

#### 4.6.2 Communication Methods and Technologies

**Table 20**

*Communication Methods and Technologies*

<b>Method/Technology</b>	<b>Purpose</b>	<b>Audience</b>
Email	Formal communication, document sharing, and meeting scheduling	All stakeholders
Microsoft Teams / Zoom	Virtual meetings, real-time collaboration, stakeholder consultations	Project team, Consultants, Steering Committee
Project Management Software (e.g., MS Project, Smartsheet)	Task tracking, scheduling, and performance monitoring	Project Manager, Team Leads
Stakeholder Portal (e.g., SharePoint)	Access to reports, feedback tools, and shared documents	Internal stakeholders, support staff
Institutional Website & Intranet	College-wide updates, public-facing project milestones	Faculty, staff, students
Reports & Dashboards	Visual summaries of project progress, risks, and deliverables	Principal, Sponsors, Steering Committee

<b>Method/Technology</b>	<b>Purpose</b>	<b>Audience</b>
Surveys and Forms	Collect feedback and measure engagement	All stakeholders

*Note: Communication Methods and Technologies by L. Boxill, Author, 2025. Own work*

### 4.6.3 Communication Frequency

**Table 21**

*Communication Type*

<b>Communication Type</b>	<b>Frequency</b>	<b>Audience</b>
Project Team Meetings	Weekly	Project Manager, Team Leads
Steering Committee Briefings	Monthly	Steering Committee
Sponsor Updates	Bi-monthly or as needed	Project Sponsor
Principal Reports	Monthly	College Executive
Stakeholder Engagement Reports	Quarterly	College community, IETU staff
Public Updates	Quarterly	Broader SALCC community
Ad Hoc Communication	As needed	Relevant parties in response to specific issues

*Note: Communication type, frequency, and audience by L. Boxill, Author, 2025. Own work*

#### 4.6.4 Roles and Responsibilities

**Table 22**

*Communication Roles*

<b>Role</b>	<b>Communication Responsibilities</b>
Project Sponsor	Get strategic updates, authorize changes, and address significant issues.
Principal	Evaluate institutional integration and analyze progress reports; advocate for necessary support.
Project Manager	Supervise all communication activities, ensure timely dissemination, and maintain comprehensive issue logs.
Project Coordinator	Facilitate the processes of scheduling, reporting, database maintenance, and internal distribution.
IETU Manager	Report on the progress of the reform; engage with the team; convey feedback from unit personnel.
Team Leads	A report on the status of tasks, escalation of issues, and feedback collection from the team is required.
Consultants	Provide insights, prepare technical documentation, and offer guidance during sessions.
Community Stakeholders (Faculty/Students/Staff)	Engage in discussions, offer feedback, and share pertinent information.

*Note: Communication Roles and Responsibilities by L. Boxill, Author, 2025. Own work*

**Table 23**

*Communication Information Flow*

<b>Communication Type</b>	<b>Frequency</b>	<b>Audience</b>	<b>Responsible Party</b>	<b>Delivery Method</b>
Weekly Project Team Meetings	Weekly	Project Manager, Project Team	Project Manager	MS Teams/Zoom
Monthly Steering Committee Reports	Monthly	Steering Committee	Project Manager	Virtual Meetings

<b>Communication Type</b>	<b>Frequency</b>	<b>Audience</b>	<b>Responsible Party</b>	<b>Delivery Method</b>
Stakeholder Engagement Updates	Quarterly	Faculty, Staff, Students	IETU Manager, Project Coordinator	Stakeholder Portal, Intranet
Community Updates	Quarterly	General Public	Project Coordinator	Institutional Website
Ad Hoc Communications	As needed	Relevant Stakeholders	Project Manager	Email, Phone, Teams

*Note: Communication Information Flow by L. Boxill, Author, 2025. Own work*

#### **4.6.5 Communication Escalation Process**

A clearly defined communication escalation process shall be implemented to address unresolved or high-impact issues as follows:

- Initial Resolution: Attempted at the team level through discussion and support.
- Escalation to Project Manager: If unresolved within 48 hours.
- Escalation to Steering Committee: Specifically for matters with strategic or resourcing implications.
- Final Escalation to Sponsor: Pertaining to issues that affect the budget, scope, or strategic objectives.

Each stage of the process will be duly documented and meticulously tracked in the project's Issue Log and will be subject to review during governance meetings.

#### 4.7.7 Feedback Mechanism

Feedback will be collected and integrated into project planning and execution using the following tools:

- **Surveys:** Periodic surveys for stakeholders to evaluate communication clarity and effectiveness, and stakeholder satisfaction
- **Focus Groups:** Targeted sessions with faculty, staff, and students to assess the impact of reform-related communication.
- **Feedback Forms:** Accessible online through the stakeholder portal or Google Forms, facilitating continuous and anonymous feedback.
- **Open Forums:** These are scheduled quarterly to provide a platform for live dialogue with stakeholders and to capture insights for continuous improvement.

The project manager will review feedback on a monthly basis and use it to adjust strategies as needed.

#### 4.7.8 Communication, Monitoring, and Control

**Table 24**

*Communication Process*

<b>Communication Type</b>	<b>Frequency</b>	<b>Audience</b>	<b>Responsible Party</b>	<b>Delivery Method</b>
Project Team Meetings	Weekly	Project Manager, IETU Team, Support Staff	Project Manager	Virtual / In-Person Meeting
Sponsor Updates	Monthly	Principal (Project Sponsor)	Project Manager	Email, Progress Report, Meeting
Board of Governors Reports	Quarterly	Board of Governors	Project Manager	Formal Presentation, Email Report
IETU Internal Briefings	Weekly	IETU Officers, Consultants	IETU Manager	In-Person or Virtual Meeting
Faculty & Staff Updates	Monthly	Faculty, Administrative Departments	Project Coordinator	Email, Staff Bulletin, Intranet
Stakeholder Engagement Reports	Quarterly	Ministry of Education, Consultants, Community	Project Manager	PDF Report, Stakeholder Portal
Student & Public Updates	Monthly	Students, Parents, General Public	Communications Lead	Website, Social Media, Bulletin Boards
Consultant Briefings	Bi-Monthly	Project Manager, IETU Team	External Consultants	Email, Virtual Meeting
Ad Hoc Communications	As Needed	Relevant Stakeholders	Project Manager	Email, Phone Call, Special Meeting

<b>Communication Type</b>	<b>Frequency</b>	<b>Audience</b>	<b>Responsible Party</b>	<b>Delivery Method</b>
Feedback Reports	Quarterly	All Stakeholders	Project Coordinator	Survey Reports, Feedback Summary

*Note:* Communication Flow Process by L. Boxill, Author, 2025. Own work

#### **4.7.9 Communication, Documentation, and Storage**

All communication records will be securely stored in a centralized digital repository (e.g., SharePoint), with access regulated by role-based permissions. The documents will comprise:

- Meeting minutes
- Progress and financial reports
- Feedback and survey results
- Formal communications and approvals
- Issue logs and change requests

This repository will ensure accountability, facilitate audits, and provide institutional knowledge for future initiatives.

### **4.7 Risk Management Plan**

The Risk Management Plan outlines a systematic approach for identifying and mitigating potential risks that may hinder the success of the IETU Reform Project at Sir Arthur Lewis Community College (SALCC). This methodology encompasses analyzing risks, assessing their probability and impact, and implementing mitigation strategies to prevent or alleviate adverse effects. Qualitative analysis techniques were employed to evaluate the likelihood and severity of each identified risk. The Project Manager is responsible for supervising the risk management process and ensuring ongoing monitoring throughout the project lifecycle.

#### **4.8.1 Plan Risk Management**

Risk identification is a continual process throughout the project's duration. Initial risks were identified through consultations with stakeholders, expert contributions, and the examination of analogous institutional reform initiatives. These risks were subsequently ranked utilizing a qualitative risk analysis matrix to determine their

severity and the necessity for mitigation strategies. The iterative nature of the risk management process ensures that newly emerging risks can be recognized and addressed as they arise, thereby facilitating alignment with institutional priorities and project objectives.

#### 4.8.2 Risk Management Roles and Responsibilities

To effectively manage risks throughout the lifecycle of the IETU Reform Project, it is essential to establish clearly defined roles and responsibilities. These roles ensure that risk-related tasks are appropriately delegated, facilitating accountability, timely responses, and strategic oversight. Table 25 outlines the key personnel involved in risk management, along with their specific responsibilities for identifying, assessing, responding to, and monitoring risks.

**Table 25**

*Risk Management Roles and Responsibilities*

<b>Role</b>	<b>Responsibility</b>
Project Manager	Oversee the risk management process, formulate response and contingency plans, designate risk owners, monitor triggers, and escalate critical risks.
Project Assistant	Provide comprehensive documentation of risks, organize risk review sessions, and assist in developing and updating mitigation plans.
Data Analyst	Ensure appropriate risk data management; assist in integrating data-driven monitoring; support training initiatives to mitigate technical errors.
Steering Committee	Offer oversight and strategic direction, approve mitigation strategies, and ensure conformity with institutional risk tolerance.
Project Team	Identify and monitor risks throughout the project's execution; provide insights and feedback to refine the response plan.

*Note: Risk Management Roles and Responsibilities by L. Boxill, Author, 2025. Own work.*

### **4.8.3 Risk Identification**

Risks were categorized into five classifications: technical, managerial, organizational, external, and project-specific. This categorization enhances tracking efficacy and facilitates the development of tailored responses.

#### **4.8.3.1 Risk Breakdown Structure**

The Risk Breakdown Structure (RBS) provides a hierarchical framework for categorizing and analyzing risks associated with the IETU Reform Project. By organizing risks into defined categories, technical, management, organizational, external, and project-specific, the RBS facilitates a structured and comprehensive approach to risk identification and prioritization. This allows the project team to develop targeted mitigation strategies and control potential threats throughout the project lifecycle.

Table 26

*Risk Breakdown Structure (RBS)*

<b>Risk Category</b>	<b>Subcategory</b>	<b>Description</b>
1. Technical	1.1 Technology Integration	Potential risks are associated with implementing new or unfamiliar systems.
	1.2 Data Management	Concerns regarding data privacy, security, or loss.
	1.3 Training and Competency	Staff members are unable to utilize tools effectively owing to insufficient training.
2. Management	2.1 Resource Allocation	Insufficient human or physical resources.
	2.2 Project Governance	Delays in approvals or ambiguous authority lines.
	2.3 Stakeholder Engagement	Insufficient stakeholder engagement.
	2.4 Change Management	Uncontrolled alterations in scope that adversely affect the budget timeline.
3. Organizational	3.1 Interdepartmental Collaboration	Issues arising from conflict or inadequate communication between units.
	3.2 Leadership Support	Insufficient commitment is exhibited by upper management.
	3.3 Policy Compliance	There exists a potential risk of violating internal protocols.
4. External	4.1 Regulatory and Legal Changes	The impact of modifications in regulations or educational policy.
	4.2 Political Climate	Institutional priorities may undergo alterations.
	4.3 Community Support and Resistance	Insufficient public or stakeholder support.
	4.4 Environmental Factors	Natural events that may hinder progress, such as hurricanes, should be taken into consideration.
5. Project-Specific	5.1 Budget Constraints	Restricted or postponed financial support.
	5.2 Timeline Delays	Missed milestones.
	5.3 Quality Assurance	The potential consequences of failing to meet deliverable standards.
	5.4 Communication Gaps	Inconsistencies or delays in communication among stakeholders.

*Note:* Risk Breakdown Structure by L. Boxill, Author, 2025. Own work

#### 4.8.4 Perform Qualitative Analysis

This visual prioritization facilitates the risk response planning process. A Probability and Impact Matrix ranked risks according to their probability and impact. Each risk was categorized into distinct color-coded classifications:

- **Red** – High risk: Immediate action required.
- **Orange** – Medium-High: Active monitoring and response planning.
- **Yellow** – Low risk: Monitor periodically.
- **Green** – Very low: Accept with minimal tracking.

Figure 20 illustrates the Probability and Impact Matrix Scale, a vital tool used to evaluate and prioritize risks based on their probability of occurrence and the magnitude of their impact on the project. This visual representation empowers the project team to differentiate between low-, medium-, and high-priority risks, facilitating targeted response planning that aligns with the Institutional Effectiveness and Transformation Unit (IETU) reform objectives at SALCC.

This matrix evaluates risks based on likelihood (probability) and severity (impact), visually distinguishing risk levels (Very Low to High) to guide priority setting in response planning.

**Figure 20***Probability and Impact Matrix Scale*

		Threats				Opportunities			
Very Low	5	5	4	6	5	5	10	15	25
Low	4	4	6	9	12	10	15	10	20
Medium	3	3	6	9	12	12	16	20	15
High	2	2	4	6	10	16	16	15	20
Very High	1	1	2	3	4	20	20	20	15
		1	2	3	4	15	25	10	5
		Very Low	Low	Low	Medium	Medium-High		Medium	High
		IMPACT							

*Note:* Probability and Impact Matrix Scale by L. Boxill, Author, 2025. Own work.

Table 27 outlines the legend pertinent to the Probability and Impact Matrix, which articulates the numerical scoring criteria used to quantify the probability and impact of identified risks. This scoring system ensures a standardized risk evaluation approach, facilitating consistent decision-making and empowering the project team to implement suitable mitigation strategies throughout the reform process.

**Table 27***Probability and Impact Matrix Legend*

<b>Risk Zone</b>	<b>Score Range (P x I)</b>	<b>Severity Level</b>	<b>Action Required</b>
<b>Red</b>	<b>21 – 25</b>	<b>High</b>	Immediate mitigation or escalation is required
<b>Orange</b>	<b>16– 20</b>	<b>Medium-High</b>	Develop response plans and monitor frequently
<b>Orange</b>	<b>11-15</b>	<b>Medium</b>	Monitor and manage proactively
<b>Yellow</b>	<b>6 -10</b>	<b>Low</b>	Accept or monitor occasionally
<b>Green</b>	<b>1 – 5</b>	<b>Very Low</b>	Accept or monitor occasionally

*Note:* Probability and Impact Matrix Legend by L. Boxill, Author, 2025. Own work.

#### 4.8.4.1 Risk Register

**Table 28**

*Risk Register*

<b>RBS Code</b>	<b>Cause</b>	<b>Risk</b>	<b>Consequence</b>	<b>Probability</b>	<b>Impact</b>	<b>Score (P x I)</b>	<b>Trigger</b>	<b>Response Strategy</b>	<b>Owner</b>
1.1	New technology integration	Technical difficulties	Delays in project activities	3	4	12	Setup issues	Mitigate	Project Manager
1.2	Data privacy concerns	Data breach	Loss of trust, legal action	2	5	10	Unauthorized access	Mitigate	Data Administrator
1.3	Inadequate training	Low competency	Errors and inefficiencies	2	3	6	Frequent mistakes	Mitigate	Project Manager
2.1	Insufficient resources	Resource shortages	Delays in deliverables	4	5	20	Task delays	Mitigate	Project Sponsor
2.2	Delayed decision-making	Governance issues	Misalignment with goals	3	4	12	Approval delays	Mitigate	Steering Committee
2.3	Lack of stakeholder involvement	Stakeholder disengagement	Reduced support, delays	4	5	20	Low response rates	Mitigate	Project Manager
2.4	Scope changes	Scope creep	Overruns and delays	5	5	25	Scope requests	Mitigate	Project Manager

<b>RBS Code</b>	<b>Cause</b>	<b>Risk</b>	<b>Consequence</b>	<b>Probability</b>	<b>Impact</b>	<b>Score (P x I)</b>	<b>Trigger</b>	<b>Response Strategy</b>	<b>Owner</b>
3.1	Poor interdepartmental communication	Collaboration issues	Project inefficiencies	3	3	9	Miscommunication	Mitigate	Project Manager
3.2	Insufficient leadership support	Reduced project support	Difficulty in approvals	3	5	15	Approval delays	Escalate	Steering Committee
3.3	Non-compliance with policies	Policy violations	Project halts	2	5	10	Audit findings	Mitigate	Project Manager
4.1	New regulations	Legal or regulatory changes	Project delays	2	4	8	Policy changes	Mitigate	Project Manager
4.2	Political instability	Changes in project priorities	Shift in focus/funding	3	4	12	Political shifts	Avoid	Steering Committee
4.3	Community resistance	Lack of community support	Difficulty engaging the community	3	4	12	Negative feedback	Mitigate	Community Relations Team
4.4	Environmental factors	Disruption to project activities	Delays, increased costs	4	5	20	Weather alerts	Transfer	Project Sponsor
5.1	Budget constraints	Insufficient funding	Inability to complete activities	5	5	25	Low balance	Mitigate	Project Sponsor

<b>RBS Code</b>	<b>Cause</b>	<b>Risk</b>	<b>Consequence</b>	<b>Probability</b>	<b>Impact</b>	<b>Score (P x I)</b>	<b>Trigger</b>	<b>Response Strategy</b>	<b>Owner</b>
5.2	Task delays	Timeline overruns	Extended timeline, cost increase	3	4	12	Missed milestones	Mitigate	Project Manager
5.3	Quality control issues	Low-quality deliverables	Reduced effectiveness, trust	3	4	12	Quality audits	Mitigate	Quality Assurance Team
5.4	Ineffective communication	Misalignment of expectations	Reduced satisfaction, conflicts	3	3	9	Stakeholder feedback	Mitigate	Project Manager

*Note:* Risk Register by L. Boxill, Author, 2025. Own work

#### 4.8.5 Plan Risk Response

The “Plan Risk Response” process constitutes a critical component of the overarching risk management strategy for reforming the Institutional Effectiveness and Transformation Unit (IETU) at SALCC. Its objective is to determine appropriate and proactive strategies that mitigate the impact of identified risks while ensuring the project's continuity and success.

Following the qualitative risk analysis, each risk identified in the Risk Register has been assessed based on probability and impact. Utilizing the Probability and Impact Matrix (Figure 20), risks were prioritized to ascertain which ones necessitate urgent attention. Risk response strategies are selected based on their relevance to the project context, feasibility, and conformity with SALCC’s institutional policies and project management standards.

For this project, the following response strategies are implemented:

- **Avoid:** Modifying schedules or processes will circumvent risks that can be entirely eliminated, such as environmental disruptions during implementation.
- **Mitigate:** The most prevalent approach adopted in this project, mitigation seeks to reduce the risk's likelihood or impact, such as providing additional training to address low technical competency.
- **Transfer:** High-impact risks, such as environmental threats, may be transferred through insurance or third-party service agreements.
- **Escalate:** Strategic-level risks that exceed the Project Manager's authority, such as insufficient executive support, are escalated to the Steering Committee or Project Sponsor.
- **Accept:** Low-priority risks for which no feasible action can be taken may be acknowledged and monitored.

The project team actively manages risks and establishes contingency plans to safeguard the project's scope, timeline, and resources. Each response strategy is documented and assigned to specific risk owners to ensure accountability.

#### **4.8.6 Implement Risk Response**

The “Implement Risk Response” phase operationalizes the planned strategies and ensures their integration into the daily execution of the IETU reform initiative. This process translates risk planning into decisive action, reinforcing a culture of accountability and responsiveness within the project team. Each risk owner, as identified in the Risk Register, is responsible for executing the assigned response strategy, monitoring risk triggers, and reporting progress to the Project Manager. The Project Manager coordinates these efforts to maintain alignment with project timelines and objectives. Any barriers to implementation are addressed collaboratively, and support is provided where resource constraints or logistical challenges exist.

High-priority risks are monitored continuously, particularly those affecting data security, stakeholder engagement, or institutional compliance. For instance, where risks involve potential stakeholder disengagement, the Community Relations Team is responsible for activating enhanced engagement protocols and tracking feedback. Implementation progress is discussed during bi-weekly status meetings and documented in the Risk Response Log. Lessons learned from each implementation phase will be compiled in the project’s Lessons Learned Register, contributing to improved risk management capacity for future institutional projects. Integrating risk response into project operations enables the team to maintain a dynamic, responsive, and closely aligned risk management approach, in line with the IETU reform.

#### **4.8.7 Monitor Risks**

The “Monitor Risks” process establishes a continual mechanism for the oversight and refinement of risk responses throughout the IETU reform project lifecycle. This iterative process ensures that both previously identified and emerging

risks are actively tracked and addressed, maintaining project momentum and institutional alignment.

The Project Manager will lead bi-weekly risk review sessions involving the risk owners, project support staff, and, when necessary, the Steering Committee. These meetings will assess the effectiveness of current mitigation strategies, determine whether new risks have emerged, and validate the relevance of existing risk priorities.

The risk register will be updated accordingly, and if any changes to the Risk Management Plan are necessary, a formal Change Control Form will be submitted. The Steering Committee will review such requests within two weeks, ensuring minimal disruption to project execution.

Furthermore, real-time risk indicators and stakeholder feedback will be employed to trigger pre-identified risk responses. For instance, any sign of data breaches or compliance violations will initiate immediate investigation and remedial action in accordance with the established protocols.

The Lessons Learned Register will be continuously updated to document successful responses and areas requiring improvement. This feedback loop enhances institutional resilience and strengthens future reform initiatives at SALCC by embedding evidence-based risk practices into strategic planning and project execution.

Through this structured and responsive approach, the IETU reform project ensures that risks are managed transparently and effectively, thereby supporting both operational integrity and strategic outcomes.

#### **4.8 Procurement Management Plan**

The Procurement Management Plan for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) delineates the framework for acquiring external goods and services essential for the successful execution of the project. This plan adheres rigorously to the standards articulated in the PMBOK® Guide, thereby ensuring transparency, compliance, and efficiency across all procurement activities. It encompasses strategies for procurement planning, selection of contract types, contract administration, performance evaluation, and management of vendor relationships.

The procurement strategy concentrates on sourcing qualified vendors for consultancy, training, technical services, and materials, with procurement decisions firmly rooted in institutional policy and prudent financial management. Moreover, this plan guarantees that procurement processes are aligned with the overarching objectives of reforming and operationalizing the IETU, thus enhancing institutional effectiveness, performance monitoring, and strategic decision-making.

#### 4.9.1 Plan Procurement Management

The Plan Procurement Management process delineates the methodology for defining procurement requirements, managing solicitations, and selecting qualified vendors to meet project needs. The Project Manager oversees this process in close collaboration with the Procurement Officer, guided by the project's charter, scope baseline, risk register, and stakeholder register. The primary objective is to ensure that all procurement activities are conducted fairly, transparently, and cost-effectively. Information derived from key project documents is systematically analyzed employing expert judgment, comparative criteria, and stakeholder input. Requests for Quotations (RFQs) and Requests for Proposals (RFPs) will be meticulously prepared to encompass precise technical specifications and submission requirements. Where applicable, single-source procurement may be utilized for specialized services or vendors with a proven track record within the college. Procurement justifications are succinctly summarized in Table 29, outlining each necessity, its rationale, and associated timelines.

**Table 29**

*Procurement Justification for the IETU Reform Project*

<b>Procurement Need</b>	<b>Justification</b>	<b>Pre-Tender Estimate</b>	<b>Date of Invitation to Bid</b>	<b>No. of Bids Requested</b>	<b>No. of Bids Received</b>
Strategic Planning Consultant	To support the development of a Functional Operating Model	\$60,000.00	March 5, 2025	3	TBD (To be determined)

<b>Procurement Need</b>	<b>Justification</b>	<b>Pre-Tender Estimate</b>	<b>Date of Invitation to Bid</b>	<b>No. of Bids Requested</b>	<b>No. of Bids Received</b>
	aligned with institutional strategy.				
Monitoring & Evaluation Specialist	To design and support evaluation frameworks, including KPIs and performance assessments.	\$50,000.00	March 10, 2025	3	TBD
Project Management Software	For task scheduling, milestone tracking, and documentation.	\$40,000.00	March 12, 2025	2	TBD
Data Visualization & Survey Tools	To facilitate dashboard development, stakeholder survey analysis, and reporting.	\$45,000.00	March 15, 2025	3	TBD
Training Consultants	To design and deliver data literacy and strategic reporting workshops for academic/support staff.	\$70,000.00	April 1, 2025	3	TBD
Technical Support and IT Services	To provide technical setup, maintenance, and support for procured tools.	\$35,000.00	April 10, 2025	2	TBD
Communication & Outreach Materials	To design and disseminate materials (brochures, infographics, digital campaigns) for engagement with stakeholders.	\$30,000.00	April 15, 2025	2	TBD
Legal and Compliance Consultancy	To ensure that all procurement and reform activities	\$40,000.00	April 20, 2025	2	TBD

<b>Procurement Need</b>	<b>Justification</b>	<b>Pre-Tender Estimate</b>	<b>Date of Invitation to Bid</b>	<b>No. of Bids Requested</b>	<b>No. of Bids Received</b>
	adhere to national procurement legislation and SALCC policy frameworks.				
Event Venue and Equipment Rental	For orientation workshops, final stakeholder presentation, and project close-out showcase.	\$25,000.00	May 1, 2025	3	TBD

*Note: Procurement Justification for the IETU Reform Project at SALCC by L. Boxill, Author, 2025. Own work.*

In the context of the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC), the procurement process will implement a formal and transparent approach, anchored in the principles of fairness, cost-effectiveness, and quality assurance. The Request for Quotation (RFQ) documents will be meticulously developed by the Procurement Officer in conjunction with the Project Manager. These documents will explicitly delineate the objectives, comprehensive technical specifications, anticipated outcomes, and submission criteria for each procurement item.

The dissemination process for the RFQ will be guided by two methods: (1) direct email invitations to a minimum of three qualified vendors for each item, and (2) single-source procurement in instances where the service or product is specialized, and the vendor possesses a proven track record of delivering similar solutions that align with the College's standards. In both scenarios, vendor selection will be informed by prior performance, reputation, technical capability, and alignment with the project's quality and cost expectations.

In accordance with internal financial protocols, any procurement estimated to exceed XCD 100,000.00 will necessitate prior approval from the Finance Officer before

issuance. Upon receipt of the quotations, a multi-disciplinary team comprising the Procurement Officer, Project Manager, Legal Officer, and the Bursar will review and evaluate submissions using a Vendor Selection Criteria Form. This form will appraise essential evaluation dimensions such as the vendors:

- Responsiveness to Request for Quotation (RFQ) requirements.
- Demonstrated expertise in comparable projects.
- Adherence to delivery schedules.
- Financial value and cost-effectiveness.
- Previous performance and references, if applicable.

In the event that any submitted quotation exceeds the threshold of XCD 100,000.00, the Internal Procurement Committee, which operates under the authority of the Steering Committee and the Project Sponsor, will be convened to conduct a review and determine whether to approve or reject the proposed vendor selection. The vendor that presents the most advantageous combination of quality and value will be selected. Subsequently, the Legal Officer will prepare a fixed-price contract that outlines a clear scope, deliverables, and financial terms. This type of contract is considered most suitable for this initiative as it facilitates stringent control over expenditures, particularly in a reform project characterized by defined work packages and a low tolerance for scope creep. Committing to set deliverables at an agreed price ensures budgetary discipline and reduces fiscal risk.

This vendor procurement and evaluation process is designed to uphold institutional transparency and accountability while ensuring that procurement significantly contributes to the strategic transformation of the IETU.

## **4.9.2 Contract Type and Administration**

### **Contract Type**

This project will primarily utilize fixed-price contracts for the provision of services and goods. This contract type is particularly appropriate for clearly defined outputs, such as training delivery, report generation, and IT systems procurement, as it offers increased predictability in cost management.

### **Contract Monitoring**

All contracts will be monitored by the Project Manager and the Procurement Officer, utilizing weekly contractor updates, milestone reports, and regular check-in meetings. Any deviations from the agreed-upon timelines or quality standards will be escalated to the Steering Committee. Contractual changes, including extensions, scope adjustments, or budget revisions, must adhere to a documented Change Control process and require approval from the Steering Committee.

## **4.9.3 Control Procurement**

The Control Procurement process for the reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) ensures that all procurement relationships are managed effectively, vendor performance is closely monitored, and the delivery of goods or services aligns with the stipulated contract terms and institutional quality standards. Upon the formal execution of procurement contracts, the Project Manager and Procurement Officer will jointly oversee the administration and oversight of procurement deliverables. This oversight will involve maintaining continuous communication with vendors, verifying that outputs meet the required specifications, and proactively addressing any deviations or issues as they arise. The emphasis will be placed on adhering to delivery timelines, maintaining quality benchmarks, and ensuring that procurement activities align with the broader strategic transformation goals of the IETU.

Contractor performance will be monitored through weekly progress reports, which will detail the work completed, anticipated timelines for remaining tasks, and any challenges encountered. These reports will be supplemented by monthly performance reviews, conducted by the Project Manager and Procurement Officer, to assess vendor compliance with contractual obligations and to address potential delays or discrepancies. Unscheduled quality inspections may also be executed to ensure further compliance with the performance standards outlined in the procurement agreements.

Following the successful completion of each contracted engagement and once all deliverables have been validated, the Project Manager will issue a formal contract close-out letter. This letter, dispatched via official SALCC communication channels, confirms the fulfillment of all procurement obligations and officially concludes the vendor relationship. Upon the conclusion of each contract, a Vendor Performance Evaluation will be conducted. This evaluation will assess critical criteria, including the conduct of vendor staff, Responsiveness and communication, Quality of goods or services provided, Adherence to delivery timelines, and overall satisfaction with vendor engagement. The evaluation will utilize a standardized five-point rating system ranging from “Very Poor” (1) to “Excellent” (5), with results documented for institutional learning and future procurement reference.

In the event of a contract modification, such as schedule extensions or amendments to deliverables, the vendor must submit a written request to the Project Manager, justifying the proposed change. The Project Manager will then present the request to the Steering Committee, which will render a formal decision within seven (7) working days. Upon approval, the contract will be revised accordingly, and updated terms will be communicated to all relevant parties. In pursuit of ongoing improvement, all procurement-related documentation, including vendor reports, evaluations, disputes, and amendments, will be recorded in the Lessons Learned Register. These insights will inform future procurement strategies and enhance institutional procurement capabilities for analogous strategic initiatives.

**Figure 21***Vendor Evaluation Form*

<b>Evaluation of Vendors</b>		
Evaluation of _____		
Evaluator's Name: _____		
Contractor's Name: _____		
Address: _____		
<b>Contractor's Details</b>		
	Rating (1-5)	Comments
Conduct of Staff		
Customer Relations		
Quality of Goods/Services		
Responsiveness of Management		
Adherence to Delivery Timeline		
Average Score Over 5		
Rating System: Excellent = 5    Good = 4    Average = 3 Poor = 2                      Very Poor = 1		
Evaluator's Signature: _____		
Date: _____		

*Note:* Adapted from the Government of St. Lucia's Procurement Unit.

#### **4.9.4 Procurement Documentation**

All procurement documentation associated with the IETU Reform Project shall be systematically organized and securely stored within the IETU server, and shall be managed by the Information Management Officer in accordance with the Institution's policies and guidelines that govern the use and management of information. This digital repository shall encompass all pertinent procurement records, including, but not limited to: Requests for Proposals (RFPs), Requests for Quotations (RFQs), tender documents and pre-tender estimates, procurement justification forms, supplier and vendor evaluation reports, approved contracts and service agreements, procurement committee

decisions and approvals, as well as communications and amendments related to contract negotiations.

Access to this folder shall be restricted solely to authorized project personnel, including the Project Manager, Information Management Officer, Procurement Officer, Accounting Officer, and Legal Officer. Appropriate access controls and audit trails shall be implemented to ensure the confidentiality, integrity, and traceability of procurement activities. All records shall be retained in strict compliance with SALCC's institutional data retention policy and procurement guidelines. Upon project closeout, a comprehensive archive of procurement documents shall be submitted to the Office of the Principal and Vice Principals for future reference and audit preparedness. This rigorous documentation process not only supports transparency and accountability but also ensures continuity in procurement for future institutional projects and reforms.

#### **4.9 Stakeholder Management Plan**

Effective stakeholder management is critical to the successful reform of the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC). This plan guarantees consistent alignment among key internal and external stakeholders, promotes collaborative engagement, and secures the resources, insights, and decisions necessary to guide the project throughout its lifecycle. In this context, stakeholders are not merely participants; they are active collaborators whose interests and expectations directly influence project outcomes.

Stakeholder management for the IETU Reform Project involves the systematic identification, classification, analysis, and strategic engagement with individuals, groups, and institutions that influence or are influenced by the project's implementation. Through structured engagement, the project aims to promote transparency, establish institutional trust, and foster shared accountability.

#### **4.10.1 Identify Stakeholders**

The success of the project is significantly reliant on the proactive identification and engagement of stakeholders at all levels. Each stakeholder possesses diverse interests, power, influence, and communication needs. Consequently, the Stakeholder Register (Table 30) delineates key stakeholders, their roles, expectations, communication methods, and information requirements. This is succeeded by a Power-Interest Classification (Table 31), which categorizes stakeholders to facilitate strategic engagement planning.

**Table 30***Stakeholder Register*

<b>ID</b>	<b>Stakeholder</b>	<b>Role/ Responsibilities</b>	<b>Category</b>	<b>Communication Method</b>	<b>Expectations</b>	<b>Requirements</b>
1	SALCC Principal	The Project Sponsor oversees and provides approval for major decisions	Internal	Face-to-face meetings, emails	Project aligns with SALCC's strategic goals	Regular project updates, detailed reports, and decision-making
2	Faculty Representatives	Key participants in academic programs and initiatives provide feedback on curriculum-related aspects.	Internal	Focus groups, surveys, emails	Academic issues addressed and their needs represented	Effective channels for feedback, regular engagement sessions
3	Student Union Leaders	Advise on student engagement strategies, and promote the project to the student body	Internal	Meetings, emails, forums	Project benefits students; aligns with student needs	Involvement in decision-making, clear communication channels

<b>ID</b>	<b>Stakeholder</b>	<b>Role/ Responsibilities</b>	<b>Category</b>	<b>Communication Method</b>	<b>Expectations</b>	<b>Requirements</b>
4	Ministry of Education Officials	Support through policy alignment and resource allocation	External	Formal meetings, policy briefings	Positive project impact on education, policy alignment	Regular updates, participation in decision-making sessions
5	IT Department	Manage technical support for communication and data systems	Internal	On-call support, troubleshooting logs	Smooth technology operations, data security	Access to tech resources, backup support, and data security training
6	Administrative Staff	Support project logistics and documentation	Internal	Internal memos, meetings	Efficient project operations	Clear instructions, timely updates
7	Alumni Association	Provide insights and support based on alumni experiences	External	Newsletters, alumni events	The project reflects positively on alumni	Opportunities for feedback, involvement in events

<b>ID</b>	<b>Stakeholder</b>	<b>Role/ Responsibilities</b>	<b>Category</b>	<b>Communication Method</b>	<b>Expectations</b>	<b>Requirements</b>
8	Local Employers	Offer perspectives on graduate readiness and employability	External	Surveys, industry forums	Graduates meet industry standards	Inclusion in curriculum development discussions
9	Community Leaders	Provide community perspectives and support	External	Community meetings, newsletters	The project benefits the community	Regular updates, opportunities for input
10	Media Partners	Support project publicity and awareness	External	Press releases, media briefings	Regular updates for timely reporting, positive engagement	Access to project updates, press materials, permission for site coverage

*Note:* Stakeholder Register for the IETU reform by L. Boxill, Author, 2025. Own Work.

Table 31

*Power-Interest Classification*

ID	Stakeholder	Power	Interest	Explanation
1	SALCC Principal	High	High	As the Project Sponsor, the Principal has high decision-making authority and a vested interest in project success.
2	Faculty Representatives	Medium	High	Faculty members can influence the curriculum and have a high interest due to their academic roles; therefore, they require close management.
3	Student Government	Medium	High	Student leaders can significantly influence student engagement and have a high interest in the subject; they require regular updates and engagement.
4	Ministry of Education	High	High	The ministry has a strong interest in the project aligning with education policies and can influence resources, requiring close management.
5	ITS Department	Medium	Medium	They ensure project quality and progress, with some influence in reporting outcomes and a moderate level of interest in project impact.
6	Administrative Staff	Low	Medium	Staff support project logistics and have a moderate interest; they should receive periodic updates.
7	Alumni Association	Low	Medium	Alumni have a moderate interest in the project's outcomes; they should be kept informed.
8	Local Employers	Medium	High	Employers have a vested interest in graduate readiness; they should be engaged regularly.
9	Community Leaders	Medium	High	Community leaders can influence community buy-in and have high interest; they need close management.
10	Media Partners	Medium	Medium	Media partners have moderate influence over public perception and moderate interest in reporting on community initiatives.

*Note:* Power Interest Classification for the IETU reform by L. Boxill, Author, 2025. Own Work.

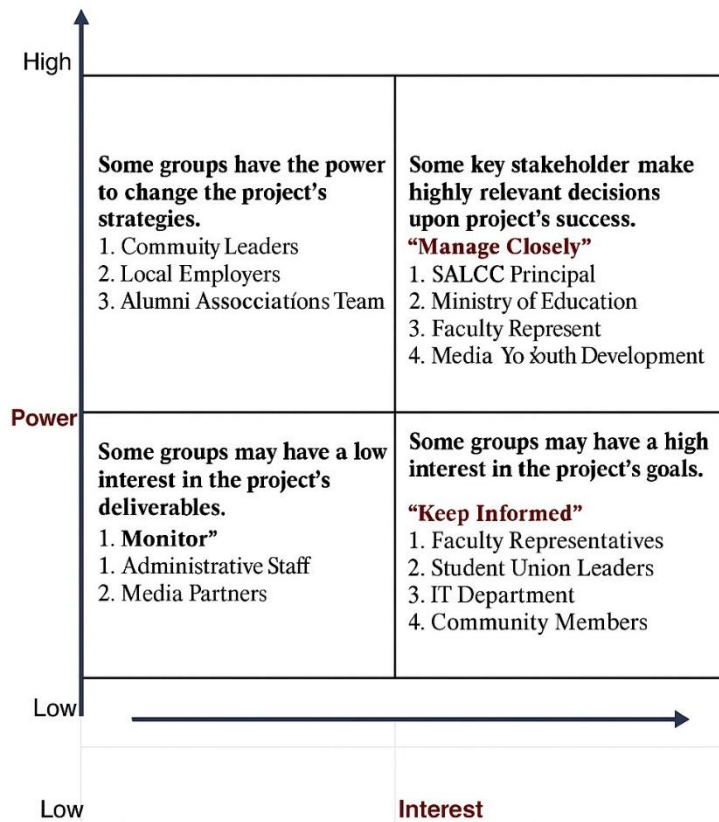
**4.10.1.1 Power- Interest Stakeholder Matrix**

The Power-Interest Matrix (Figure 21) serves as a strategic framework for categorizing stakeholders based on their institutional authority and level of interest in the IETU Reform Project. This classification enables the Project Manager to tailor engagement strategies to reflect the influence and investment of stakeholders in the project's outcomes.

Stakeholders who possess both high power and high interest, including the Principal, Project Sponsor, and Steering Committee, necessitate continuous involvement due to their critical role in the decision-making processes. Conversely, other entities, such as the Ministry of Education and external regulatory bodies, maintain significant authority but exhibit lower involvement in daily operations, thus necessitating timely updates to ensure alignment.

Furthermore, faculty, staff, and student representatives, although possessing limited formal power, exhibit considerable interest in the project's impact on academic operations and culture. It is essential to encourage their input through inclusive communication and feedback mechanisms. Vendors and technical contractors who demonstrate a low level of power and interest will receive regular updates to ensure compliance and clarity in execution.

Ultimately, this matrix facilitates efficient communication and targeted engagement, thereby strengthening institutional support and aligning the project's strategic direction.

**Figure 22***Power Interest Matrix*

*Note: Power Interest Matrix for IETU Reform Project at SALCC, by L. Boxill, Author, 2025. Own work.*

**Table 32***Power-Interest Matrix Analysis for the IETU Reform Project*

<b>Category</b>	<b>Stakeholders</b>	<b>Analysis</b>
<b>Manage Closely</b>	Principal, Project Sponsor, Steering Committee, Project Manager	These stakeholders hold significant authority and exhibit a strong interest in the project's trajectory and results. Continuous involvement and high-level consultation are essential requirements for them.
<b>Keep Satisfied</b>	Ministry of Education, External Auditors, Institutional Consultants	Although these stakeholders hold significant influence, they may not be directly involved in daily operations. It is essential to provide regular updates and engage periodically to ensure alignment and secure their approval.
<b>Keep Informed</b>	Faculty, Staff, Student Representatives, Alumni, Community Partners	These groups exhibit a significant interest in the implications of the reform on institutional culture and academic practices, despite their limited decision-making authority. Continuous updates and the establishment of active feedback mechanisms are imperative.
<b>Monitor</b>	Vendors, Technical Contractors, Temporary Support Staff	These stakeholders possess minimal power and interest in the broader reform. It is imperative to engage them with clear expectations while providing consistent, albeit limited, communication.

*Note: Power-Interest Matrix Analysis for the IETU Reform Project at SALCC by L. Boxill, Author, 2024. Own work.*

#### 4.10.2 Plan Stakeholder Engagement

The effective engagement of stakeholders is paramount to the success of the IETU Reform Project, as it ensures that all stakeholders remain informed, involved, and aligned with the project's objectives. This engagement strategy involves evaluating the current levels of stakeholder awareness and support to determine the necessary degree of involvement required for the project's successful execution. The Stakeholder Engagement Assessment Matrix categorizes stakeholders based on their current and desired states across five tiers: Unaware, Resistant, Neutral, Supportive, and Leading. The current engagement level of each stakeholder is denoted by the letter 'C,' whereas their desired engagement level is represented by the letter 'D.' This methodology enables the project manager to implement targeted strategies that address deficiencies and promote a harmonious and cooperative project environment.

**Table 33**

*Stakeholder Engagement Assessment Matrix*

<b>Stakeholder</b>	<b>Unaware</b>	<b>Resistant</b>	<b>Neutral</b>	<b>Supportive</b>	<b>Leading</b>
<b>Principal</b>			C	D	
<b>Project Sponsor</b>				C	D
<b>Project Manager</b>				C	D
<b>Board of Governors</b>			C	D	
<b>IETU Manager</b>				C	D
<b>Institutional Effectiveness Officer</b>				C	D
<b>Quality Assurance Officer</b>			C	D	
<b>Consultants/Subject Matter Experts</b>			C	D	
<b>Project Support Staff</b>			C	D	
<b>Ministry of Education</b>	C			D	
<b>SALCC Administrative Departments</b>			C	D	
<b>External Auditors (if applicable)</b>			C	D	

Stakeholder	Unaware	Resistant	Neutral	Supportive	Leading
Community Stakeholders (Industry)			C	D	
Faculty/Academic Divisions	C			D	
Students	C			D	
Data Analysts / IT Support			C	D	
SALCC Principal				C	D
Faculty Representatives			C	D	
Student Government			C	D	
Ministry of Education				C	D
ITS Department			C	D	
Administrative Staff			C	D	
Alumni Association			C	D	
Local Employers			C	D	
Community Leaders			C	D	
Media Partners			C	D	

*Note: Stakeholder Engagement Assessment Matrix for the IETU Reform Project at SALCC by L. Boxill, Author, 2024. Own work.*

#### 4.10.3 Manage Stakeholder Engagement for the IETU Reform Project

Managing stakeholder engagement in the IETU Reform Project requires proactive communication and collaboration with stakeholders to address their needs, expectations, and concerns, while ensuring their appropriate involvement throughout the project. According to the Project Management Institute (2017), it is imperative to engage stakeholders in a manner that promotes mutual understanding and collaboration.

To efficiently manage stakeholders in this project, specific techniques and tools will be employed, which include identifying the optimal methods of communication for each stakeholder group. This approach will ensure that all stakeholders are engaged in a manner that is effective and aligned with their preferences.

The project manager will also apply skills in conflict management and negotiation to address concerns raised by stakeholders and enhance their understanding

of the project's objectives. This will involve communicating the benefits of the project for each stakeholder group, thereby increasing their support and mitigating any resistance. Furthermore, the project manager will be cognizant of the cultural and political context of the project, ensuring that the sensitivities and vulnerabilities of the affected groups are duly respected.

Regular meetings will be convened to address stakeholders' needs, provide updates, and resolve any issues that may arise during the project's implementation. Particular attention will be directed towards stakeholders who may experience uncertainty or opposition regarding the project, ensuring that their concerns are duly acknowledged and addressed. By fostering an environment where stakeholders feel engaged and valued, the project manager can secure their active participation and support throughout the project's duration.

In summary, the management of stakeholder engagement will be a collective responsibility between the Project Manager and the Project Team, who will work closely with stakeholders to ensure the project's success and the fulfillment of its objectives.

#### **4.10 Execution Tools and Techniques Report**

The Execution Tools and Techniques Report delineates the fundamental systems and methodologies that will facilitate the effective implementation of the IETU Reform Project at Sir Arthur Lewis Community College (SALCC). These instruments underpin critical components of project execution, encompassing scheduling, communication, collaboration, data collection, resource tracking, and risk monitoring. Their integration guarantees structured coordination, real-time performance assessment, and ongoing alignment with institutional objectives. Each instrument has been meticulously selected to enhance the project's operational efficiency and reinforce SALCC's commitment to institutional excellence.

### **Scheduling Tools**

The timely execution of reform activities is essential for maintaining momentum and achieving project milestones. Microsoft Project will be utilized to develop and manage a comprehensive project schedule. This software facilitates the visualization of timelines, task dependencies, and resource allocations through Gantt charts and milestone tracking. It empowers the Project Manager and team to identify scheduling conflicts, implement resource leveling techniques, and make informed decisions regarding timeline adjustments when necessary. These features ensure structured progress and accountability throughout the reform process.

### **Communication Tools**

Effective communication is paramount in cultivating institutional buy-in, upholding transparency, and engaging stakeholders throughout the reform initiative. Microsoft Teams, the Google platform, and Zoom will facilitate virtual and hybrid meetings among internal project teams, faculty, and the Board of Governors. At the same time, institutional email will function as the primary medium for official correspondence. These platforms will facilitate the sharing of documentation, promote collaborative discussions, and expedite the resolution of issues. Stakeholders will receive scheduled updates, meeting recaps, and focused feedback sessions, ensuring consistent, inclusive, and aligned communication with the project's evolving needs.

### **Data Collection and Analysis Tools**

The reform of the IETU hinges on evidence-based decision-making. Google Forms and Microsoft Excel will be used to conduct structured surveys and feedback exercises targeting faculty, staff, and students. This information will inform the institutional effectiveness strategies being restructured under the reform. Additionally, data analysis features in Excel and the Statistical Package of the Social Sciences (SPSS) will support the Monitoring and Evaluation Officer in generating visual dashboards and analyzing progress metrics, including stakeholder engagement levels, operational

efficiency improvements, and institutional performance indicators. These insights will be vital in refining ongoing interventions and informing strategic planning.

### **Collaboration and Document Management Tools**

A centralized and secure document management system is indispensable for ensuring consistency and version control. Google Workspace will be utilized for real-time co-authoring of reports, storing documents related to reform initiatives, and maintaining a readily accessible archive of all project outputs. This tool promotes transparency, encourages interdepartmental collaboration, and guarantees that all stakeholders, including consultants and support teams, have access to updated project materials at all times. The centralized document repository will function as the definitive source of truth for meeting minutes, implementation updates, and records of stakeholder feedback.

### **Resource Management Tools**

To manage human and physical resources effectively, the project will utilize the resource allocation features of Microsoft Project. These tools will monitor the availability and distribution of personnel, facilities, and procurement items throughout all phases of the project. This process involves assigning workloads, tracking expenditures, and identifying bottlenecks. Real-time insights provided by the software will enable the Project Manager to reallocate tasks, address shortages, and uphold alignment with the approved budget. Consequently, this ensures that reform activities progress efficiently and within financial parameters, while minimizing risks associated with resource management.

### **Risk Management Tools**

Given the complexity inherent in institutional reform, implementing proactive risk management is of paramount importance. An Excel-based Risk Register will be systematically maintained throughout the project's duration, meticulously detailing each

identified risk, its associated severity, mitigation strategies, and designated owners. This instrument enables the categorization of risks utilizing the Probability-Impact Matrix and promotes consistent updates during Steering Committee meetings. through the implementation of a biweekly review of the register, the project team will maintain vigilance and responsiveness towards emerging risk factors, which include, but are not limited to, resistance to change, resource constraints, and policy misalignments. This structured methodology enhances adaptability and significantly contributes to the resilience of the reform process.

The IETU Reform Project will benefit from enhanced oversight, improved collaboration, and adaptable implementation through the integration of these digital tools and methodologies. These systems are specifically designed to address project complexities while aligning with SALCC's strategic objectives of continuous improvement, data-driven planning, and active stakeholder engagement across the institution.

#### **4.11 Monitoring and Control**

Monitoring and control constitute a continuous process that is essential for ensuring the project remains aligned with its objectives. This section delineates a structured approach to tracking performance, managing change, ensuring quality, and maintaining stakeholder engagement throughout the reform of the IETU.

##### **4.12.1 Performance Tracking and Reporting**

Performance tracking and reporting constitute a fundamental element of the Monitoring and Control process for the IETU Reform Project. It ensures that the project remains aligned with its strategic objectives, complies with established timelines, operates within the designated budget, and successfully attains the targeted institutional transformation outcomes. This is achieved by establishing explicit performance indicators at the outset and systematically comparing actual performance against baseline metrics to identify variances and initiate corrective measures.

For the IETU Reform Project, the following performance tracking methodologies will be employed:

- **Schedule Performance Index (SPI):** This metric assesses whether project activities are advancing in accordance with the approved timeline. An SPI value of 1.0 or greater signifies that the project is on schedule or ahead of schedule.
- **Cost Performance Index (CPI):** This indicator assesses the cost efficiency of the project by comparing the value of work completed to the actual expenditure. A CPI exceeding 1.0 indicates favorable budget performance.
- **Earned Value Analysis (EVA):** EVA integrates schedule and cost data to provide a comprehensive overview of the overall project health, thereby assisting in the identification of schedule and budget deviations.
- **Milestone Reporting:** The completion of key project milestones, including stakeholder consultations, restructuring of the IETU unit, the rollout of training programs, and the implementation of performance frameworks, will be monitored to ensure that all major deliverables are accomplished within the established deadlines.

Periodic reports will be prepared on a weekly and monthly basis, depending on the project phase and reporting requirements. They will be disseminated to the Steering Committee, Project Sponsor, and key institutional stakeholders. These reports will provide an evidence-based snapshot of project health, flag emerging issues, and inform decision-making processes.

**Figure 23***Performance Monitoring Report Form*

<b>Performance Monitoring Report</b>			
<b>Project Name: Institutional Effectiveness Transformation Unit Reform Project</b>			
<b>Report Date: [Insert date]</b>			
<b>Prepared by: [Project Manager's Name]</b>			
<b>Performance Indicator</b>	<b>Target</b>	<b>Actual</b>	<b>Status / Remarks</b>
Budget Utilization (%)	≤ 100%		
Schedule Adherence (SPI ≥ 1.0)	On track		
Milestone Completion (%)	≥ 90%		
Risk Status	Updated		

*Note:* Performance Monitoring Report Form for IETU Reform Project by L. Boxill, Author, 2025. Own work.

#### 4.12.2 Risk Management

Considering the institutional, strategic, and cross-functional scope of the IETU Reform Project, proactive risk management is crucial to mitigate disruptions and ensure the project's successful outcomes. Potential risks, including resistance to change, stakeholder disengagement, regulatory compliance challenges, and resource limitations, will be meticulously assessed and addressed.

- **Risk Identification and Prioritization:** Risks shall be documented in the project's risk register (refer to Section 4.8.4.1) and prioritized based on their probability and impact, using the Probability and Impact Matrix. This approach allows the project team to effectively allocate attention and resources to risks with the highest potential consequences.
- **Risk Mitigation:** Predefined mitigation strategies will be implemented for each high or medium-priority risk. These strategies may include staff training, communication initiatives, or reallocating resources to mitigate disruptions.
- **Regular Risk Reviews:** Bi-weekly or monthly risk review meetings will be convened, chaired by the Project Manager, and attended by the Steering Committee, IETU Manager, and relevant team leads. These sessions will concentrate on monitoring risk triggers, assessing the effectiveness of mitigation strategies, and identifying emerging threats.

A dynamic and continuously updated **Risk Register** (See Table 28) serves as the central tool for tracking risk status, documenting action plans, and ensuring accountability.

#### 4.12.3 Quality Control

Quality control within the IETU Reform Project ensures that all deliverables, ranging from strategic frameworks to institutional reports, adhere to established standards and stakeholder expectations.

- **Inspections and Audits:** Regular audits of deliverables (e.g., policy drafts, assessment tools, and accreditation documentation) will be conducted to ensure accuracy, alignment with objectives, and regulatory compliance.
- **Peer Reviews and Testing:** Outputs will be subjected to an internal peer review conducted by subject matter experts or designated team members. When appropriate, feedback from external consultants will be sought to improve quality assurance.
- **Documentation of Quality Issues:** Any deviation from quality expectations must be documented in a Quality Log, and corrective actions will be monitored until they are resolved.

Figure 24 presents the Quality Control Log format that will be used for this purpose.

**Figure 24**

*Quality Control Log*

<b>Quality Control Log</b>
<b>Project Name:</b> IETU Reform Project
<b>Date:</b> [Insert Date]
<b>Quality Standard Evaluated:</b> _____
<b>Example:</b> Compliance with Higher Education Accreditation Guidelines
<b>Issue Identified:</b> _____
<b>Reviewer(s):</b> _____
<b>Corrective Action Taken:</b> _____
<b>Resolution Date:</b> _____
<b>Status:</b> [Open/Closed]

*Note:* Quality Control Log for the IETU Reform Project by L. Boxill, Author, 2025.

Own work.

#### 4.12.4 Stakeholder Engagement Monitoring

Monitoring stakeholder engagement ensures that all relevant groups, ranging from internal staff to external regulatory bodies, remain aligned, actively involved, and supportive of the project's goals. Continuous feedback loops are central to this strategy.

- **Regular Updates:** Stakeholders will be kept informed through periodic updates, conveyed via newsletters, briefings, virtual meetings, and dashboard reports, each tailored to align with their respective communication preferences.
- **Feedback Mechanisms:** Surveys, email feedback, and focus group discussions will enable stakeholders to share their perspectives, concerns, and suggestions.

- **Adaptive Engagement Planning:** Based on monitoring insights, the Project Manager shall revise stakeholder strategies as necessary to prevent disengagement or address resistance.

**Figure 25** depicts the Stakeholder Engagement Report form, which will be employed to record and document engagement activities and responses.

**Figure 25**

*Stakeholder Engagement Report*

<b>Stakeholder Engagement Report</b>
<b>Project Name:</b> IETU Reform Project
<b>Report Date:</b> [Insert Date]
<b>Stakeholder Group:</b> [e.g., Faculty Senate, Ministry of Education]
<b>Current Engagement Status:</b> [e.g., Supportive, Neutral, Concerned]
<b>Recent Communications:</b> [Summarize type and frequency]
<b>Feedback and Concerns:</b> [Summarize key issues]
<b>Planned Action Steps:</b> [Next steps to address concerns or increase engagement]

*Note: Stakeholder Engagement Report for the IETU Reform Project by L. Boxill, Author, 2025. Own work.*

#### **4.12.5 Change Management and Control**

Change management constitutes a vital control function within the IETU Reform Project at Sir Arthur Lewis Community College (SALCC). It ensures that any deviations from the original project scope, schedule, or budget are meticulously reviewed, sanctioned, and communicated prior to implementation. The change management process is meticulously designed to promote transparency, safeguard institutional integrity, and maintain alignment of the reform with SALCC's strategic priorities and academic standards.

##### **Change Request Submission and Assessment**

All proposed changes shall be initiated through the use of a Formal Change Request Form (refer to Appendix 5), which delineates the suggested modification, its rationale, and the expected impact on institutional processes or project deliverables. Change requests may originate from the Project Manager, the Institutional Effectiveness and Transformation Unit (IETU) Manager, or a member of the Steering Committee. Upon submission, each request will undergo evaluation by the Project Manager and relevant project personnel. This evaluation will consider potential implications for academic quality, policy adherence, scheduling, resource availability, and stakeholder engagement.

## **Change Approval Process**

Following the assessment, the proposed change shall be submitted to the Steering Committee, which comprises the Project Sponsor and the College administration. This committee will evaluate each request to determine its alignment with project objectives, policies, and funding guidelines. A decision will be rendered within five to seven business days, with the intent of minimizing delays while ensuring a comprehensive review. Only modifications that demonstrably improve institutional effectiveness, academic accountability, or operational efficiency will be sanctioned.

## **Documentation and Communication**

Once a change is approved, it will be formally documented in the project's Change Log, which includes detailed records of the rationale, decision-making process, and anticipated outcomes. The Project Manager will subsequently notify all relevant stakeholders of the approved change via scheduled project updates, internal memoranda, and meeting briefings. This procedure ensures that all project participants are adequately informed and that the implementation proceeds without ambiguity or delay.

This structured approach to change control allows the IETU Reform Project to maintain adaptability while ensuring consistency and strategic focus. It promotes accountability at all levels of governance and guarantees that amendments contribute positively to the project's comprehensive reform agenda.

### **4.12.6 Lessons Learned Documentation**

The documentation of lessons learned constitutes a vital component of the IETU Reform Project's monitoring and oversight framework. It guarantees that valuable insights obtained throughout the project lifecycle are systematically recorded, disseminated, and utilized to enhance future initiatives at Sir Arthur Lewis Community College (SALCC). This process fosters a culture of continuous learning, accountability, and the development of institutional knowledge.

Lessons learned will be gathered at predetermined stages, such as the completion of significant milestones, the conclusion of project phases, and during project close-out activities. These sessions will include the Project Manager, project team members, and key stakeholders, who will analyze successes, identify challenges, and propose improvements. The outcomes of these sessions will be documented in the Lessons Learned Register (see Appendix 6).

The documentation will focus on the following areas:

- **Successes:** Highlighting practices, decisions, and strategies that contributed to the effective implementation of reform activities. These may include successful stakeholder engagement approaches, well-received capacity-building efforts, or innovative techniques that enhanced institutional effectiveness.
- **Challenges and Failures:** Identifying any issues that arose during the project, such as resource constraints, resistance to change, or delays in decision-making. Each challenge will be accompanied by an analysis of the root cause and its resolution or mitigation.
- **Recommendations:** Offering constructive suggestions to guide future reforms at SALCC. These recommendations will focus on enhancing project management, fostering strategic engagement, optimizing resources, and refining communication techniques.

The process of capturing lessons learned will be transparent and inclusive, encouraging open dialogue among participants. Each entry will be reviewed and validated by the Steering Committee before being archived in the project repository. These insights will also be incorporated into SALCC's broader institutional effectiveness frameworks to support future planning, performance measurement, and project governance efforts. Standardizing this documentation process, the IETU Reform Project not only achieves its current goals but also cultivates a legacy of institutional knowledge that can guide future transformations within the College.

## 4.12 Project Closure Procedure

The closure phase of the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) marks a critical milestone in ensuring the achievement of project goals and the formal completion of all associated activities. This phase not only signifies the successful delivery of outputs but also underscores the importance of knowledge preservation, stakeholder satisfaction, and strategic recommendations for institutional development. The subsequent subsections delineate the comprehensive project closure procedure in accordance with the standards set by the Project Management Institute (PMI).

### 4.13.1 Conduct a Closure Meeting

**Objective:** The closure meeting provides a formal chance to assess the project's performance, verify that objectives have been met, confirm acceptance of all deliverables, and recognize the project's successes.

**Participants:** The closure meeting shall include the Project Sponsor, Project Manager, Steering Committee, Quality Assurance Officer, Institutional Effectiveness Officer, and representatives from relevant stakeholder groups, including SALCC's academic and administrative divisions, as well as pertinent field experts in higher education.

#### **Agenda:**

- **Review of Objectives and Outcomes:** Assess whether the reform has achieved its intended objectives, including the enhancement of data-informed decision-making, improvement of strategic planning processes, and strengthening of institutional accountability and accreditation readiness.
- **Reflection on Challenges and Solutions:** A discussion on key project challenges or constraints, such as change management, stakeholder alignment, change resistance, or scheduling delays, and an evaluation of the effectiveness of the mitigation strategies applied.

- **Recognition of Contributions:** Acknowledgment of the collaborative efforts and contributions of project team members, consultants, and college personnel, reinforcing a culture of shared achievement.
- **Next Steps:** Outline any follow-up responsibilities, including ongoing monitoring, the continuation of training, the integration of policies, and sustainability measures. Where appropriate, transfer ownership of tools or processes to the respective department.

#### 4.13.2 Document Lessons Learned

Documenting lessons learned provides an institutional mechanism for capturing both the successes and limitations encountered throughout the IETU Reform Project. This process is vital for supporting continuous improvement and strengthening SALCC's capacity to implement future transformation projects. Input will be collected from internal and external stakeholders via structured debriefing sessions, surveys, and post-project evaluations.

Lessons will be categorized under themes such as stakeholder engagement, risk management, performance measurement, change management, resource utilization, scheduling, communication, and leadership support. The findings will be compiled into a Lessons Learned Register, which will outline observed patterns, corrective actions, and strategic insights to enhance institutional effectiveness initiatives in the future.

*Figure 26*

*Sample Lessons Learned Register Entry*

<b>Category</b>	<b>Lesson</b>	<b>Recommendation</b>
Stakeholder Engagement	Early engagement of department Deans and HODS enhances stakeholder buy-in.	Involve academic leadership from the initiation stage.
Risk Management	Delays due to underestimating timeline dependencies.	Integrate comprehensive reviews of task dependencies during the planning phase.

Category	Lesson	Recommendation
Communication	The use of mixed communication methods led to the emergence of information gaps.	Establish centralized communication protocols.

*Note: Sample Lessons Learned to Register Entry for IETU Reform Project by L. Boxill, Author, 2025. Own work.*

#### 4.13.3 Finalize Project Documentation

Final documentation serves as a formal record of all project outcomes, ensuring transparency for SALCC’s leadership and external oversight bodies. This process includes:

- **Final Report:** A comprehensive document that summarizes the project scope, objectives achieved, key deliverables, implementation strategies, KPIs, results, and final budget reconciliation.
- **Stakeholder Engagement Records:** Compilation of meeting notes, feedback forms, and communication logs to reflect stakeholder consultation and support.
- **Financial and Resource Reports:** Detailed accounting of all project expenditures, procurement records, and resource utilization aligned with the approved budget.
- **Project Deliverables Archive:** All final outputs, such as reform frameworks, performance metrics dashboards, training materials, reporting templates, and operational manuals, will be indexed and securely stored.
- **Sustainability Plan:** Documentation outlining how the outcomes of the reform project will be sustained beyond the project lifecycle, including continued responsibility assignments, ongoing assessment practices, and institutional ownership of processes and tools.

#### 4.13.4 Ensure Stakeholder Sign-Off on Deliverables

Stakeholder sign-off constitutes an official validation that the deliverables have fulfilled the specified expectations and project objectives. It indicates the conclusion of project activities and transfers ownership of the outputs to the College.

The process will include:

- **Deliverable Review:** A Deliverable Review Session will be conducted, during which final outputs, such as strategic reporting frameworks, performance tracking templates, and quality assurance processes, will be presented for verification and approval.
- **Stakeholder Evaluation:** Stakeholders will be given sufficient time to evaluate the relevance, quality, and usability of each deliverable, confirming their satisfaction.
- **Sign-Off Documentation:** Approved deliverables will be logged using the **Stakeholder Sign-Off Sheet**, which records the stakeholder's name, the deliverable approved, its status, and the sign-off date.

**Figure 27**

*Sample Stakeholder Sign-Off Sheet Entry*

<b>Deliverable</b>	<b>Stakeholder</b>	<b>Status</b>	<b>Sign-Off Date</b>	<b>Signature</b>
Institutional Effectiveness Integration Report	Project Sponsor	Approved	[Date]	
Revised IETU Organizational Structure	Project Sponsor	Approved	[Date]	

*Note:* Sample Stakeholder Sign-Off Sheet Entry for IETU Reform Project by L. Boxill, Author, 2025. Own work.

#### 4.13.5 Provide a Final Report on Project Impacts and Future Recommendations

The final project report will serve as an authoritative record of the IETU reform's impact on institutional performance and strategic planning processes. This report will contain:

- **Executive Summary:** A synopsis of the reform's key objectives, implementation milestones, and overall outcomes.
- **Project Impact Analysis:** Evaluation of reforms pertaining to planning, assessment integration, and data-driven decision-making at SALCC, including capacity development in both administrative and academic sectors. A summary of the primary objectives of the reform, significant milestones accomplished during implementation, and the overall outcomes.
- **Recommendations for Sustainability and Future Projects:** To ensure the enduring impact of the IETU Reform Project, a comprehensive set of sustainability recommendations has been formulated to facilitate the ongoing enhancement of institutional effectiveness at SALCC. These recommendations are designed to sustain momentum, integrate improvements into the institutional culture, and position the College favorably for future strategic priorities.

Key sustainability proposals include:

- **Establishing a Continuous Quality Improvement (CQI) Cycle:** Formalizing an iterative review and enhancement process to routinely evaluate institutional practices, using data-informed insights to guide refinements across academic and administrative functions.
- **Expanding Analytics Capacity:** Investing in the professional development of IETU staff and enhancing the College's data infrastructure to support robust data visualization, forecasting, and strategic reporting capabilities.
- **Institutionalizing Routine Performance Reviews:** Implementing a standardized schedule for periodic reviews of performance indicators at both the

unit and institutional levels, ensuring that goals are consistently aligned with SALCC's mission and strategic plan.

- **Policy Modernization and Governance Support:** Recommend updates to pertinent institutional policies to incorporate new processes introduced through the reform. This encompasses policies concerning data management, assessment reporting, and decision-making frameworks.
- **Ongoing Training and Stakeholder Engagement:** Developing a structured professional development program to enhance stakeholder capacity in utilizing institutional effectiveness tools, with a particular focus on faculty and administrative leadership.

These initiatives are designed to strengthen the systems and culture of evidence-based planning introduced by the reform, thereby positioning the IETU as a strategic pillar for quality assurance and ongoing enhancement.

This final phase of the IETU Reform Project guarantees that all components are completed with integrity, accountability, and strategic alignment. It involves holding a formal closure meeting, documenting lessons learned, obtaining stakeholder approval, and compiling a final impact report, thereby establishing a solid foundation for ongoing institutional growth. Additionally, the knowledge and systems developed during this project have enabled SALCC to pursue its institutional effectiveness goals more clearly, systematically, and with greater confidence. This closure not only marks the successful completion of the project's deliverables but also demonstrates the College's dedication to evidence-based governance, quality assurance, and academic excellence.

## 5. CONCLUSIONS

1. The Project Charter for the IETU Reform Project at SALCC serves as a foundational document that formally authorizes the initiative and aligns it with the College's strategic vision. It delineates the project's scope, high-level objectives, key stakeholders, and resource requirements. By engaging institutional leaders such as the Principal, Project Sponsor, and Board of Governors from the outset, the charter ensures organizational buy-in. It establishes a definitive framework for project governance and accountability.
2. The Project Management Plan consolidates all subsidiary plan scope, schedule, cost, quality, resource, communication, risk, procurement, stakeholder engagement, and closure into a unified management framework. This integration ensures alignment with SALCC's academic and administrative priorities, facilitates coordinated implementation, and provides mechanisms for tracking, controlling, and adapting project activities in real-time.
3. The Scope Management Plan outlines the procedures for defining, validating, and controlling the project's scope, thereby supporting SALCC's commitment to enhancing institutional effectiveness. Principal deliverables encompass a reorganized IETU unit, improved assessment and planning framework, and capacity-building initiatives. The Work Breakdown Structure (WBS) converts these deliverables into manageable work packages, fostering clarity, accountability, and targeted execution. Measures for scope change control are instituted to prevent scope creep while preserving necessary flexibility.
4. The Schedule Management Plan outlines the sequencing of activities, identifies the critical path, and tracks milestones. The utilization of tools such as Microsoft Project facilitates the management of task dependencies, timeline adjustments, and provides transparency into project progress. This methodical scheduling

approach ensures the punctual completion of project phases, aligned with the academic calendar and institutional planning cycles.

5. The Cost Management Plan outlines the budgeting procedures, including the allocation of contingency and management reserves. Cost estimation is performed based on accurate assessments of the resources necessary for stakeholder consultations, consultant services, training initiatives, and technological enhancements. Earned Value Management (EVM) is used to monitor cost performance, thereby ensuring the project's financial stability.
6. Quality is embedded in all aspects of the project through the Quality Management Plan. It defines standards for deliverables, including performance reports, process maps, and policy frameworks. Continuous quality assurance and quality control procedures, including audits, peer reviews, and compliance checks, ensure that outputs meet institutional expectations and accreditation requirements.
7. The Resource Management Plan outlines the processes for identifying, allocating, and overseeing human and material resources. The implementation of a Responsibility Assignment Matrix (RAM) ensures role clarity and accountability. Targeted training, expert consultation, and change facilitation are key strategies employed to enhance internal capacity and facilitate a seamless transition to the new IETU structure.
8. The Communication Management Plan emphasizes clear, consistent, and transparent communication with stakeholders. Tailored communication tools, including emails, reports, virtual meetings, and newsletters, are utilized to enhance stakeholder awareness, gather feedback, and provide support. Escalation protocols are established to ensure that issues are addressed promptly, thereby maintaining engagement across all stakeholder levels.

9. The Risk Management Plan employs a structured methodology to identify, assess, and mitigate technical, organizational, and external risks. The utilization of a Risk Breakdown Structure (RBS), qualitative analysis, and a risk register guarantees that potential threats are systematically managed. Additionally, regular risk reviews and updates ensure responsiveness to the project's evolving conditions.
10. The Procurement Management Plan delineates the acquisition of goods and services essential to the project. A fair and transparent procurement process is adhered to, including competitive bidding and performance-based vendor selection. Contract administration procedures support compliance, whilst a structured evaluation system ensures quality delivery and value for money.
11. The Stakeholder Management Plan ensures comprehensive engagement through systematic identification, categorization, and customized strategies. Instruments such as the Stakeholder Register, Power-Interest Matrix, and Stakeholder Engagement Matrix are utilized to guide interactions, monitor engagement levels, and adjust strategies to maintain high levels of support throughout the project lifecycle.
12. The Execution Tools and Techniques Report outlines the software, systems, and methodologies selected to support the project, including Microsoft Project for scheduling, SharePoint for document management, and survey tools for feedback collection. These tools enable data-driven decision-making, facilitate stakeholder collaboration, and streamline implementation.
13. The Monitoring and Control section outlines essential performance indicators (KPIs), earned value management, quality audits, and mechanisms for stakeholder oversight. These instruments enable the project team to maintain alignment with objectives, identify variances promptly, and address challenges effectively. Formal procedures for change control and issue escalation ensure structured governance.

14. The Project Closure Plan outlines a systematic approach for concluding the project. Activities include a closure meeting, documentation of lessons learned, finalization of deliverables, stakeholder sign-off, and formulation of a sustainability plan. The effective integration of project outcomes into SALCC's ongoing operations ensures a long-term impact and institutional transformation.

## **5. RECOMMENDATIONS**

### **1. Institutionalize comprehensive project management practices across SALCC**

SALCC should formally adopt comprehensive project management frameworks for all major institutional initiatives. Utilizing standardized plans, including scope, schedule, cost, quality, communication, procurement, and stakeholder management, ensures clear direction, transparency, and improved decision-making throughout each project phase.

### **2. Utilize the IETU Reform Project Plan as a benchmark for forthcoming institutional initiatives**

The Project Management Plan devised for the IETU Reform Project should be duly archived and employed as a best-practice template. Future departmental and college-wide initiatives may benefit from the methodologies, tools, and documentation implemented in this model, thereby augmenting consistency and efficacy across various projects.

### **3. Update and Review the Risk Register Regularly**

The Project Manager should maintain the risk register as a dynamic instrument, regularly updating it to accurately reflect emerging risks. This involves reassessing probability and impact scores, as well as reviewing mitigation strategies. Routine risk audits are essential to ensure institutional responsiveness and proactive risk management.

### **4. Invest in Capacity-Building and Team Development**

SALCC should allocate resources toward regular capacity-building activities focused on team dynamics, conflict resolution, stakeholder engagement, and project communication. A formal grievance mechanism should be implemented to support transparent conflict resolution and promote a culture of respect and collaboration.

**5. Strengthen Communication Through Structured Engagement**

The Project Manager must ensure continuous communication through scheduled weekly updates, monthly progress assessments, and quarterly strategic briefings. These sessions will promote alignment among stakeholders, reduce miscommunication, and facilitate the punctual delivery of project results.

**6. Utilize the Communication Matrix to Mitigate Organizational Silos**

The Communication Management Plan, particularly the Communication Matrix, should be systematically employed to delineate stakeholder responsibilities, preferred communication channels, and escalation procedures. This instrument will help bridge departmental silos and ensure consistency in the exchange of project-related information.

**7. Implement a Project Impact Assessment Framework**

SALCC should develop a project-specific impact assessment framework, such as a customized P5 Impact Assessment model, to monitor the project's effects on institutional performance, staff engagement, student satisfaction, and data-driven decision-making. This initiative will enhance transparency and facilitate long-term impact analysis.

**8. Create a Formal Stakeholder Feedback Mechanism**

A structured stakeholder feedback loop should be established, utilizing surveys, suggestion platforms, and focus groups. Regularly capturing and analyzing this feedback will allow the Project Team to respond effectively to stakeholder needs and continuously refine project activities.

**9. Develop a Centralized Knowledge Repository**

To preserve institutional knowledge, SALCC should establish a centralized digital repository that encompasses lessons learned, templates, forms, process maps, and best practices. This resource should be maintained by the Institutional Effectiveness and Transformation Unit (IETU) to support future projects.

**10. Prioritize Ongoing Professional Development for Project Personnel**

The leadership of the College should ensure the acquisition of consistent funding dedicated to the professional development of project personnel, encompassing training in project management, data analytics, accreditation compliance, and trends in higher education. Particular emphasis ought to be placed on ongoing learning for the IETU team.

**11. Refine Monitoring and Evaluation Metrics**

The Monitoring and Evaluation Team should establish clear performance indicators tailored to institutional effectiveness, such as compliance rates with the assessment cycle, stakeholder satisfaction levels, and progress toward achieving strategic plan targets. These metrics will support evidence-based evaluation.

**12. Implement a Formal Conflict Resolution Framework**

To promote a conducive project environment, the Project Manager should implement a conflict resolution framework that outlines explicit procedures for dispute resolution, mediation protocols, and accountability mechanisms. This approach will ensure that interpersonal or departmental tensions are managed in a constructive manner.

**13. Leverage Digital Tools to Streamline Project Management**

SALCC should allocate resources toward technology solutions, including Microsoft Project, collaborative platforms such as SharePoint, and digital dashboards to enhance scheduling, communication, data visualization, and workflow management. These tools are expected to augment project efficiency and bolster the institution's overall responsiveness.

**14. Conduct Annual Strategic Reviews of the IETU Reform Outcomes**

The Steering Committee should conduct structured annual reviews of the IETU's performance following the reform, ensuring that its outputs remain

aligned with the College's broader mission and strategic objectives. These reviews will also inform any necessary policy or operational adjustments.

## **5 VALIDATION OF THE FGP IN THE FIELD OF REGENERATIVE AND SUSTAINABLE DEVELOPMENT**

Regenerative development is an approach that seeks to enhance the capacity of living systems to evolve, adapt, and thrive over time. This concept emphasizes the interconnectedness of social, economic, and environmental factors, recognizing that human activities can be designed to contribute positively to the overall health of ecosystems (Wahl, 2019). The approach involves a paradigm shift from viewing humans as separate from nature to understanding ourselves as integral parts of larger living systems.

Regenerative development projects often employ collaborative processes that engage diverse stakeholders to co-create solutions that benefit all. This methodology encourages continuous learning and adaptation, acknowledging the dynamic nature of ecosystems and human societies. The integration of systems thinking, biomimicry, and indigenous wisdom principles aims to create resilient and flourishing communities that contribute to the overall well-being of the planet.

The core philosophy of regenerative development extends beyond sustainability, focusing on creating positive impacts rather than simply reducing negative ones. It seeks to design human activities in a way that actively contributes to the health and vitality of both ecological and social systems. This approach recognizes the potential for human presence to be a force for positive change in the world rather than merely minimizing harm. Embracing regenerative principles, communities and organizations can work towards creating systems that not only sustain themselves but also enhance the overall quality of life for all living beings. This holistic approach to development considers long-term consequences and aims to craft solutions that are adaptable, resilient, and beneficial across multiple scales of impact.

The Project Management Plan to revamp the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) aligns closely with regenerative and sustainable development principles. The reconstruction of the unit can be viewed as a project that seeks to improve the institution's capacity to adapt, innovate, and generate positive impacts beyond its immediate operations. By

enhancing the effectiveness of this unit, the college can better align its practices with sustainability goals, optimize resource utilization, and foster a culture of continuous improvement (Craft et al., 2021). Consequently, this can lead to more sustainable outcomes such as improved strategic planning and goal alignment, quality data-driven decision-making, educational quality, operational efficiency, adaptable systems that evolve to meet the needs and expectations of the institution, and foster community engagement.

The initiative to revamp the unit can be conducted using regenerative project management practices. The project directly supports the United Nations Sustainable Development Goals (SDGs), particularly Goals: Quality Education, Decent Work and Economic Growth, and Reduce Inequalities. This involves considering the long-term impacts of changes, engaging stakeholders in collaborative decision-making, and implementing solutions that create value across multiple dimensions of sustainability (Roos, 2020). As part of ongoing improvement efforts, the college can ensure that the revamped unit not only meets present needs but also contributes to the institution's overall resilience and capacity to thrive within a changing educational landscape.

### **The GPM P5™ Analysis**

The GPM P5 Standard for Sustainability in Project Management provides a comprehensive framework for integrating sustainability principles into project management processes, aligning with the increasing emphasis on long-term environmental, social, and economic well-being in project outcomes (Green Project Management, 2023). In the context of restructuring SALCC's Institutional Effectiveness and Transformation Unit, the P5 analysis highlights the project's alignment with sustainability objectives and its ability to generate lasting value for stakeholders.

This approach ensures that the restructuring not only achieves immediate objectives but also supports the institution's long-term strategic planning and decision-making processes, fostering a more holistic and sustainable approach to institutional effectiveness that transcends traditional project management metrics. The P5 analysis of the Project Management Plan demonstrates a comprehensive positive impact on the

reform of the Institutional Effectiveness and Transformation Unit at Sir Arthur Lewis Community College (SALCC), St. Lucia.

With an overall impact score of 4.5, the analysis indicates notable progress across the People, Planet, and Prosperity dimensions. The People dimension, in particular, exhibits significant improvements in labor practices, societal benefits, human rights, and ethical behavior, thereby contributing to an enhanced score of 4.5. These enhancements reflect the project's focus on improving strategic planning, data-driven decision-making, and quality standards, thereby fostering a harmonious work environment, strategic alignment, and adherence to ethical standards within higher education at SALCC (Green Project Management, 2023). The Planet dimension within the P5 analysis aligns with the restructuring of SALCC's Institutional Effectiveness and Transformation Unit by emphasizing sustainable practices in strategic planning and decision-making processes.

This alignment fosters the integration of environmental considerations into the unit's operations, potentially leading to more eco-friendly policies and resource management strategies. Through the inclusion of the planet dimension, SALCC can strengthen its environmental stewardship, potentially reducing its ecological footprint via improved energy efficiency, waste reduction, and sustainable procurement practices. Such an approach not only advances the college's sustainability objectives but also serves as a model for students and the broader community, fostering a culture of environmental responsibility.

The overall Planet score of 3.6 indicates that incorporating the P5 planet dimension into the Institutional Effectiveness and Transformation Units can facilitate more comprehensive and forward-looking strategic planning and decision-making processes that balance educational objectives with environmental sustainability (Green Project Management, 2023). The Prosperity dimension within the P5 analysis aligns with the restructuring of SALCC's Institutional Effectiveness and Transformation Unit by emphasizing economic sustainability and the creation of long-term value. This alignment aims to enhance the unit's contribution to the college's financial stability, operational efficiency, and overall economic impact. With the integration of the prosperity dimension, SALCC can improve resource allocation, increase cost-

effectiveness, and potentially develop new revenue streams through strengthened institutional effectiveness.

This approach not only strengthens the college's financial position but also enhances its ability to invest in quality education and community development. Overall, the integration of the P5 prosperity dimension into the Institutional Effectiveness and Transformation Unit's restructuring can lead to more financially sustainable and economically advantageous strategic planning and decision-making (Green Project Management, 2023). The prosperity dimension within the project, which scores 4.8, demonstrates strong feasibility, business agility, and positive local economic impact. With an overall impact score of 4.3, the restructuring of SALCC's Institutional Effectiveness and Transformation Unit reflects a robust commitment to regenerative and sustainable development. This methodology positions SALCC to better serve its stakeholders, including staff, faculty, communities, and the environment, by enhancing economic sustainability and contributing positively to the local economy and the institution's adaptability.

*GPM™ P5 Analysis for the Project Management Plan for the reform of the IETU*

<b>People Impacts</b>	<b>Initial Score</b>	<b>New Score</b>	<b>Change</b>
Labor Practices and Decent Work	2.0	4.3	-2.3
Society and Customers	1.6	4.3	-2.7
Human Rights	2.6	4.6	-2.0
Ethical Behavior	2.8	4.8	-2.0
<b>Overall People Score</b>	4.5		
<b>Planet Impacts</b>	<b>Initial Score</b>	<b>New Score</b>	<b>Change</b>
Transport	3.0	3.5	-0.5
Energy	1.3	3.8	-2.5
Land Air, and Water	1.0	3.8	-2.8
Consumption	2.4	3.5	-1.1
<b>Overall Planet Score</b>	3.6		
<b>Prosperity Impacts</b>	<b>Initial Score</b>	<b>New Score</b>	<b>Change</b>
Project Feasibility	3.2	4.7	-1.5
Business Agility	1.5	4.8	-3.3
Local Economic Impact	3	4.8	-1.8
<b>Overall Prosperity Score</b>	4.8		
<b>Overall Project P5 Score</b>	4.3		

*Note: GPM P5™ Analysis for Project Management Plan for IETU by L.Boxill, Author, 2024. Own work.*

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**APPENDICES**

## Appendix 1: FGP Charter

### CHARTER OF THE PROPOSED FINAL GRADUATION PROJECT (FGP)

1. Student name

Leanne A. S. Boxill

2. FGP name

A Project Management Plan that Supports the Reform of a Dedicated Institutional Effectiveness & Transformation Unit to Impact the Overall Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College (Salcc), St. Lucia.

3. Application Area (Sector or activity)

Higher Education

4. Student signature

L.Boxill

5. Name of the Graduation Seminar facilitator

Roger Eduardo Valverde Jimenez

6. Signature of the facilitator

7. Date of charter approval

8. Project start and finish date

22 <sup>nd</sup> April, 2025	25 <sup>th</sup> August, 2025
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## 9. Research question

How The Reform of The Institutional Effectiveness & Transformation Unit (IETU) Can Impact the Overall Strategic Planning and Decision-Making Processes at Sir Arthur Lewis Community College, St. Lucia.

## 10. Research hypothesis

Hypothesis 1: The reformation of an Institutional Effectiveness & Transformation Unit (IETU) will lead to more data-driven and aligned strategic planning and decision-making processes across all departments of the Institution.

Hypothesis 2: Clear leadership support, well-defined roles and responsibilities, and effective cross-departmental communication are the most critical factors for a successful IETU.

Hypothesis 3: Institutions with established IETU's are more likely to meet or exceed accreditation standards and show evidence of ongoing improvement in key performance indicators.

## 11. General objective

To develop a project management plan that supports and fosters project management practices and standards geared towards the reformation of an effective institutional unit that will help deliver meaningful strategic planning and data-driven decision-making processes.

## 12. Specific objectives

Specific objectives

1. **Initiating** - To develop a comprehensive project charter that integrates the goals of the Institutional Effectiveness & Transformation Unit (IETU)

reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements.

2. **Planning** - To develop an integrated project management plan that includes a detailed scope statement, a work breakdown structure, a project schedule with milestones and deadlines for tasks, a budget plan with cost estimates and control measures, quality management processes, and standards that are applicable, a human resource plan with team allocation and training needs, a communication strategy for stakeholder engagement, conduct a risk assessment and create mitigation strategies along with a procurement management approach all of which contributes to creating a successful and efficient IETU.
3. **Executing** - To select tools and techniques required for the execution of the project to reform the IETU reform by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, as well as procuring the necessary resources and services for continuous efficiency.
4. **Monitoring and Controlling** - To establish monitoring tools, techniques, and control systems to track project progress against the baseline plan, manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, which ensures integration of project objects and goal.
5. **Closing** - Develop a project closure plan that includes the final deliverables handover, lessons learned document, project performance evaluation, closure of contracts and procurements, and a transition plan for ongoing IETU operations.

### 13. FGP purpose or justification

The aim of this Project Management Plan is to ensure that the Sir Arthur Lewis Community College continues to live up to its mission and Vision, all while remaining abreast with the ever-changing educational revolutions in higher Education. The Institutional and Effectiveness & Transformation Unit must be revamped to aid the College in achieving its strategic goals through continuous improvement. This reform will be facilitated through the development of a management plan using project management standards and processes.

The core functions - Quality management, Information management, Institutional Research, Institutional Effectiveness, Curriculum and Instructional Development, and Transformation of the IETU are essential to ensuring the continuous cycle of planning, assessing, analyzing, and improving procedures, programmes, and services to support the College's mission. Vision is referred to as institutional Effectiveness. These processes and procedures should reflect the College's effectiveness in achieving its goals and objectives.

The current operation of the IETU does not support a mission-driven framework, which would foster more resilient systems for evaluating the complex, longitudinal growth of the College and enable it to become increasingly flexible in the face of change.

Institutional cultures are changing as human, financial, and technological resources are matched to support and promote success. Institutional Effectiveness has become so crucial to colleges and universities that the term is now ingrained in accreditation and strategic initiatives.

Therefore, restructuring the current IETU will allow for:

- Structured approach to change
- Alignment with organizational goals
- Improved resource allocation
- Enhanced stakeholder engagement
- Clear communication and transparency

- Measurable outcomes and accountability
- Adaptability, and risk management,
- Integration of best practices
- Facilitation of cross-functional collaboration
- Continuous improvement focus
- Enhanced decision-making processes
- Increased credibility and professionalism

Implementing project management standards and processes to reform the SALCC's Institutional Effectiveness and Transformation Unit offers a comprehensive, structured, and professional approach to change. This methodology not only increases the likelihood of successful implementation but also ensures that the reformed Unit is well-positioned to make meaningful contributions to the Institution's strategic planning and decision-making processes. The resulting improvements in data collection, analysis, and reporting can lead to more informed decisions, better resource allocation, and, ultimately, enhanced educational outcomes for students.

#### 14. Work Breakdown Structure

<b>WBS Task</b>	<b>Deliverable</b>
<b>1</b>	<b>Final Graduation Seminar</b>
1.1	FGP Profile Deliverables
1.1.1	FGP Charter (1-22)
1.1.2	Annexes: FGP Work Breakdown Structure, FGP Schedule, Indexes, & Preliminary Research Bibliography
1.1.3	Chapter I Introduction
1.1.4	Chapter II Theoretical Framework
1.1.5	Chapter III Methodological Framework
1.1.6	Chapter VII Validation of Regenerative & Sustainable Development
1.1.7	Completion of Executive Summary Abstract Chapter 1-3 FGP Document and Charter
<b>2</b>	<b>Tutor</b>
2.1	Tutor Process
2.1.1	Tutor Assignment
2.1.2	Communication

2.2	Adjustment to previous Chapters (if necessary)
2.3	FGP Development Process
2.3.1	Develop a Project Charter for Project Management Plan
2.3.2	Develop a Scope Management Plan
2.3.3	Develop a Schedule Management Plan which outlines all the project activities to be completed
2.3.4	Identify and propose the appropriate Communication plan
2.3.5	Develop a Resource Allocation Plan (Human and Material)
2.3.6	Develop a Risk Assessment Plan
2.3.7	Develop a Quality Management Plan
2.3.8	Develop a Cost Management plan to create a budget to implement the plan
2.3.9	Develop a Stakeholder Management Plan
2.3.10	Develop a Regenerative & Sustainable Efficiency plan
2.4	Chapter V Conclusion
2.5	Chapter VI Recommendations
2.6	Completion of Regenerative & Sustainable Development
2.7	Compilation of FGP Document (References and Annexes)
3	<b>Reading by Reviewers</b>
3.1	Reviewers Assignment Request
3.1.1	Assignment of two Reviewers
3.1.2	Communication with Reviewers
3.1.3	FGP Submission to Reviewers
3.2	Reviewers Work
3.2.1	Reviewer 1 FGP Reading
3.2.2	Reviewer 1 Report
3.2.3	Reviewer 2 FGP Reading
3.2.4	Reviewer 2 Report
4	<b>Adjustments</b>
4.1	Report from Reviewers
4.2	FGP Document Update based on reviewers report
4.3	Second Review by Reviewers
4.4	FGP Document based on reviewers second review
5	<b>Presentation to Board</b>
5.1	Final Review by Bord
5.2	Presentation to Board
5.3	Board Examination Evaluation & Grade Report

## 15. FGP budget

This budget estimate accounts for all expenditures associated with developing the Final Graduation Project, including supplies for the study, data gathering, support, administration, labor, and postage. A contingency fund is also included to cover any unforeseen expenses that might occur throughout the project. All amounts are quoted in US dollars.

### Budget Estimate for Developing a Master's Graduation Project

1. Research Materials and Resources - \$730
  - Books and Journals: \$200
  - Database Subscriptions: \$100
  - Software Licenses: \$300
  - Survey Tools: \$50
  - Miscellaneous Supplies: \$80
  
2. Data Collection - \$250
  - Travel Expenses (for fieldwork or interviews): \$200
  - Data Collection Tools: \$50
  
3. Personnel Costs- \$850
  - Research Assistant: \$250
  - Transcription Services: \$200
  - Labor: \$500
  
4. Administrative Costs- \$400
  - Printing and Binding: \$300
  - Postage of FGP: \$300
  
5. Contingency- \$345
  - Reserve: \$345
  
- Grand Total  
Total Estimated Budget: **USD 2,875.00**

### 16. FGP planning and development assumptions

- The Institution provides guidelines, templates, and support for the project structure.
- Each Student receives regular feedback and access from the designated supervisor/tutor.
- The designated supervisors and reviewers have the necessary expertise in the research area.
- Any large-scale disruptions, such as worldwide pandemics or natural disasters, won't considerably impact the project timeframe.
- The chosen area of study will satisfy the necessary scholastic requirements for a master's graduation project.
- The student's capacity to apply creative methods inside the institutional framework.

### 17. FGP constraints

Understanding these constraints is essential to effective project management and planning, which in turn promotes the creation of strategies to mitigate the effects and ensure the successful completion of the master's graduation project.

1. Time Constraints

- Deadlines: A limited project timeline of seven weeks results in stringent dates for turning in different project components.

2. Resource Constraints

- Limited access to databases, archives, and research data for the study.
- Financial Resources: Budgetary restrictions on the acquisition of supplies, software, or experimentation.
- Technical Resources: Having the required hardware, software, and lab supplies available.

3. Quality Constraints

- Ensuring academic standards are satisfied with strict evaluation standards and high academic standards is necessary.
- Reviewer Standards and Expectations: various reviewers have varied standards and expectations.
- Research Methodology: Ethical norms and specific research procedures must be followed.

4. Human Resource Constraints

- Proficiency: The extent of the student's proficiency and knowledge in the subject area.
- Expert Availability: There are few experts or consultants available to provide direction and counsel.

## 18. FGP development risks

Early risk identification during the project planning stage can aid in the development of mitigation plans that will guarantee that the master's graduation project is completed.

1. Time management risks: Underestimating the amount of time required for research and deliverables results in delays, incomplete tasks, failure to meet deadlines, and poor-quality work.

2. Quality risks: Inadequate time spent on research leads to subpar methods and the generation of scant or incomplete data. The likelihood of mistakes or inconsistencies in data processing and interpretation increases, which also results in an inadequate literature review that impacts the theoretical framework.

3. Review process risks: Delays in the Assignment of reviewers, negative feedback that necessitates significant project modifications, and conflicting opinions from reviewers can affect the completion of the FGP as planned.

4. Resource risks: The completion of deliverables could be impacted by a lack of access to data or research materials, as well as technical problems with software or equipment required for the project.

## 19. FGP main milestones

Milestones are related to deliverables on the second level (deliverables) and third level (control accounts) of the WBS of section 14 of this Charter. At the same time the deliverables are related to the specific objectives (in the case of the FGP please include the times for the tutorship reviews as well as for the readership).

Deliverable	Finish estimated date
1 Graduation Seminar	August 19. 2024
1.1 FGP Deliverables	July 29, 2024
1.1.1 Charter; sections 1-10 & Preliminary Bibliographical Research	July 8, 2024
1.1.2 Charter; sections 11 & 12, FGP WBS	July 15, 2024
1.1.3 Corrections, Charter; sections 13-19	July 22, 2024
1.1.4 Corrections, Chapter II. Theoretical framework, Charter; section 20	July 26, 2024
1.1.5 Chapter III. Methodological framework, Charter; section 21	August 5, 2024

1.1.6 Corrections. Chapter I. Introduction, Chapter VII Project Validation in Regenerative & Sustainable Development, FGP Schedule, Charter; section 22	August 12, 2024
1.1.7 Corrections, Executive Summary, Abstract, Bibliographical References, Indexes, Signed FGP Charter	August 19, 2024
1.2 Graduation Seminar Approval	August 19, 2024
2 Tutoring Process	November 4, 2024
2.1 Tutor	August 27, 2024
2.1.1 Tutor Assignment	August 20, 2024
2.1.2 Communication	August 27, 2024
2.2 Adjustments of previous chapters	August 30, 2024
2.3 Chapter IV. Development (Results)	September 10, 2024
2.4 Chapter V. Conclusions	September 17, 2024
2.5 Chapter VI. Recommendations	September 24, 2024
3 Reading by reviewers	October 1, 2024
3.1 Reviewer assignment request	October 8, 2024
3.1.1 Assignment of two reviewers	October 15, 2024
3.1.2 Communication	October 15, 2024
3.1.3 FGP submission to reviewers	October 29, 2024
3.2 Reviewers work	November 16, 2024
3.2.1 Reviewer 1	November 16, 2024
3.2.1.1 FGP reading	November 17, 2024
3.2.1.2 Reader 1 report	November 27, 2024
3.2.2 Reviewer 2	November 16, 2024
3.2.2.1 FGP reading	November 17, 2024
3.2.2.2 Reader 2 report	November 27, 2024
4. Adjustments	December 3, 2024
4.1 Report for Reviewers	December 13, 2024
4.2 FGP update	December 20, 2024
4.3 Second review by reviewers	December 30, 2024
5. Presentation to the Board of Examiners	January 9, 2025
5.1 Final review by board	January 17, 2025
5.2 FGP grade report	February 17, 2025
FGP End	February 17, 2025

## 20. Theoretical framework

### 20.1 Estate of the "matter"

<b>Background</b>
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Sir Arthur Lewis Community College (SALCC) in St. Lucia is undergoing a reform of its Institutional Effectiveness & Transformation Unit (IETU). Institutional Effectiveness is a critical aspect of higher Education, focusing on the systematic assessment and continuous improvement of institutional processes to align with strategic goals and accreditation standards. The concept of institutional Effectiveness has evolved over the years, with accrediting agencies like the Southern Association of Colleges and Schools (SACS) and the Middle States Commission on Higher Education (MSCHE) emphasizing the need for integrated IE plans that are data-driven and aligned with institutional mission.

### **The Current Status of Problem and Research**

SALCC faces the challenge of adapting to global changes in ecological sustainability, effective citizenry, the job market, and education. To remain relevant and support the development of Saint Lucia and the wider Caribbean, the college recognized the need for transformation. This transformation involves shifting from a community college to a university college, which requires significant changes in academic programming and operations. In light of that strategic goal, the transformation of the IETU is necessary to foster continuous improvements across the College and to achieve the objective of having a dedicated IETU that can effectively impact the college's overall strategic planning and decision-making processes. Despite the importance of institutional Effectiveness, SALCC, faces significant challenges in implementing comprehensive IE plans.

These challenges include:

- **Lack of Integration:** Many institutions struggle to integrate IE processes with strategic planning and decision-making effectively.
- **Lack of Data Utilization:** There is often a gap in collecting and using the data effectively to inform planning and resource allocation.

- **Insufficient Stakeholder Engagement:** Engaging all relevant stakeholders in the IE process can be difficult, leading to fragmented efforts and a lack of buy-in.
- **Resource Constraints:** Limited resources and competing priorities can hinder the effective implementation of IE plans.
- **Accreditation Challenge:** Failing to meet accreditation standards related to IE can result in the College not being accredited but only recognized.

### **The current state of the Problem being studied in Higher Education.**

Higher education institutions (HEIs) are facing increasing pressure to demonstrate their Effectiveness and accountability, particularly in the areas of strategic planning and decision-making (Brown et al., 2017). This pressure has led to the development of Institutional Effectiveness (IE) units, which are tasked with integrating assessment, planning, and resource allocation to improve institutional outcomes (Clark, 2018). However, many institutions struggle to implement comprehensive IE plans effectively, often failing to meet accreditation standards in this area (Middle States Commission on Higher Education, 2020). Sir Arthur Lewis Community College (SALCC) in St. Lucia is facing similar challenges in demonstrating its institutional Effectiveness. The current problem lies in the need for a reformed, dedicated IE unit that can effectively impact the college's overall strategic planning and decision-making processes. Despite the importance of institutional Effectiveness, many higher education institutions, including SALCC, face significant challenges in implementing comprehensive IE plans.

### **Solution**

The development of a comprehensive project management plan can address these challenges by providing a structured approach to reforming the IETU at SALCC.

The plan should focus on the following key areas:

1. Integration with Strategic Planning
2. Data-Driven Decision Making (Institutional Research)
3. Stakeholder Engagement
4. Resource Allocation
5. Continuous Improvement (Quality Assurance)

### **Proposed Improvements**

Implementing the project management plan can lead to several improvements at SALCC:

1. Enhance Strategic Alignment
2. Improve Data Quality and Utilization
3. Increase Stakeholder Engagement
4. Optimize Resource Allocation
5. Accreditation Commencement
6. Culture of Continuous Improvement and Innovation

## **20.2 Basic conceptual framework**

List of the basic concepts to be included in the document.

### **1. Project Management**

Project management pertains to the systematic utilization of knowledge, skills, tools, and techniques to accomplish project objectives within specified constraints. For the IETU reform project, project management guarantees that all reform initiatives are meticulously planned, executed, monitored, and concluded in accordance with the strategic transformation objectives of SALCC.

### **2. Institutional Effectiveness (IE)**

Institutional effectiveness in higher education is the ongoing process of assessing institutional performance, integrating strategic planning, and making evidence-based decisions to enhance academic quality and operational efficiency. This project supports the development of a dedicated unit to embed IE principles in SALCC's governance and decision-making processes.

### **3. Project Management Plan (PMP)**

The PMP constitutes the comprehensive document that directs the execution, oversight, and conclusion of the IETU Reform Project. It encompasses sub-plans for managing scope, schedule, cost, quality, human resources, communication, risks, procurement, and stakeholders, thereby ensuring a coordinated and controlled reform process.

### **4. Project Life Cycle**

This project adheres to a conventional project life cycle, which includes initiation, planning, execution, monitoring and controlling, and closure. Each phase is associated with specific deliverables that facilitate the transformation of institutional structures and practices within SALCC.

### **5. Predictive Life Cycle**

The IETU Reform Project employs a predictive life cycle approach for vital structural components, encompassing governance models and policy frameworks. This methodology ensures that deliverables are precisely defined early on and are executed systematically and sequentially, with minimal modifications during implementation.

### **6. Adaptive Life Cycle**

Adaptive techniques are incorporated to facilitate stakeholder engagement and training development, wherein iterative feedback mechanisms and ongoing refinement are essential. This promotes responsiveness to evolving needs and guarantees stakeholder alignment throughout the change management process.

### **7. Hybrid Project Management**

This project is grounded in a hybrid methodology that integrates predictive techniques for predetermined institutional deliverables with adaptive strategies tailored to dynamic aspects such as communication, capacity building, and

stakeholder engagement. This customized approach encapsulates the complexity and institutional characteristics of the reform initiative.

### **8. Institutional Transformation**

Institutional transformation refers to comprehensive and lasting changes in governance, evaluation, and operational procedures within an organization. This initiative promotes change by restructuring the IETU to facilitate performance assessment, accreditation preparedness, and conformity with the standards of universities and colleges.

### **9. Stakeholder Management**

Stakeholder management is a systematic process of identifying, analyzing, engaging with, and managing individuals or groups that are impacted by or involved in the project. This reform initiative underscores strategic engagement with faculty, staff, students, administrators, and external entities to ensure effective implementation.

### **10. Risk Management**

Risk management guarantees the proactive identification and mitigation of risks associated with institutional resistance, data gaps, or misalignment with strategic objectives. The risk plan incorporates monitoring tools and response strategies specifically tailored to the context of higher education.

### **11. Quality Management**

This project incorporates quality assurance measures to ensure that frameworks, tools, and deliverables meet institutional standards and stakeholder expectations. Peer reviews, audits, and validation exercises are integrated into the reform cycle to ensure quality assurance.

### **12. Resource Management**

Resource management encompasses the planning and allocation of human, financial, and material resources necessary for project execution. The IETU Reform Project emphasizes strategic deployment of internal expertise, external consultants, and financial oversight mechanisms to ensure optimal resource utilization.

### **13. Communication Management**

Communication management involves the prompt and effective exchange of project-related information among stakeholders. The establishment of clear communication protocols, feedback mechanisms, and inclusive engagement platforms is essential for maintaining transparency and commitment throughout the project.

### **14. Organizational Structure**

The project is conducted within the framework of SALCC's hierarchical and functional structure. A dedicated governance structure, comprising the Project Sponsor, Project Manager, Steering Committee, and IETU leadership, guarantees strategic oversight and operational accountability.

### **15. Project Charter**

The project charter is the foundational document that authorizes the IETU Reform Project. It outlines the purpose, objectives, key stakeholders, high-level deliverables, and constraints, establishing a clear mandate for project planning and execution.

## 21. Methodological framework

<b>Objective</b>	<b>Name Of Deliverable</b>	<b>Information Sources</b>	<b>Research Method</b>	<b>Tools</b>	<b>Restrictions</b>
To develop a comprehensive project charter that integrates	A completed Project Charter that is approved.	Primary: Technical Reports, Audits, Strategic	Analytic method Qualitative method	Meetings, Document analysis, Communication Plan,	Lack of access to all College documentation, lack of cooperation,

Objective	Name Of Deliverable	Information Sources	Research Method	Tools	Restrictions
<p>the goals of the Institutional Effectiveness and Transformation Unit (IETU) reform with SALCC's strategic objectives, defining the project's purpose, deliverables, stakeholders, and high-level requirements.</p>	<p>This document must present specific objectives geared towards improving operations and are in alignment with SALCC strategic goals. Mission and vision, stakeholders' expectations, resource availability, and completed theoretical and methodological frameworks.</p>	<p>Plans, Interviews, Project Proposals</p> <p>Secondary: PMBOK® Guide 7th Edition (2021), PMBOK® Guide 6th Edition (2017), Journals, Articles</p>	<p>Mixed Method</p>	<p>Stakeholder Matrix, Project Charter template</p>	<p>against change and receiving project charter approval within time constraints.</p>
<p>To develop an integrated project management plan that includes a detailed scope statement, a work breakdown structure, a project schedule</p>	<p>A detailed management plan which consists of a scope management plan, Cost management plan, schedule management plan, resource allocation,</p>	<p>Primary: Surveys, Strategic Plans, Interviews, Technical Reports, Audits from external consultants</p>	<p>Analytic method Qualitative method Mixed Method</p>	<p>Brainstorming, Risk Register, Work Breakdown Structure, Audits, Schedule, Resource Allocation Plan, Budget software, Software (data</p>	<p>Time constraints, resource availability, limited finances, limited access to field experts, and limited technical resources</p>

Objective	Name Of Deliverable	Information Sources	Research Method	Tools	Restrictions
with milestones and deadlines for tasks, a budget plan with cost estimates and control measures, quality management processes, and standards that are applicable, a human resource plan with team allocation and training needs, a communication strategy for stakeholder engagement, conduct a risk assessment and create mitigation strategies along with a procurement management approach all of which contributes to creating a successful	communication plans, procurement management plan, quality standards, risk response strategies, stakeholder matrix and a Work Breakdown Structure (WBS).	Secondary : PMBOK® Guide 7th Edition (2021), PMBOK® Guide 6th Edition (2017), Journals, Articles		gathering, analysis and compilation), expert judgement, benchmarking, Interviews, and Scope management template.	

Objective	Name Of Deliverable	Information Sources	Research Method	Tools	Restrictions
and efficient IETU..					
To select tools and techniques required for the execution of the project to reform the IETU reform by assembling and developing the project team, achieving planned activities and deliverables, managing stakeholder expectations and engagement, as well as procuring the necessary resources and services for continuous efficiency.	A status report which outlines and justifies the selected tools and techniques geared towards the successful completion of the project.	Primary: Surveys, Strategic Plans, Interviews , Annual & Technical Reports, Audits from external stakeholders Project Proposals  Secondary : PMBOK® Guide 7th Edition (2021), PMBOK® Guide 6th Edition (2017), Journals, Articles, Case Studies	Analytic method Qualitative method Mixed Method	Brainstorming, Risk Register, Work Breakdown Structure, Schedule, Resource Allocation Plan, Budget plan, Software (data gathering, analysis and compilation), expert judgement, benchmarking, Interviews, and Gantt Chart and document analysis	Limited resources, finances, lack of quality/structured frameworks and resistance to change.
To establish monitoring tools, techniques, and control systems to track project progress	A Monitoring and Control plan which will guide on the use of the selected tools and	Primary: Surveys, Strategic Plans, Interviews , Annual & Technical	Analytic method Qualitative method Mixed Method	Expert judgement, data analysis, meetings, project management, risk register, project	Limited resources, inefficient quality standards, little access to finances

Objective	Name Of Deliverable	Information Sources	Research Method	Tools	Restrictions
<p>against the baseline plan, manage changes to scope, schedule, and budget, ensure quality standards are met, monitor and mitigate risks, and evaluate stakeholder engagement and satisfaction, which ensures integration of project objects and goal</p>	<p>techniques and the benefits of their application to ensure a successful project.</p>	<p>Reports, Audits from external stakeholders Project Proposals</p> <p>Secondary : PMBOK® Guide 7th Edition (2021), PMBOK® Guide 6th Edition (2017), Journals, Articles, Case Studies</p>		<p>management software, Key Performance indicators, benchmarks, Progress report template, quality guidelines template, and risk response.</p>	
<p>Develop a project closure plan that includes the final deliverables handover, lessons learned document, project performance evaluation, closure of contracts and procurements, and a</p>	<p>A Monitoring and Control plan which will guide on the use of the selected tools and techniques and the benefits of their application to ensure a successful project.</p>	<p>Primary: Surveys, Strategic Plans, Interviews , Annual &amp; Technical Reports, Audits from external stakeholders Project Proposals</p> <p>Secondary :</p>	<p>Analytic method Qualitative method Mixed Method</p>	<p>Lessons learned, final project report template, Project closing checklist</p>	<p>Time constraints (completing within stipulated time), limited resources and Lack of stakeholder participation and cooperation, resulting in biased outcomes.</p>

Objective	Name Of Deliverable	Information Sources	Research Method	Tools	Restrictions
transition plan for ongoing IETU operations.		PMBOK® Guide 7th Edition (2021), PMBOK® Guide 6th Edition (2017), Journals, Articles, Case Studies			

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

The Final Graduation Project (FGP) aimed at revamping the Institutional Effectiveness and Transformation Unit (IETU) at Sir Arthur Lewis Community College (SALCC) aligns closely with the principles of regenerative and sustainable development. The project seeks not only to enhance the operational efficiency of the college but also to ensure that the institution can evolve, adapt, and thrive over time. Improving strategic planning, decision-making, and overall effectiveness, this initiative fosters a more resilient institution capable of creating positive, long-term impacts that extend beyond its immediate operations. This approach reflects regenerative development's core philosophy, which emphasizes creating systems that enhance the overall health and vitality of both ecological and social environments.

A key component of the project is the engagement of diverse stakeholders in a collaborative process that co-creates solutions benefiting all involved. This collaboration mirrors the interconnectedness of social, economic, and environmental factors, a foundational principle of regenerative development. Involving faculty, staff, students, and the broader community ensures that the solutions developed are sustainable and regenerative, contributing positively to the institution's long-term success and the well-being of the community it serves.

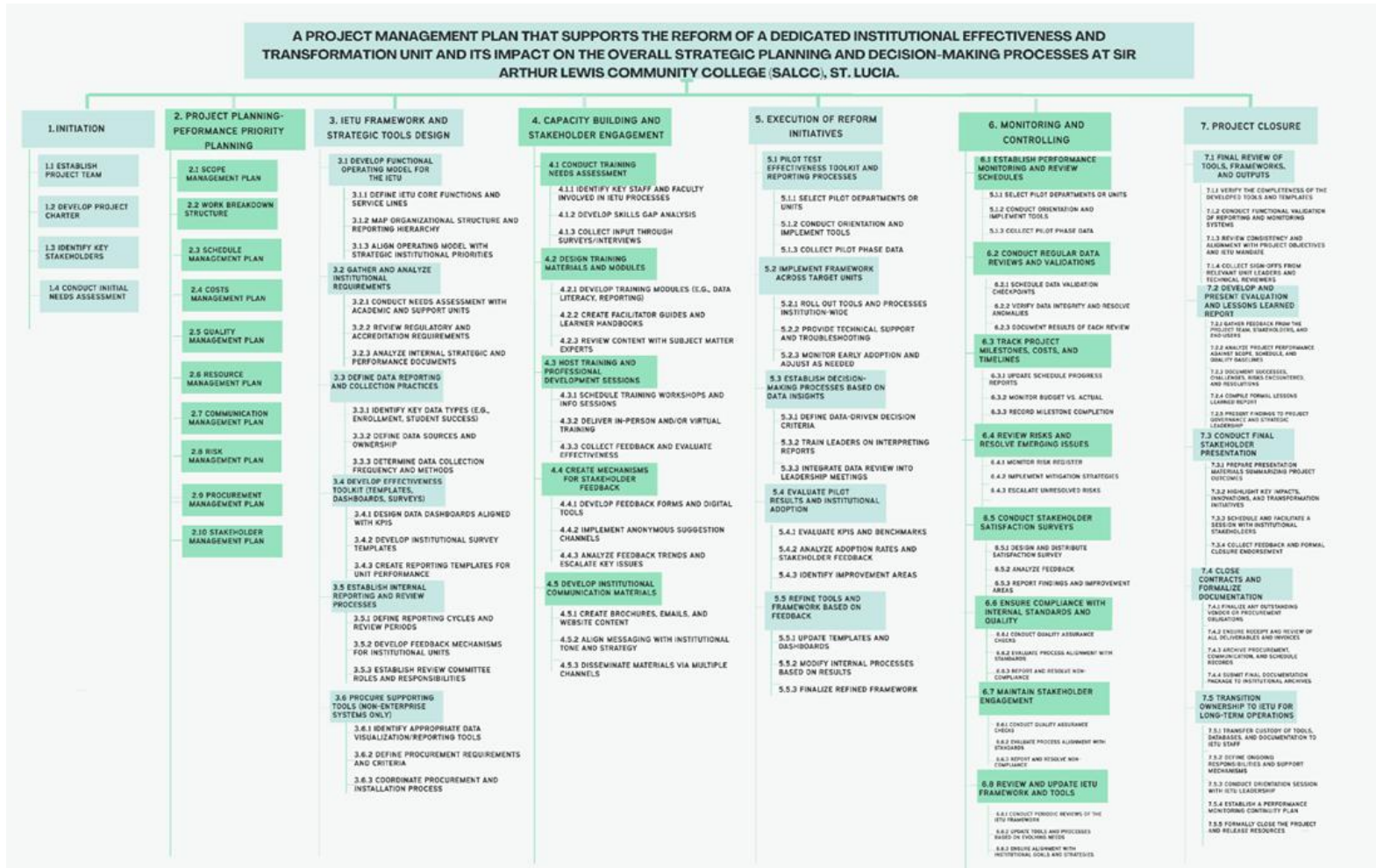
The project also contributes to sustainable development by fostering a culture of sustainability within the institution. By aligning the IETU's operations with sustainability goals, such as optimizing resource use and reducing waste, the project ensures that the college operates in an environmentally responsible manner. The focus on continuous improvement and adaptability further reinforces the institution's commitment to sustainable development, positioning it to better respond to future challenges and opportunities.

Economically, the project strengthens the institution's financial stability by improving operational efficiency and optimizing resource

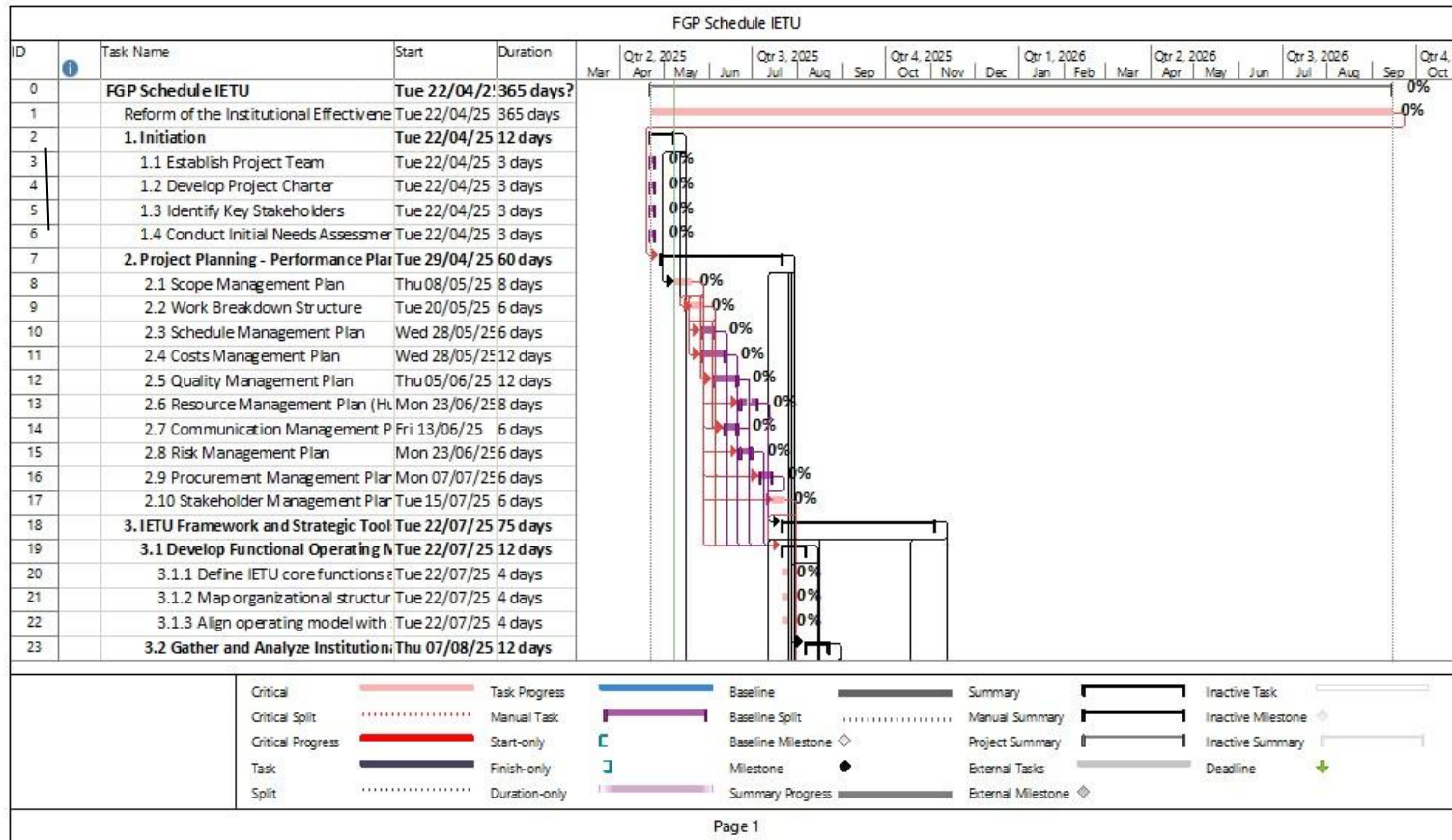
allocation. This not only enhances the college's ability to deliver quality education but also supports its broader mission of community development. Ensuring that the IETU operates sustainably contributes to the long-term viability of the institution and its ability to provide valuable educational services to the community.

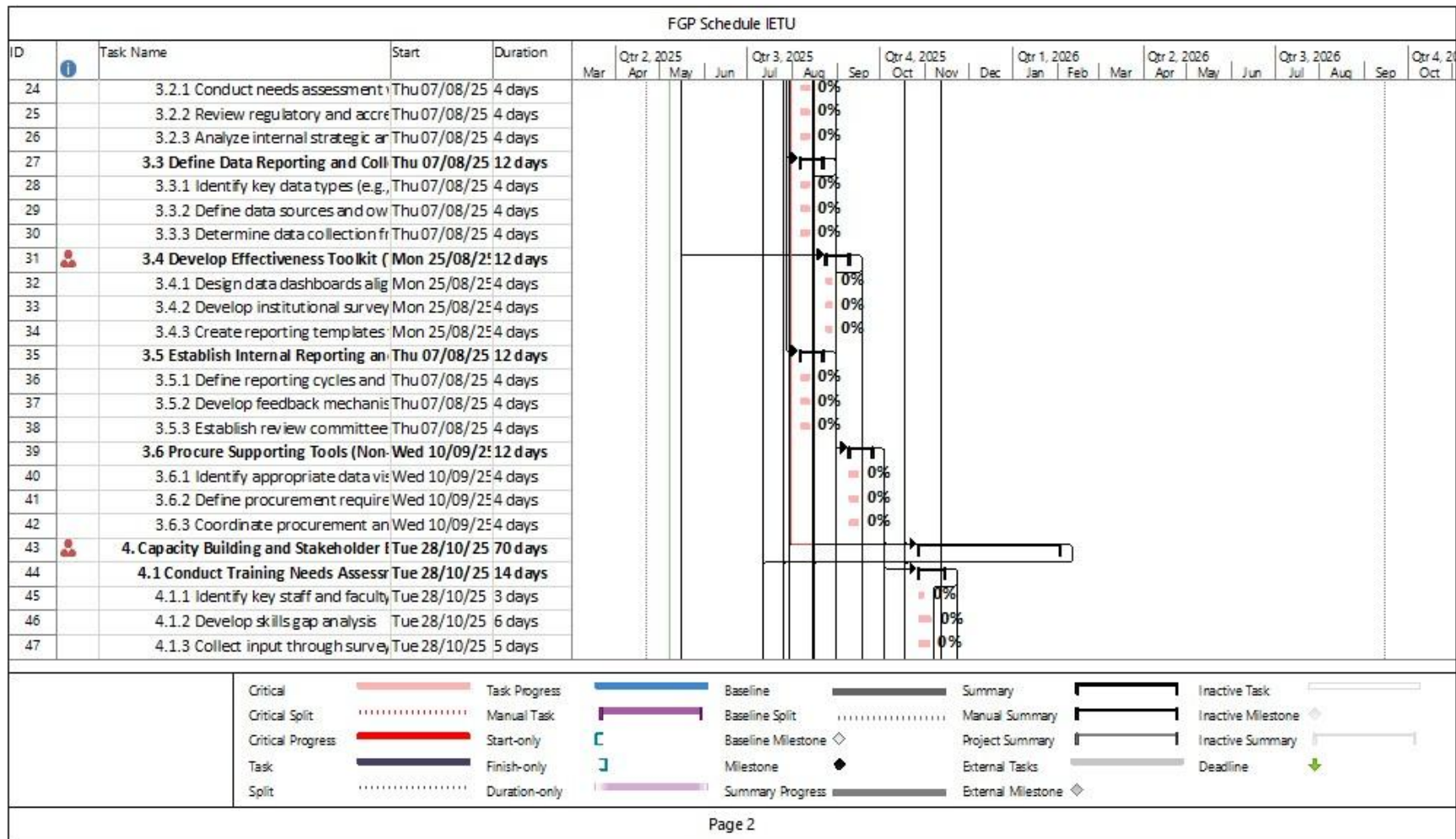
To measure the project's success in promoting regenerative and sustainable development, several indicators can be employed. Resource efficiency can be tracked through energy audits, waste management, and carbon footprint assessments. Stakeholder engagement can be evaluated through surveys and feedback, while economic impact can be measured by financial reports and budget analysis. Educational quality and environmental stewardship can be monitored through academic performance metrics and compliance with environmental policies. Together, these measures will demonstrate the project's effectiveness in creating systems that are adaptable, resilient, and capable of contributing positively to the institution's long-term success.

## Appendix 2: FGP Work Breakdown Structure



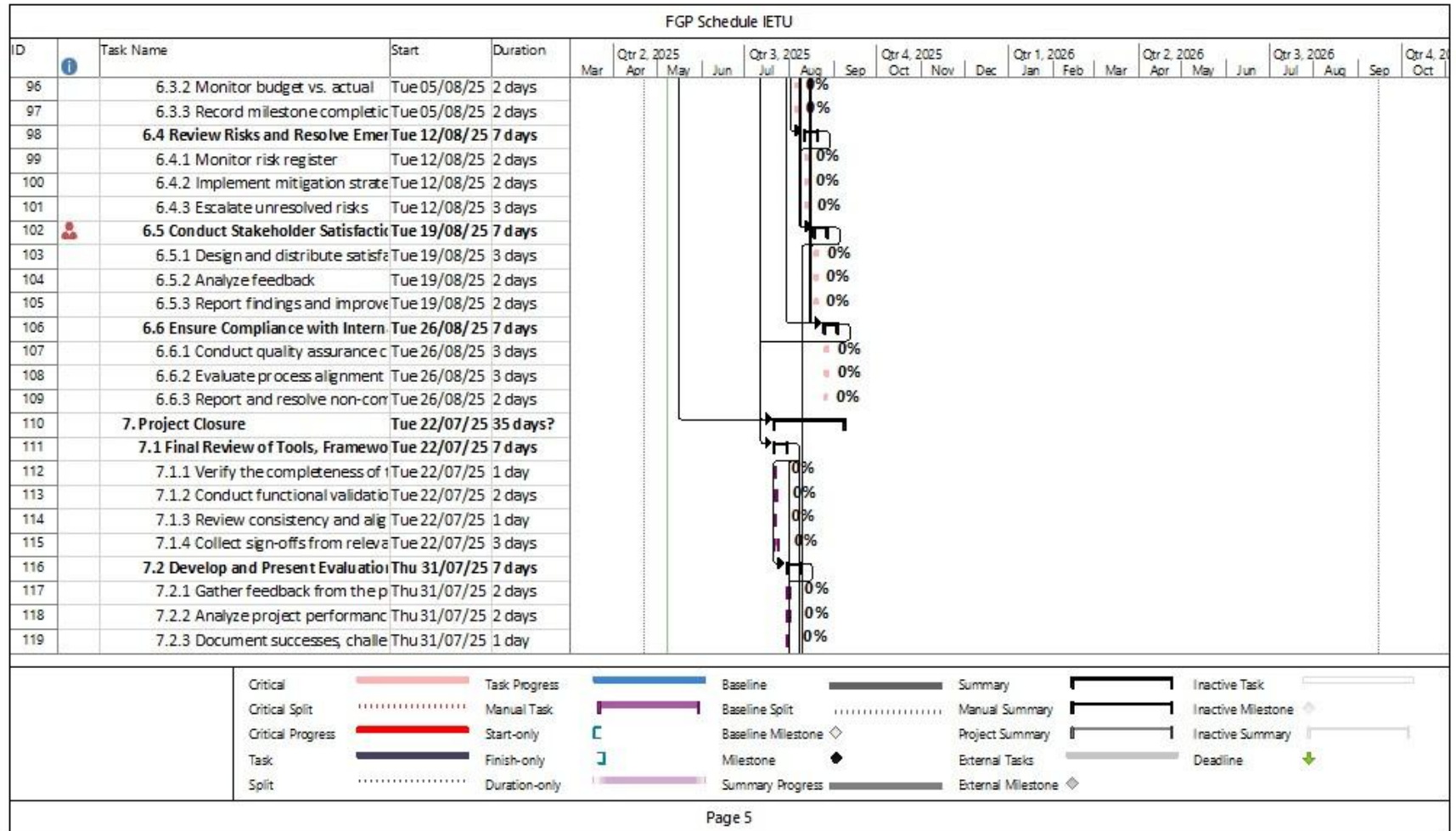
**Appendix 3: FGP Schedule**













#### **Appendix 4: Preliminary bibliographical research**

Ayuk, P. T., & Jacobs, G. J. (2018). Developing a measure for student perspectives on institutional Effectiveness in higher Education. *SA Journal of Industrial Psychology*, 44. <https://doi.org/10.4102/sajip.v44i0.1485>

**Justification:** The article "Developing a Measure for Student Perspectives on Institutional Effectiveness in Higher Education" by Ayuk and Jacobs (2018) focuses on creating a tool to assess institutional Effectiveness from students' viewpoints in higher education settings. This study emphasizes the importance of considering student perspectives in evaluating and improving institutional Effectiveness in higher Education.

Coughlin, M. A., Cubarrubia, A., Ewell, P., Gagliardi, J., Noland, B., Norwood, D., & Sujitparapitaya, S. (n.d.). *Development of the duties & functions of Institutional research*.

**Justification:** This document outlines the development process for defining the duties and functions of Institutional Research (IR) in Higher Education, led by the Association for Institutional Research (AIR). It focuses on the core functions of Institutional research. This will guide the reconstruction of the IETU because IR is one of its core functions as it relates to research, data compilation, and analysis.

Everything you need to know about Institutional Effectiveness. (n.d.).

<https://www.creatrixcampus.com/blog/everything-you-need-know-about-institutional-effectiveness>

**Justification:** This article emphasizes the importance of conducting ongoing self-evaluations and implementing improvements to enhance performance and outcomes

in key areas, including student success, program effectiveness, and organizational efficiency. It also highlights the significance of IE planning and how it helps institutions organize evaluation, assessment, and improvement initiatives to fulfill their mission and achieve goals. It also presents possible challenges that can arise in creating a successful IETU, such as potential resistance from staff and faculty, as well as the complexity of the process. Overall, it serves as an excellent guide for the institutions to make informed decisions and continually improve their performance.

Project Management Institute. (2021). *A Guide to the Project Management Body of Knowledge, (PMBOK® Guide) - Seventh Edition*, Project Management Institute, Inc., 2021.

**Justification:** This book serves as a comprehensive guide to Project Management, offering not only the necessary knowledge but also the guidelines and standards that projects should follow.

Samadi, S., Singh, P., Dwivedula, R., American College of Dubai, UAE, & Brandon University, Canada. (2018). Institutional Effectiveness as a Tool for Creating Quality Assurance in Higher Education Management. In *International Journal of Innovative Business Strategies (IJIBS)* (Vols. 4–4, Issue 2).

**Justification:** This case study emphasizes the importance of integrating institutional effectiveness activities into the routine practices of higher education institutions to ensure quality and meet accreditation standards. The study discusses the global trends in higher Education, the need for quality assurance initiatives, and how they are essential to the success of a college or university and programme accreditation.

Schramm, D. L., Stroud, G., Franklin University, Nadalin, J. A., Franklin University, Fenner, C. R., Franklin University, Hinkle, R., Franklin University, Seaborne, W., & Franklin University. (2023). *FACTORS THAT CONTRIBUTE TO a SUCCESSFUL IMPLEMENTATION OF a COMPREHENSIVE INSTITUTIONAL EFFECTIVENESS PLAN IN a HIGHER EDUCATION INSTITUTION* (By Lehigh University & Franklin University; G. Stroud, C. Fenner, J. Nadalin, & Franklin University, Eds.).

**Justification:** This dissertation highlights and concludes that communication, culture, and innovation are critical factors in the successful implementation of IE plans in higher Education. The study provides a framework for institutions to improve their planning and effectiveness processes, ensuring compliance with accreditation standards and enhancing overall institutional performance. This study will aid in reforming IETU planning.

Sir Arthur Lewis Community College, 2022

**Justification:** This reference provides information on the Institution and the programs it offers.

Society for College and University Planning (SCUP). (2024, May 16). *Institutional Effectiveness Planning - SCUP*. SCUP. <https://www.scup.org/planning-type/institutional-effectiveness-planning/>

**Justification:** The SCUP website provides resources, best practices, and guidance for higher education institutions to develop and implement effective IE planning processes. This approach will help to systematically evaluate the College's performance, identify areas for improvement, and make data-informed decisions to enhance overall institutional Effectiveness.

Stoup, G. & Contra Costa Community College District. (n.d.). *Meeting the institutional effectiveness challenge.*

**Justification:** This article emphasizes the need for a strategic and integrated approach to Institutional Effectiveness, highlighting the importance of leadership, coherent evaluation frameworks, and institutional commitment to achieving transformational improvements.

Utica College. (2020). *GUIDE TO INSTITUTIONAL EFFECTIVENESS.*

<https://www.utica.edu/academic/Assessment/new/202102/Guide%20to%20IE.pdf>

**Justification:** The document emphasizes the importance of systematic, ongoing assessment across all areas of the Institution to ensure continuous improvement and alignment with the College's mission and goals.

About us – Vaughan A. Lewis Institute. (n.d.). <https://www.valiri.org/about-us/>

Severin, Sonia. (2014) Proposed Framework for Institutional Effectiveness at SALCC.

Implementing the Strategic Shift of the Sir Arthur Lewis Community College to a University College: A Strategic Business Plan. (2020).

## Appendix 5: Change Control Process

Modifications to the project scope, schedule, budget, or deliverables must be formally submitted and reviewed by the Change Control Board (CCB) designated for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project. The CCB guarantees that each alteration request is meticulously assessed in terms of its impact on strategic objectives, institutional priorities, resource allocation, and stakeholder commitments. This structured procedure ensures transparency, accountability, and effective governance, thereby facilitating the successful completion of projects. The roles and responsibilities assigned to CCB members are outlined below.

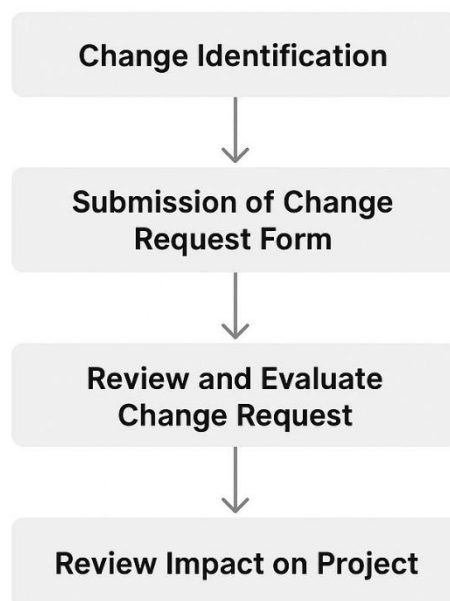
### Change Control Board

<b>Role</b>	<b>Responsibilities</b>
<b>SALCC Principal</b>	Acts as the final decision-maker for high-impact change requests. Ensures alignment with the institution's long-term strategic objectives and governance policies.
<b>Project Sponsor</b>	Reviews and approves change requests with substantial financial or policy implications. Ensures that approved modifications adhere to funding mandates.
<b>Steering Committee Representative</b>	Evaluates submitted change requests. Confirms alignment with reform objectives and oversees integration into institutional transformation priorities.
<b>Project Manager</b>	Submits change requests. Assesses impacts on scope, schedule, cost, and resources. Communicates changes to stakeholders and implements approved actions.
<b>IETU Manager</b>	Provides operational insight on proposed changes. Evaluates the feasibility of implementing changes within IETU processes and resources.
<b>Procurement/Finance Officer</b>	Reviews the cost and contractual implications of requested changes. Recommends financial adjustments and ensures compliance with documentation.
<b>Project Support Officer</b>	Organizes and documents Change Control Board meetings. Maintains the Change Log and ensures transparent recordkeeping of all change decisions.

## Change Control Process

The change control process for the Institutional Effectiveness and Transformation Unit (IETU) Reform Project at Sir Arthur Lewis Community College (SALCC) follows a structured and standardized procedure to ensure that all proposed modifications are carefully evaluated for their impact on the project's scope, schedule, cost, quality, and strategic objectives. This process is designed to promote transparency, accountability, and consistency in managing change across all phases of the project. The process is graphically represented below:

### Change Control Process



\*If approved, the change will be implemented and project documents updated.

\*If denied, the project remains the same.

*Note: Author's Own Work.*

## Change Request Form

Form code: \_\_\_\_\_

Project Name: Reform of the Institutional Effectiveness and Transformation Unit (IETU) at SALCC

Date of Request: \_\_\_\_\_

Requested By: \_\_\_\_\_

Role/Position: \_\_\_\_\_

Type of Change and Description (Scope, Schedule, Cost, Quality, Resource Allocation, Other):

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---



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Reason for Change:

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---

Impact Assessment and Detailed Explanation for change impact (Scope, Schedule, Cost, Quality, Resource Allocation, Other):

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Proposed Action Plan:

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Reviewed By (Project Manager): \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed By (Steering Committee): \_\_\_\_\_ Date: \_\_\_\_\_

Decision:  Approved  Denied

Reason for Approval/Denial:

---



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Approvals Project Sponsor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

Steering Committee Delegate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

---

**For Internal Use Only:**

Form filed by: \_\_\_\_\_

Date filed: \_\_\_\_\_

## Appendix 6: Lessons Learned Register

This Lessons Learned Register functions as a standardized instrument for documenting pivotal insights that have emerged during the lifecycle of the IETU Reform Project. It aims to facilitate reflective practice, enhance institutional knowledge preservation, and guide ongoing improvement initiatives. The register is to be updated periodically and reviewed upon project completion.

### Instructions for use:

1. ID: A sequential reference number assigned to each lesson recorded.
2. Category: The functional or management area affected (e.g., planning, scheduling, stakeholder engagement, risk management).
3. Date: The specific date the lesson was identified.
4. Phase: The stage of the project during which the issue, challenge, or success occurred (e.g., initiation, planning, execution).
5. Description of Issue or Success: A concise summary of the observed outcome, challenge, or noteworthy achievement.
6. Impact on Project: A brief note on how the issue or success influenced the project's performance (positively or negatively).
7. Root Cause: An explanation of the fundamental factor(s) that led to the issue or enabled the success.
8. Recommendation/Action for Future Projects: Practical steps or strategies that should be implemented or avoided in future institutional projects.
9. Assigned to: The individual or team responsible for addressing the recommendation or ensuring follow-through.
10. Status: An indicator of whether the recommendation has been implemented (e.g., Open, In Progress, Closed).



## Appendix 7: Philological Dictum

1

Kathy Depradine, PhD  
Dean, Faculty of Humanities and Sciences  
Sir Arthur Lewis Community College  
Morne Fortune  
Castries

18<sup>th</sup> July, 2025

Academic Advisor  
Master's Degree in Project Management (MPM)  
Universidad para la Cooperación Internacional (UCI)

Dear Academic Advisor,

Re: Confirmation of Thorough Review and Proofreading of Final Graduation Project (FGP)

I hereby confirm that Leanne Abbiola Shana Boxill has made all the corrections to her Final Graduation Project (FGP) document as advised. The project, entitled "A Project Management Plan that Supports the Reform of a Dedicated Institutional Effectiveness & Transformation Unit to impact the Overall Strategic Planning and Decision-making Processes at Sir Arthur Lewis Community College (SALCC), St. Lucia," has been thoroughly reviewed and revised accordingly.

In my professional opinion, the document now meets the literary and linguistic standards required for a Masters -level degree at the Universidad para la Cooperación Internacional (UCI).

Sincerely,



Kathy Depradine, PhD  
Dean, Faculty of Humanities and Sciences  
Sir Arthur Lewis Community College