

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
(UCI)

PROJECT MANAGEMENT PLAN FOR THE DESIGN OF A STANDARDIZED
ONBOARDING AND 90-DAY FOLLOW-UP PROCESS FOR CO-OP STUDENTS IN A
PUBLIC-SECTOR ORGANIZATION.

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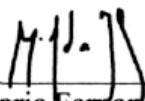
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partial fulfillment of the requirements to opt for the
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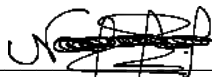
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DEDICATION

This project is dedicated first to Almighty God, for giving me strength, guidance, and perseverance throughout this academic journey.

I also dedicate this work to my beloved mother, Khirool Nesha, whose love, support, and example have been a constant source of motivation in my life. Her resilience and faith have inspired me to continue moving forward, even during difficult moments.

Finally, I dedicate this project to my dear Mylo, my loyal companion, who stayed by my side during many long days and nights of study. His presence brought me comfort, calmness, and joy throughout this process.

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ABSTRACT

This Final Graduation Project focuses on the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The study addresses the need to improve consistency, communication, and role clarity during the early stages of student integration, as current onboarding practices vary across organizational units and lack a structured framework. This situation creates differences in the level of support provided to students and limits the effectiveness of their initial contribution.

The project is developed within the context of human resource management in the public sector, where onboarding processes play a critical role in talent development and organizational performance. The work aims to provide a structured and replicable solution that aligns onboarding activities with project management principles, ensuring a more coordinated and efficient approach to student integration.

To achieve this, the project develops a comprehensive project management plan for the onboarding and 90-day follow-up process. The plan includes key knowledge areas such as integration, scope, schedule, cost, quality, resources, communications, risk, procurement, and stakeholder engagement management. These areas support the definition of project deliverables, responsibilities, timelines, quality criteria, communication needs, risks, procurement requirements, and stakeholder participation.

The methodology applied in this study follows a descriptive and analytical approach, based on the assessment of current onboarding practices and the identification of existing gaps. The project uses recognized project management frameworks to structure the proposed solution and to ensure alignment with best practices. As part of the analysis, sustainability considerations are also incorporated through the application of the P5 Standard, allowing the evaluation of social, organizational, and environmental impacts.

The main results show that project management principles can be applied to structure onboarding as a coordinated organizational process. The project management plan provides a clear WBS, schedule with critical path, cost categories, quality standards, resource structure, communication mechanisms, risk responses, procurement considerations, and stakeholder engagement strategies. Based on these results, it is recommended that the organization validate the proposed framework with human resources, supervisors, mentors, and CO-OP students before implementation. It is also recommended to monitor the 30, 60, and 90-day follow-up process and use feedback for continuous improvement.

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ABBREVIATIONS AND ACRONYMS

Abbreviation / Acronym	Explanation
CO-OP	Cooperative education program
CPI	Cost Performance Index
FGP	Final Graduation Project
GPM	Green Project Management
HR	Human Resources
KPI	Key Performance Indicator
P5	People, Planet, Prosperity, Process, Product
PM	Project management
PMBOK	Project Management Body of Knowledge
PMO	Project Management Office
RACI	Responsible, Accountable, Consulted, Informed matrix
RBS	Risk Breakdown Structure
SDG	Sustainable Development Goals
SME	Subject Matter Expert
SPI	Schedule Performance Index
WBS	Work Breakdown Structure

EXECUTIVE SUMMARY

The present Final Graduation Project was developed within the context of a public-sector organization, where onboarding practices for CO-OP students have traditionally varied across departments. Although these programs play an important role in attracting and developing future talent, the absence of a standardized onboarding and follow-up process has generated inconsistencies in the way students are integrated into the organization. Over time, this situation has resulted in differences in training quality, communication practices, and role clarity, affecting both student experience and organizational efficiency.

The problem addressed in this project was the lack of a structured and standardized onboarding and 90-day follow-up process for CO-OP students, which limited effective coordination among stakeholders and reduced the consistency of early integration practices. This situation created gaps in communication, unclear expectations, and variability in the level of support provided to students. As a result, the organization faced challenges in ensuring a uniform onboarding experience and in maximizing the contribution of students during their initial period. The project was justified by the need to improve internal processes, enhance early role readiness, and support the development of human capital through a more structured and consistent approach.

The general objective of the project was to develop a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization, in order to improve early integration and role readiness. The specific objectives were to develop an integration management plan to coordinate project activities, to define the project scope and its control mechanisms, to establish a schedule management plan to ensure timely execution, to develop a cost management plan to control financial resources, to define quality standards for the project, to identify and manage the required resources, to establish a communications management plan to ensure effective stakeholder interaction, to identify and mitigate project risks, to define procurement processes, and to develop a stakeholder engagement plan to manage expectations throughout the project lifecycle.

The methodology used in this project was based on a structured project management approach aligned with PMBOK guidelines. A descriptive and analytical approach was applied to assess the current onboarding practices and identify existing gaps. Based on this analysis, a comprehensive project management plan was developed, incorporating key knowledge areas such as integration, scope, schedule, cost, quality, resources, communications, risk, procurement, and stakeholder management. The proposed solution was designed to be practical, adaptable, and aligned with the needs of a public-sector environment, ensuring both consistency and flexibility in its application.

The project results demonstrated that the general objective was achieved through the development of an integrated project management plan for a standardized onboarding and

90-day follow-up process. The integration of the subsidiary management plans provided a structured basis for coordinating scope, schedule, cost, quality, resources, communications, risks, procurement, and stakeholder engagement, while the project-specific charter, WBS, 14-week Gantt chart, critical path, 30-, 60-, and 90-day follow-up framework, and control mechanisms provided a basis for clearer roles, stakeholder alignment, early integration, and continuous improvement. Based on these results, it was recommended that the Human Resources Department formally review and validate the proposed framework before implementation and that the project sponsor and organizational decision-makers approve the process, assign responsibilities, and support the 30-, 60-, and 90-day follow-up structure.

It was also recommended that the project team maintain the schedule baseline and monitor the critical path, allocate sufficient internal resources, conduct quality reviews, maintain clear communication channels, periodically update the risk register, and collect stakeholder feedback after each onboarding cycle. Future research should evaluate implementation and long-term effectiveness using indicators such as student satisfaction, supervisor feedback, role readiness, process adoption, and performance outcomes.

1 INTRODUCTION

1.1. Background

The integration of new participants into organizational environments has become an increasingly relevant topic in both human resource management and project management practices. Organizations are expected to provide structured processes that facilitate the adaptation of new employees, interns, and students into the workplace, ensuring that they understand their roles, responsibilities, and the broader organizational context. In this sense, onboarding is no longer considered a simple administrative activity but rather a strategic process that contributes to performance, engagement, and organizational effectiveness (Bauer, 2010).

Within the context of public-sector organizations, onboarding acquires an additional level of importance due to the formal nature of administrative structures, the existence of regulatory frameworks, and the need for transparency and accountability in all organizational processes. Public institutions operate under clearly defined procedures and standards, which require that new participants quickly understand institutional expectations, communication channels, and operational practices. As a result, the integration of new personnel must be supported by structured and consistent onboarding processes that facilitate adaptation and ensure alignment with organizational values and objectives (Organization for Economic Co-operation and Development, 2020).

In Canada, public-sector organizations frequently participate in cooperative education (CO-OP) programs that allow students to gain practical experience in

professional environments. These programs represent an important mechanism for connecting academic learning with real-world application, benefiting both students and organizations. Students are able to develop professional competencies and apply theoretical knowledge, while organizations benefit from the contribution of motivated learners who support operational activities and bring new perspectives to the workplace (Coll & Zegwaard, 2011).

Despite the recognized benefits of CO-OP programs, the integration of students into public-sector organizations is not always supported by standardized onboarding practices. In many cases, onboarding processes vary depending on the work unit, the supervisor, or the availability of internal resources. Some students may receive structured orientation and continuous support, while others may experience a more informal or limited integration process. This variability can lead to inconsistent experiences, reduced clarity of expectations, and challenges in adapting to the organizational environment during the initial stages of the placement.

The first weeks of a CO-OP placement are particularly important, as they set the foundation for the student's performance and overall experience within the organization. Research indicates that structured onboarding processes, especially during the first 90 days, can significantly improve role clarity, communication, and early performance outcomes (Watkins, 2013). When organizations provide clear guidance, defined milestones, and regular follow-up, new participants are more likely to integrate effectively and contribute to organizational objectives.

However, in many public-sector environments, onboarding practices remain focused primarily on administrative tasks such as documentation and initial orientation sessions. While these activities are necessary, they may not provide sufficient support for students to fully understand their roles, develop confidence, and navigate organizational processes. Additionally, the lack of coordination between human resources, supervisors, and work units can further affect the consistency and effectiveness of the onboarding experience.

From a project management perspective, the design of a structured onboarding and follow-up process can be approached as an organizational improvement initiative. Such initiatives require the definition of objectives, identification of stakeholders, and development of structured procedures that can be applied consistently across the organization. Project management provides a suitable framework for organizing these elements and ensuring that the proposed solution is coherent, feasible, and aligned with organizational needs (Project Management Institute, 2021).

In this context, the present Final Graduation Project focuses on the development of a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The project is intended to contribute to improving the consistency of onboarding practices, strengthening coordination among stakeholders, and supporting a more structured integration experience for students.

By addressing this topic, the project aligns with the broader objective of improving organizational processes within the public sector and supporting the development of human capital through effective integration practices. The proposed approach recognizes

onboarding as a critical phase in the student experience and seeks to provide a structured framework that can enhance both learning outcomes and organizational performance.

1.2. Statement of the problem

Despite the recognized importance of onboarding processes in organizational performance and employee integration, many public-sector organizations do not implement standardized onboarding frameworks for temporary participants such as CO-OP students. Instead, onboarding practices are often informal, inconsistent, and highly dependent on the individual supervisor or work unit. From a project management perspective, this situation represents a planning and coordination gap because the onboarding process does not have clearly defined scope, deliverables, timelines, roles, communication channels, or monitoring mechanisms. As a result, the way students are introduced to the organization, how expectations are communicated, and how their progress is followed during the placement period may vary significantly from one work unit to another.

In the absence of a structured onboarding process, CO-OP students may face challenges in understanding their roles, responsibilities, and the operational context of the organization. Research indicates that unclear role expectations and insufficient guidance during the early stages of employment can negatively affect performance, engagement, and learning outcomes (Bauer, 2010). In public-sector environments, where procedures, accountability, and communication protocols are particularly important, these challenges may be amplified, leading to inefficiencies in the integration process. These challenges also show the need for a project management approach, since role clarification, activity

sequencing, stakeholder communication, and performance monitoring are essential elements for managing a coordinated organizational initiative.

Another significant issue is the lack of systematic follow-up during the first months of the placement. While initial orientation activities may be conducted, ongoing monitoring and structured feedback mechanisms are often limited or absent. As a result, supervisors may not have a consistent framework to evaluate student progress, provide timely feedback, or identify potential issues early in the placement. According to Watkins (2013), the first 90 days are critical for successful integration, and the absence of structured follow-up during this period can reduce the effectiveness of onboarding efforts. In project management terms, this reflects a weakness in monitoring and controlling processes, because the organization does not have a formal mechanism to track progress, evaluate results, or implement corrective actions during the onboarding period.

In addition, the coordination among key stakeholders involved in the onboarding process is frequently unclear. Human resources units, supervisors, work teams, and CO-OP students may each have a role in the integration process, but without a defined project structure, their responsibilities and interactions are not always aligned. This lack of coordination can lead to duplication of effort, gaps in communication, and inconsistent support for students throughout their placement. From a project management perspective, this situation demonstrates the absence of a clear stakeholder engagement plan, communication management approach, and responsibility assignment structure. Therefore, the problem is not only operational; it is also managerial because the onboarding process is not fully planned, documented, coordinated, or controlled.

The problem is further reinforced by the fact that onboarding processes for CO-OP students are rarely approached as structured projects. Without the application of project management practices such as integration management, scope definition, schedule planning, quality criteria, resource allocation, risk identification, communication planning, and stakeholder engagement, onboarding remains an informal administrative activity rather than a strategically designed process. According to the Project Management Institute (2021), structured planning and coordination are essential to ensure that complex activities involving multiple stakeholders are executed effectively. The absence of such an approach limits the organization's ability to standardize onboarding practices, monitor progress, manage expectations, and improve the overall quality of the student integration experience.

As a result of these conditions, public-sector organizations may experience inconsistent onboarding outcomes, reduced efficiency in the integration of students, and missed opportunities to maximize the value of CO-OP programs. Students may require additional time to adapt, may not fully understand their roles, and may not receive consistent feedback during their placement. At the same time, supervisors may lack the tools and guidance necessary to support students effectively, and organizations may not benefit fully from the contributions of these participants. These outcomes confirm the need to manage the design of the onboarding and 90-day follow-up process through a project management plan that defines what must be done, who is responsible, when activities should occur, how communication will be managed, and how progress will be monitored.

Therefore, the core problem addressed in this Final Graduation Project is the absence of a standardized onboarding and 90-day follow-up process for CO-OP students in public-sector organizations, supported by a formal project management structure. This gap limits the consistency, effectiveness, and coordination of the integration process and highlights the need for a structured solution based on project management principles. The development of such a framework is necessary to improve onboarding practices, enhance student integration, strengthen stakeholder coordination, and support organizational performance.

1.3. Purpose

The purpose of this Final Graduation Project is to develop a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. This study will examine how project management practices can be applied to structure onboarding as a coordinated and controlled process, addressing existing gaps in consistency, stakeholder alignment, and follow-up during the initial stages of student integration (Project Management Institute, 2021).

The project is intended to provide a practical and structured solution that improves onboarding effectiveness by standardizing processes, enhancing role clarity, and strengthening communication among stakeholders. Expected benefits include more consistent onboarding experiences, improved early performance and engagement of students (Bauer, 2010), better coordination between human resources and supervisors, and

the implementation of a defined 90-day follow-up framework that supports continuous feedback and timely issue identification (Watkins, 2013). Additionally, the project contributes to organizational process improvement and offers a replicable model that integrates project management principles into human resource practices within the public sector.

1.4. General objective

To develop a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization, in order to improve early integration and role readiness.

1.5. Specific objectives

1. To develop an integration management plan to coordinate and manage all project activities effectively throughout the project lifecycle for the design of a standardized onboarding and 90-day follow-up process.
2. To create a scope management plan to define, validate, and control the project scope, ensuring alignment with project objectives.
3. To develop a schedule management plan to define the timeline of project activities and ensure timely project completion.
4. To develop a cost management plan to estimate, budget, and control project costs, ensuring adherence to financial constraints.
5. To develop a quality management plan to ensure that the project meets defined standards and quality requirements.

6. To develop a resource management plan to identify, acquire, and manage the resources required for successful project execution.
7. To develop a communications management plan to ensure effective information flow among all project stakeholders.
8. To develop a risk management plan to identify, assess, and define responses to potential risks affecting the project.
9. To develop a procurement management plan to ensure that procurement processes are conducted efficiently and in a cost-effective manner.
10. To develop a stakeholder engagement plan to define strategies for managing stakeholder expectations and communication throughout the project.

2 THEORETICAL FRAMEWORK

2.1 Company/Enterprise framework

2.1.1 Company/Enterprise background

The present Final Graduation Project is developed within the context of the Canadian public sector. This environment is characterized by formal administrative processes, structured reporting relationships, merit-based staffing practices, and a strong emphasis on accountability, fairness, and service to the public. In this context, onboarding is not only an administrative activity, but also an important process that helps new participants understand their role, the expectations of the institution, and the standards of conduct required in public service.

For the purposes of this project, the institutional context is informed by the Canadian federal public service environment and by the public-service values promoted by the Public Service Commission of Canada. The Public Service Commission supports a non-partisan and merit-based public service and plays an important role in safeguarding staffing integrity and representativeness across the federal public administration. Its published institutional statements provide a useful reference for understanding the type of public-sector environment in which this project is situated (Public Service Commission of Canada, 2017).

Within Canadian public-sector organizations, CO-OP students usually enter structured workplaces where orientation, supervision, and follow-up are essential during the first weeks of the work term. However, the student experience may vary depending on the

manager, the work unit, and the onboarding practices used in each area. When those practices are not standardized, the integration of CO-OP students may become inconsistent, which can affect clarity of expectations, role readiness, and follow-up during the placement period.

This Final Graduation Project contributes to that organizational need by proposing a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The project is intended to support a more organized and consistent integration process and to improve coordination among the organizational actors involved in the student placement experience.

Another important characteristic of the Canadian public sector is its commitment to transparency, accountability, and professional public administration. Government institutions operate under legal and regulatory frameworks that require clear documentation, fairness in staffing practices, and responsible management of public resources. These principles influence many organizational processes, including recruitment, onboarding, training, and performance supervision. As a result, structured onboarding practices play an important role in helping new participants understand institutional expectations, ethical standards, and operational procedures within the public service environment.

Public-sector organizations also play a significant role in supporting educational development and professional learning opportunities for students and early-career professionals. CO-OP programs are widely used in Canada as a mechanism to connect

academic institutions with public and private organizations. Through these programs, students are able to apply academic knowledge in real work environments while organizations benefit from the participation of motivated learners who contribute to ongoing projects and operational activities. For this reason, effective onboarding practices are particularly important, as they facilitate the transition of students into the workplace and help maximize the value of the learning experience.

In this context, the development of a standardized onboarding and follow-up process can contribute to strengthening organizational consistency and improving the experience of CO-OP students in public-sector institutions. A structured approach to onboarding helps clarify expectations, supports supervisors in guiding student activities, and ensures that the integration process is conducted in an organized and transparent manner. Therefore, the present Final Graduation Project seeks to contribute to the improvement of existing onboarding practices by proposing a project management plan that supports a more coordinated and effective integration process for CO-OP students in a public-sector organization.

CO-OP Student Profile and Placement Parameters

For the purposes of this project, the target population consists primarily of post-secondary students enrolled in recognized college, CEGEP, or university CO-OP and internship programs. These students are generally completing diploma or undergraduate degree programs; however, graduate students may also participate when their academic program includes an approved work-placement requirement. Therefore, the proposed

onboarding framework is not restricted to a specific age group or credential level. It provides a common onboarding structure that can be adapted according to the student's academic level, field of study, assigned role, and learning objectives (Public Service Commission of Canada, 2023).

The standard placement considered in this project is one four-month work term, generally corresponding to the Winter term from January to April, the Spring/Summer term from May to August, or the Fall term from September to December. The exact dates and hours are determined by the applicable academic program. Depending on academic requirements and organizational needs, a placement may be extended through consecutive work terms. In those circumstances, the initial 90-day onboarding and follow-up process may be maintained and supplemented with additional performance discussions and learning objectives for the extended period.

Completion of a CO-OP placement does not guarantee continued employment within the organization. A student may be rehired for another work term or may later be considered for a term or indeterminate appointment through student bridging. However, any employment decision depends on the student meeting the qualifications of the position, satisfactory performance, organizational and operational needs, the availability of a funded position, and compliance with the applicable staffing framework. Since validated organizational conversion data were not available for this project, no numerical probability of continued employment is estimated (Public Service Commission of Canada, 2025).

2.1.2 Mission and vision statements

Mission: To promote and safeguard a non-partisan, merit-based and representative public service that serves all Canadians (Public Service Commission of Canada, 2017).

Vision: Building tomorrow's public service today: Modern, impartial and fair (Public Service Commission of Canada, 2017).

These statements are related to the present Final Graduation Project because a standardized onboarding and follow-up process supports a more consistent, fair, and organized integration of CO-OP students into the workplace. In the same way, the proposed process contributes to communication, supervision, and continuous improvement during the first 90 days of the placement. Therefore, the project is aligned with the public-service values reflected in the institutional mission and vision.

2.1.3 Organizational structure

Canadian public-sector organizations usually operate through formal organizational structures composed of senior management, middle management, supervisors, and administrative and operational employees. These organizations also include corporate areas such as human resources, finance, information technology, and program or service delivery units, which interact to support institutional operations and internal processes.

For this project, the areas most directly related to the proposed onboarding and 90-day follow-up process are human resources, the hiring manager or CO-OP supervisor, and

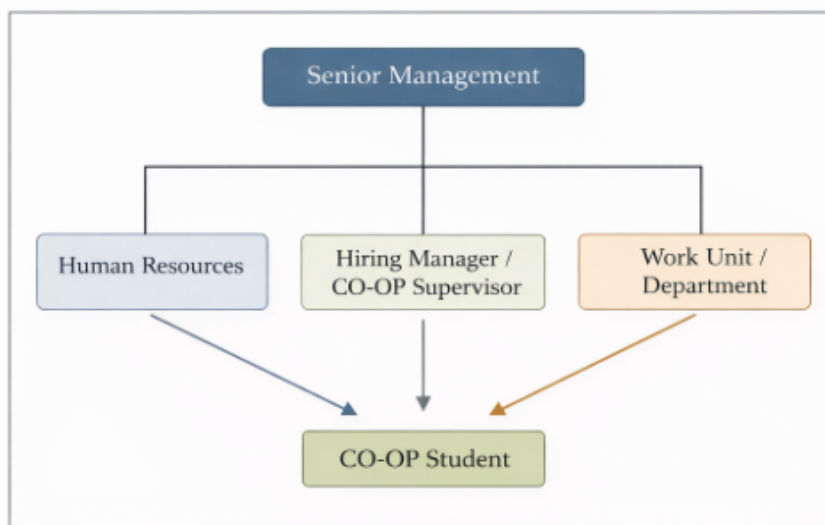
the work unit where the student is assigned. Human resources support administrative coordination, onboarding documentation, and general guidance related to the placement process. Supervisors and managers are responsible for assigning tasks, clarifying expectations, monitoring progress, and supporting the student during the work term.

This organizational structure is directly related to the Final Graduation Project because the design of a standardized onboarding process requires coordination among these actors. If responsibilities and communication points are not clearly defined, the student experience may depend on informal practices rather than on a structured and consistent institutional process. Therefore, the proposed project management plan is intended to strengthen coordination among the organizational areas involved in the integration of CO-OP students.

Another relevant characteristic of organizational structures in the public sector is the presence of clearly defined reporting relationships and accountability mechanisms. Public institutions generally operate through hierarchical structures where responsibilities and decision-making authority are distributed among different levels of management. Senior management typically defines strategic direction and institutional priorities, while middle management and supervisors oversee operational activities and ensure that tasks are aligned with organizational objectives. This structured arrangement supports coordination across different departments and helps maintain consistency in administrative and operational practices.

In addition to hierarchical relationships, public-sector organizations rely heavily on collaboration between functional units. Areas such as human resources, information technology, finance, and program delivery frequently work together to support organizational activities and internal processes. In the context of student placements, this collaboration becomes particularly important because the onboarding process often involves administrative documentation, system access, workplace orientation, and supervision arrangements. As a result, the integration of CO-OP students depends not only on the supervisor assigned to the student, but also on the coordination between the different administrative and operational units involved in the placement.

From a project management perspective, understanding the organizational structure is essential because it helps identify the stakeholders who participate in or influence the onboarding process. The organizational structure clarifies roles, responsibilities, and communication channels, which are key elements for the successful implementation of any organizational improvement initiative. In the case of this Final Graduation Project, the analysis of the institutional structure allows the proposed onboarding and follow-up process to be aligned with existing organizational roles and reporting relationships. This alignment helps ensure that the proposed process can be realistically applied within the institutional context and supported by the relevant organizational actors.

Figure 1*Organizational structure*

Note. Organizational structure related to the areas involved in the onboarding and supervision of CO-OP students in a public-sector organization. Own elaboration.

2.1.4 Products Offered

Public-sector organizations in Canada provide a broad range of services that support public administration, internal operations, and service delivery to citizens and institutional clients. For the purposes of this project, the most relevant services are those related to human resources support and the integration of new participants into the workplace.

The main services related to this project are the following:

1. **Human resources support services:** These services include staffing support, onboarding coordination, workplace guidance, and documentation processes for new participants entering the organization. In relation to this project, these services

are important because they provide the administrative foundation for the design of a standardized onboarding and follow-up process for CO-OP students.

2. **Supervisory and operational integration services:** These services are provided by hiring managers, supervisors, and work units that receive CO-OP students. They include task assignment, role clarification, workplace orientation, day-to-day support, and performance follow-up. The project is related to these services because it seeks to define a more consistent way to manage the student's first 90 days in the organization.
3. **Learning and workplace adaptation support:** CO-OP students require structured support to understand procedures, expectations, communication channels, and the general work environment. This service is relevant to the project because the proposed onboarding and follow-up process is expected to improve early integration, role readiness, and continuity in the student experience.

For this reason, the Final Graduation Project is focused on the design of a standardized process that supports these services in a more organized way. The proposal is intended to improve consistency in onboarding practices, strengthen communication among stakeholders, and provide clearer follow-up during the first 90 days of the CO-OP placement.

2.2 Project Management concepts

2.2.1 Project management principles

Project management principles provide a general guide for professional behavior, decision-making, and project delivery. According to the Project Management Institute (2021), these principles are stewardship, team, stakeholders, value, systems thinking, leadership, tailoring, quality, complexity, risk, adaptability and resilience, and change. Rather than functioning as rigid steps, these principles operate as broad guidelines that support the effective management of projects in different organizational contexts.

The principle of stewardship is relevant to this Final Graduation Project because the work requires responsible use of academic resources, time, information, and references. The team principle is also important, even though this is an individual academic project, because the development of the work still depends on interaction with the professor, the tutor, and other stakeholders who provide direction and feedback. In the same way, the stakeholder principle is directly related to the subject of the project, since the proposed onboarding and 90-day follow-up process involves the participation of human resources personnel, hiring managers, supervisors, work units, and CO-OP students.

The value principle is one of the most important for this study because the project is intended to generate a practical result that may improve the integration of CO-OP students into a public-sector organization. Systems thinking is also relevant because onboarding is not an isolated activity, but part of a broader institutional environment that includes communication flows, supervision, documentation, and organizational expectations.

Leadership and tailoring are equally important because the proposed process must be designed in a way that responds to the characteristics of the Canadian public-sector environment rather than applying a generic model without adaptation.

The remaining principles also support the development of this Final Graduation Project. Quality is reflected in the preparation of clear and academically sound deliverables. Complexity is present because onboarding processes involve different actors, communication channels, and institutional practices. Risk is related to possible changes in assumptions, information availability, and feedback during the project. Adaptability and resilience are visible in the adjustments made throughout the academic process. Finally, change is central to the project because the purpose of the proposal is to design an improved and more standardized onboarding and follow-up process. For these reasons, the project management principles provide an appropriate conceptual basis for this work (Project Management Institute, 2021).

2.2.2 Project management domains

According to the Project Management Institute (2021), project performance domains are groups of related activities that are essential for the effective delivery of project outcomes. These domains are Stakeholders, Team, Development Approach and Life Cycle, Planning, Project Work, Delivery, Measurement, and Uncertainty. Unlike a purely process-based perspective, the performance domains emphasize integrated project performance and the need to consider different dimensions of the project at the same time.

The Stakeholders domain is directly related to this Final Graduation Project because the object of study involves different parties with specific roles and expectations. These include human resources personnel, hiring managers or CO-OP supervisors, work units, tutors, and CO-OP students as the end users of the proposed process. The Team domain is also relevant because, although the academic work is prepared individually, the project still develops through interaction, guidance, and review from academic and organizational actors. Their participation contributes to the refinement of the proposal and to the quality of the final result.

The Development Approach and Life Cycle domain is especially important because this project follows a mainly predictive approach. Its deliverables, schedule, and academic stages are defined in advance through the charter, WBS, schedule, and chapter development. The Planning domain is central because the Final Graduation Project itself is structured around a project management plan that includes integration, scope, schedule, cost, quality, resources, communications, risk, procurement, and stakeholder management. This means that planning is not only a theoretical concept in this work, but also part of the actual development of the project.

The Project Work and Delivery domains are reflected in the preparation of the academic products and in the design of the proposed onboarding and 90-day follow-up process. The expected deliverables include the process design, supporting templates, and project management documentation. The Measurement domain is relevant because the project also considers how progress, follow-up, and consistency may be assessed during the

first 90 days of the CO-OP student experience. Finally, the Uncertainty domain applies because the project is developed in a context where institutional practices may vary, information may be limited, and adjustments may be required during the tutoring process. Therefore, the project performance domains help explain how the subject of this Final Graduation Project may be understood and managed in an integrated way (Project Management Institute, 2021).

2.2.3 Predictive, adaptive, and hybrid projects

Projects can be developed using different management approaches depending on the characteristics of the work, the level of uncertainty involved, and the degree of flexibility required during execution. According to the Project Management Institute (2017, 2021), the most common development approaches in project management are predictive, adaptive, and hybrid. Each approach presents different planning strategies, levels of control, and methods for managing change. Understanding these approaches is important because it allows project managers to select the most appropriate method for the specific conditions of a project.

The predictive approach, often referred to as a traditional or plan-driven approach, is characterized by a high level of planning at the beginning of the project. In this model, the scope, schedule, cost estimates, and expected deliverables are defined as clearly as possible during the early stages of the project. Once the planning phase is completed, the project work generally follows a sequential structure where the activities are executed according to the established plan. Predictive approaches are commonly used in projects

where the objectives and deliverables are well understood from the beginning and where major changes are not expected during the execution phase (Project Management Institute, 2017). Because of this structured nature, predictive approaches are frequently applied in construction, engineering, infrastructure, and many administrative planning projects.

In contrast, the adaptive approach is designed for environments where uncertainty is higher and where the final solution may evolve over time. Adaptive methods, often associated with agile practices, emphasize iterative development, continuous feedback, and incremental improvement. Instead of defining the entire scope in detail at the beginning, adaptive approaches allow teams to develop the project through shorter cycles of work that can be adjusted as new information becomes available. This flexibility makes adaptive approaches particularly useful in areas such as software development, innovation initiatives, and projects where the requirements are expected to change frequently (Kerzner, 2022).

A third alternative is the hybrid approach, which combines elements of predictive and adaptive methods. Hybrid models are frequently used when certain parts of a project require detailed planning while other components benefit from flexibility and iterative development. For example, the overall structure of a project may follow a predictive framework, while specific tasks or activities may be developed through adaptive iterations. Hybrid approaches allow organizations to maintain a certain level of planning discipline while still responding to changing conditions during the project lifecycle (Turner, 2014).

Closely related to development approaches is the concept of the project life cycle. The project life cycle refers to the sequence of phases through which a project progresses from initiation to completion. According to the Project Management Institute (2017), most projects follow a general life cycle that includes the initiation of the project, planning and organizing activities, executing the work, and closing the project once the objectives have been achieved. These phases provide a logical structure that helps guide the management of project activities and ensures that the work progresses in an organized and controlled manner.

Although the specific structure of the life cycle may vary depending on the type of project and the management approach used, the general concept remains consistent across most project environments. The life cycle provides a framework that supports planning, coordination, monitoring, and evaluation of project activities. Figure 2 illustrates a generic project life cycle that includes the main phases commonly identified in project management literature.

In addition to the generic life cycle, projects may also follow specific life cycles adapted to their objectives and organizational context. For example, predictive projects typically use sequential phases where each stage must be completed before the next begins. Adaptive projects may follow iterative life cycles where work is repeated in cycles that allow continuous refinement of the product or service. Hybrid projects may combine sequential phases with iterative development activities. These variations demonstrate that

the project life cycle is not a rigid structure but rather a flexible framework that can be adapted to the needs of each project (Project Management Institute, 2021).

For the purposes of this Final Graduation Project, the development approach that best describes the work is the predictive approach. The project follows a defined academic structure established by the university and includes a sequence of planned deliverables such as the project charter, the work breakdown structure (WBS), the project schedule, the theoretical framework, the methodological framework, and the final project document. Each of these components must be prepared in a specific order and according to predefined academic guidelines. Because the objectives and deliverables are clearly identified from the beginning, the project can be planned and executed through a structured and sequential process.

Another reason why the predictive approach is appropriate for this work is that the project focuses on the design of a project management plan rather than on the direct implementation of the onboarding process in an organizational environment. The objective is to develop a structured proposal that defines the scope, processes, templates, and follow-up mechanisms that could later be applied within a public-sector organization. This type of work requires careful planning, documentation, and analysis before implementation can occur. Therefore, the project benefits from the stability and clarity provided by a predictive planning approach.

Even though the predictive model is the primary approach used in this Final Graduation Project, certain adaptive elements may appear during the development process.

For example, feedback from the professor or the assigned tutor may lead to adjustments in the content, structure, or presentation of specific sections of the project. These modifications do not change the fundamental predictive structure of the project but illustrate how limited adaptive adjustments may occur within an overall predictive framework.

The life cycle of this Final Graduation Project follows a sequence of academic phases that guide the preparation of the work from the initial concept to the final evaluation. These phases include the definition of the project topic, the preparation of the project charter and planning documents, the development of the theoretical framework, the preparation of the methodological framework and project management plan, and the final review and presentation of the project. Figure 3 illustrates how the life cycle of the Final Graduation Project is structured according to these stages.

Understanding the development approach and life cycle of the project is important because it helps organize the academic work in a systematic manner and ensures that the project objectives can be achieved effectively. By applying a predictive approach supported by structured project management concepts, the Final Graduation Project is able to follow a clear sequence of activities and produce a coherent set of deliverables that contribute to the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization.

2.2.4 Project management

Project management has been defined by different authors from complementary perspectives. According to the Project Management Institute (2017), project management is the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements. This definition emphasizes the practical and structured nature of project work and highlights that projects require intentional planning, execution, monitoring, and closure. In a similar way, Kerzner (2022) explains project management as the planning, organizing, directing, and controlling of company resources for the completion of specific goals and objectives. His perspective places greater emphasis on the managerial and organizational aspects of project work. Turner (2014), on the other hand, describes project management as the process through which a project is successfully implemented to produce beneficial change. This view highlights the importance of results and the strategic purpose of projects.

Although these definitions use different wording, they share common ideas. First, all of them recognize that project management is a disciplined process rather than a set of isolated actions. Second, they agree that project management involves coordination of resources, activities, and people. Third, they connect project management with the achievement of objectives and with the generation of a specific result. In that sense, project management may be understood as a structured managerial approach used to plan and guide temporary efforts that are intended to create value, solve a problem, or improve an organizational condition.

This concept is directly related to the present Final Graduation Project because the work itself is being developed as a project. It has a temporary character, a defined beginning and end, specific objectives, planned deliverables, identified stakeholders, and a schedule that guides its development. In addition, the result of the project is unique, since it consists of a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. Therefore, the use of project management in this study is not only theoretical, but also operational, since the Final Graduation Project applies project management concepts to its own development.

Project management is also relevant because the subject of this study is itself a management improvement initiative. The design of a standardized onboarding and follow-up process requires scope definition, planning, coordination, communication, quality review, and risk consideration. These are all central concerns of project management. For that reason, project management provides the most appropriate conceptual basis to support the development of the proposed solution and to organize the academic work required for this Final Graduation Project (Kerzner, 2022; Project Management Institute, 2017; Turner, 2014).

2.2.5 Project management knowledge areas and processes

According to the PMBOK Guide, project management knowledge areas are organized fields of specialization that represent the main aspects that must be managed in a project. These knowledge areas are integration, scope, schedule, cost, quality, resource, communications, risk, procurement, and stakeholder management (Project Management

Institute, 2017). Each knowledge area includes processes that contribute to project planning, execution, monitoring, and control.

These knowledge areas are directly related to this Final Graduation Project because the project itself is being structured through subsidiary management plans. The integration management plan supports the coordination of all project components. Scope management defines the work required to complete the project and includes the design of the onboarding process and the 30-60-90 follow-up template. Schedule management establishes the time frame for the development of the academic deliverables. Cost management identifies the estimated budget required for the project. Quality management supports the preparation of deliverables according to the academic requirements and the professor's instructions. Resource management considers the roles and support needed during the project.

Communications management defines how information is exchanged with the tutor and other stakeholders. Risk management addresses possible events that may affect the development of the FGP. Procurement management identifies any external goods or services that may be required, and stakeholder management focuses on the expectations and influence of the people involved in the project. In this way, the knowledge areas are not only part of the theory of project management, but also part of the practical structure of this FGP (Project Management Institute, 2017).

The project management processes are also relevant because they help organize the work from beginning to end. These processes are grouped into initiating, planning, executing, monitoring and controlling, and closing (Project Management Institute, 2017). In

the case of this FGP, these process groups can be observed in the initial definition of the topic, the preparation of the charter and planning documents, the development of the academic chapters, the revision of deliverables based on feedback, and the final approval and presentation of the project.

In addition to the knowledge areas, the PMBOK Guide organizes project management activities into process groups that describe how project work progresses throughout its life cycle. The initiating process group focuses on formally starting the project and defining its general direction. This includes identifying the purpose of the project, defining its objectives, and obtaining authorization to proceed. In the context of this Final Graduation Project, the initiating processes were reflected in the identification of the research topic, the formulation of the project objectives, and the preparation of the project charter that defines the scope and purpose of the study.

The planning process group is particularly important because it establishes the roadmap that guides the development of the project. During this stage, the project management plans and supporting documents are prepared in order to organize the work that will be performed. In the case of this Final Graduation Project, planning activities include the preparation of the work breakdown structure (WBS), the development of the project schedule, and the definition of subsidiary plans such as scope, communication, quality, and risk management. The executing process group then focuses on carrying out the planned activities and producing the deliverables of the project, which in this case

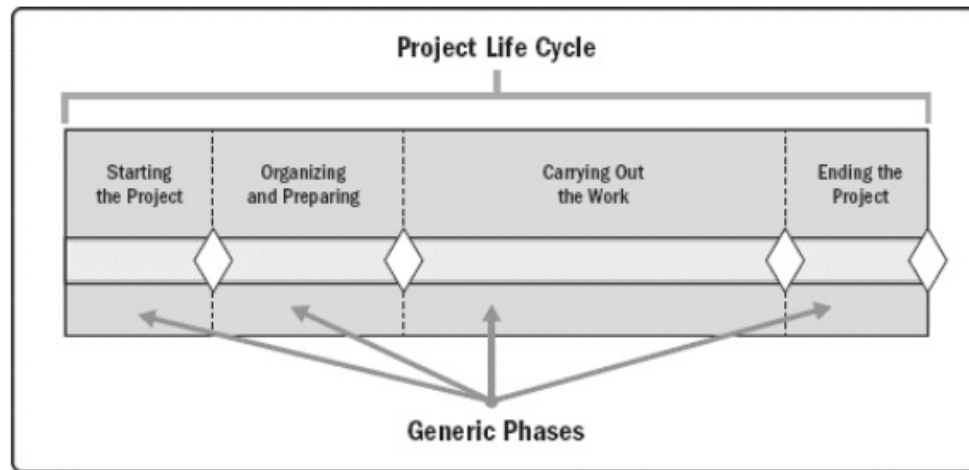
correspond to the development of the theoretical framework, methodological framework, and the design of the proposed onboarding and follow-up process.

Finally, the monitoring and controlling and closing process groups ensure that the project progresses according to the established plan and that the work is completed successfully. Monitoring and controlling activities involve reviewing progress, incorporating feedback from the professor or tutor, and making adjustments when necessary to improve the quality of the deliverables. Closing processes occur when the project is completed and formally evaluated, which in the case of this Final Graduation Project includes the final submission of the thesis document and its presentation before the board of examiners. Figure 4 summarizes the relationship between the project management process groups and the stages through which this Final Graduation Project is developed.

2.2.6 Project life cycle

The project life cycle is the series of phases that a project passes through from its start to its completion (Project Management Institute, 2017). The life cycle helps organize the work into a logical structure and supports the management of deliverables over time. Depending on the nature of the project, the phases may be sequential, overlapping, or iterative. Common project life cycle phases include starting the project, organizing and preparing, carrying out the work, and closing the project (Project Management Institute, 2017).

In the case of this Final Graduation Project, the life cycle can be understood in both a general and a specific way. From a general project management perspective, the project begins with the identification of the topic and the definition of the problem, continues with planning through the charter, WBS, and schedule, advances through the preparation of the theoretical and methodological framework, and concludes with the final writing, approval, and presentation to the Board of Examiners. From the specific academic perspective of the FGP, the project follows a sequence established by the graduation seminar, the tutoring process, the reader's review, and the final evaluation. Therefore, the project life cycle of this study is mainly predictive and sequential, because the deliverables must be completed in an ordered manner according to the course schedule.

Figure 2*Project life cycle*

Note. Reproduced from A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (6th ed.), by Project Management Institute, 2017.

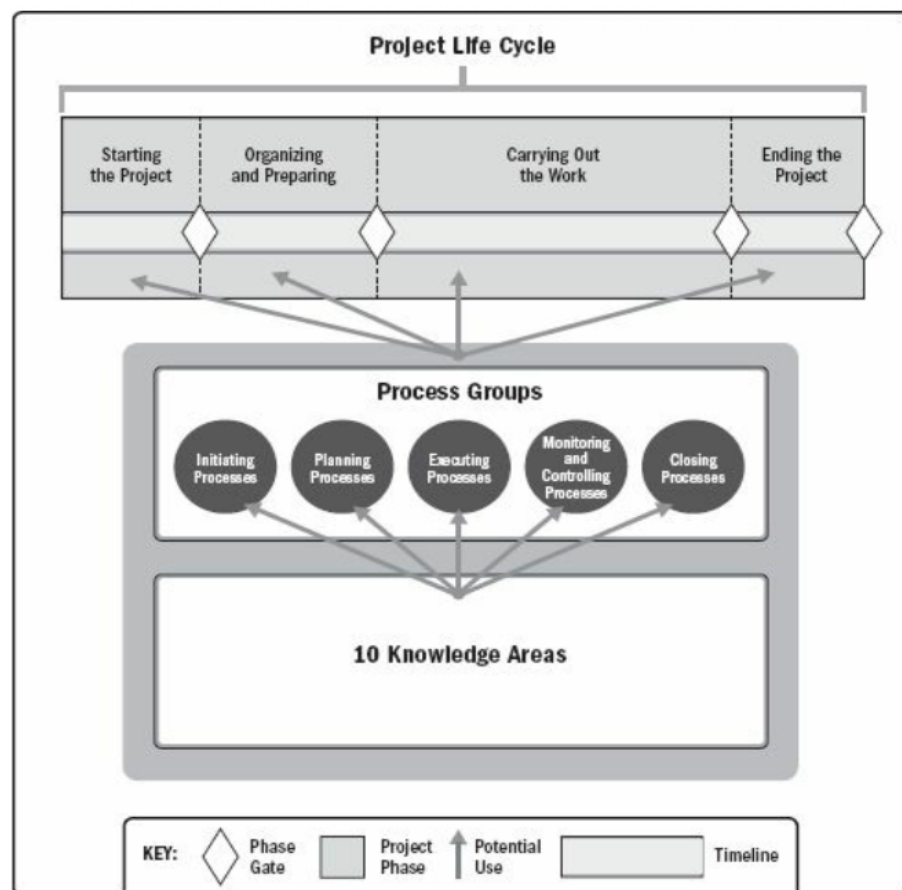
The previous figure illustrates the general structure of the project life cycle as described in the PMBOK framework, including the phases of starting the project, organizing and preparing, carrying out the work, and closing the project. These phases represent the overall progression through which a project evolves from its initial conception to its formal completion (Project Management Institute, 2017).

Within this lifecycle, projects are composed of several interrelated management components that guide planning, execution, monitoring, and closure activities. These elements interact throughout the project to ensure that objectives are achieved in a structured and controlled manner.

In the context of this Final Graduation Project, the general lifecycle model is adapted to reflect the academic development process of the study. Figure 3 shows the interrelationship of PMBOK components in projects.

Figure 3

Interrelationship of PMBOK Guide key components in projects



Note. Reproduced from A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (6th ed.), by Project Management Institute, 2017.

2.2.7 Company strategy, portfolios, programs and projects

Organizational strategy defines the long-term direction of an institution and guides the decisions made to achieve its objectives. Portfolios, programs, and projects are aligned with that strategy and help translate organizational priorities into coordinated action. A portfolio is a collection of projects, programs, subsidiary portfolios, and operations managed together to achieve strategic objectives. A program is a group of related projects managed in a coordinated way to obtain benefits that would not be available if they were managed separately. A project, by contrast, focuses on producing a specific deliverable, service, or result (Project Management Institute, 2017).

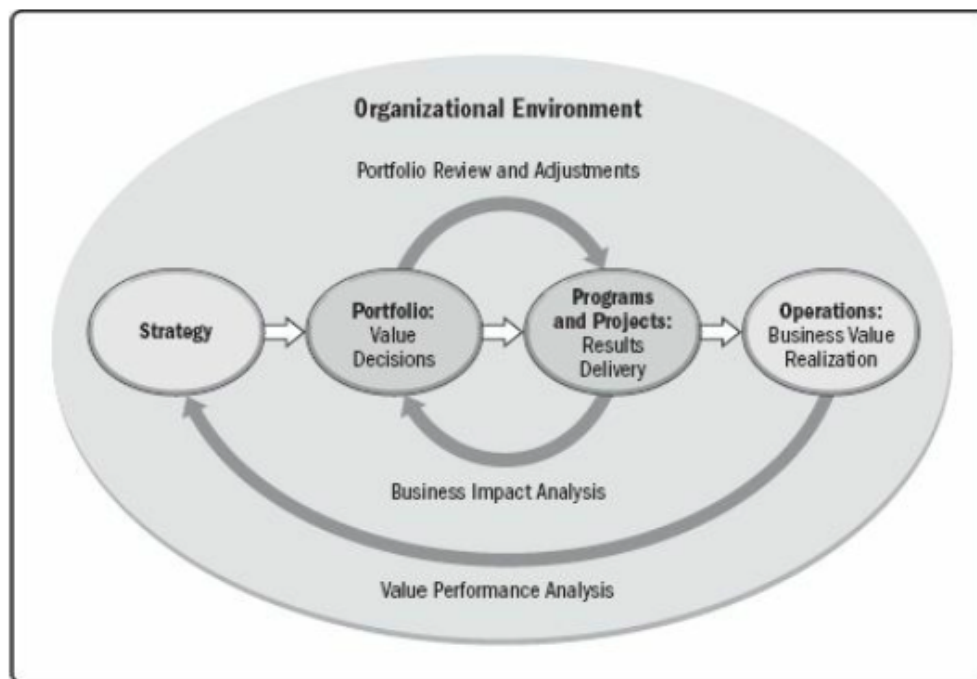
In the context of a public-sector organization, strategy is related to service improvement, organizational effectiveness, accountability, and support to institutional objectives. Based on that context, the present Final Graduation Project can be understood as an individual project that contributes to organizational improvement in a specific area, namely the onboarding and follow-up of CO-OP students. Although this FGP is academic in nature, the proposed process may support broader organizational goals such as improving integration practices, strengthening supervision, and promoting a more consistent experience for temporary participants in the workplace.

This relationship is important because projects do not exist in isolation. Even when developed as academic exercises, they should respond to real organizational needs and support the context in which they are proposed. In this case, the design of a standardized onboarding and 90-day follow-up process is aligned with the public-sector interest in

improving internal processes and supporting a more structured and fair integration of CO-OP students.

Figure 4

Organizational project management



Note. Adapted from A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (6th ed.), by Project Management Institute, 2017.

The relationship presented in Figure 4 illustrates the general structure of organizational project management, where strategy is translated into portfolios, programs, and individual projects that collectively contribute to organizational objectives (Project Management Institute, 2017). This model explains how projects are not isolated initiatives

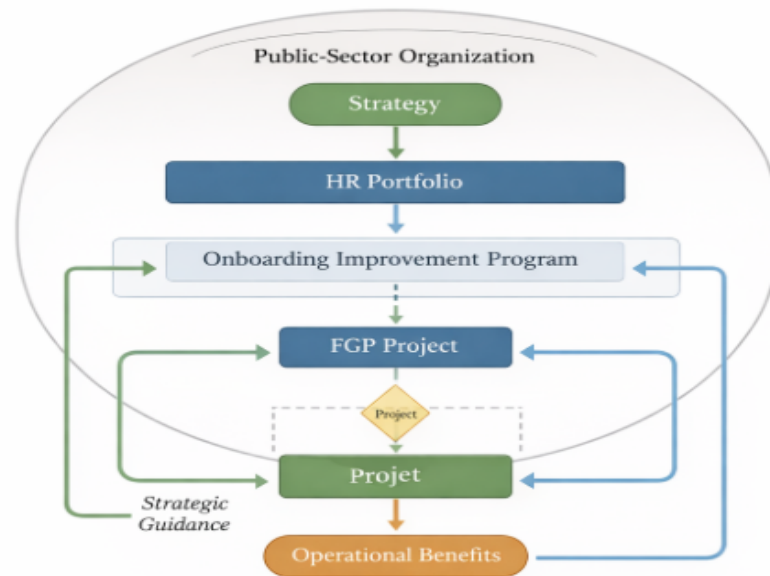
but rather components of a broader system that supports the strategic direction of an organization.

To better illustrate this relationship within the context of the present study, the model can be adapted to reflect the specific environment of the public sector and the focus of this Final Graduation Project. In this case, the organizational strategy is linked to human resource development and the improvement of onboarding practices for temporary staff and CO-OP students.

Figure 5 therefore presents an adapted version of the organizational project management structure, showing how the proposed onboarding and 90-day follow-up process can be understood as a project that contributes to a broader human resources portfolio and supports operational benefits within the organization.

Figure 5

Organizational project management applied to the public-sector context



Note. Own elaboration based on the relationship among organizational strategy, HR initiatives, and the proposed onboarding project.

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

2.3.1 Current situation of the problem or opportunity in study

The integration of new employees and students into organizations has become an increasingly important topic in both management literature and professional practice. Effective onboarding processes help new participants understand organizational expectations, clarify their responsibilities, and adapt more quickly to the work environment. When onboarding is structured and supported by clear guidelines, it can improve role clarity, job satisfaction, and early performance outcomes (Bauer, 2010). In contrast, when the onboarding process is informal or inconsistent, new participants may experience

uncertainty regarding their tasks, organizational culture, and communication channels, which can negatively affect productivity and engagement during the first months of their work experience.

Within public-sector organizations, onboarding processes are particularly relevant because these institutions operate under formal structures, regulatory frameworks, and clearly defined roles and responsibilities. Public administration environments typically involve complex procedures, accountability mechanisms, and specific standards of conduct that must be understood by all employees and temporary participants. According to the Organization for Economic Co-operation and Development (OECD, 2017), public institutions must ensure that employees and trainees are properly integrated into organizational systems in order to support transparency, efficiency, and public service delivery. As a result, the integration of new personnel is not only a human resources activity but also an organizational process that supports institutional performance and service quality.

In many organizations, however, onboarding practices vary significantly across departments and supervisors. Some work units may implement structured orientation programs, while others rely on informal introductions or short orientation meetings. Research in human resource management indicates that inconsistent onboarding practices can lead to unequal learning experiences for new participants and may limit their ability to contribute effectively during the early stages of employment (Klein & Polin, 2012). This

situation is particularly relevant in organizations that frequently host interns, trainees, or students participating in academic work-placement programs.

CO-OP education programs are widely used by universities and colleges as a mechanism to connect academic learning with professional experience. Through these programs, students participate in temporary work placements within organizations where they can apply theoretical knowledge, develop professional skills, and gain exposure to real work environments. According to Coll and Zegwaard (2011), work-integrated learning initiatives such as CO-OP programs benefit both students and employers by strengthening the relationship between education and industry. Students gain valuable experience and professional competencies, while organizations benefit from the contribution of motivated learners who can support operational activities and bring new perspectives to the workplace.

Despite these benefits, the integration of CO-OP students into organizational environments can present challenges when the onboarding process is not clearly defined. Because students typically remain in the organization for a limited period, the time available for learning and adaptation is shorter than that of permanent employees. As a result, the first weeks of placement become particularly important for establishing expectations, clarifying tasks, and providing adequate supervision. When orientation practices are inconsistent or incomplete, students may spend a significant portion of their placement trying to understand organizational procedures rather than contributing effectively to the work unit.

Research on employee onboarding emphasizes that the first 90 days of employment are critical for successful integration. During this period, new participants develop their understanding of the organization, establish working relationships, and begin to demonstrate their ability to perform assigned tasks (Watkins, 2013). Structured onboarding programs that include defined milestones, periodic follow-up meetings, and clear communication channels can significantly improve the transition of new employees and trainees into the organization. These practices help supervisors monitor progress, provide feedback, and address challenges early in the integration process.

Within public-sector organizations, however, onboarding processes are sometimes limited to administrative orientation activities such as completing documentation, receiving basic information about the organization, or attending a brief introduction session. Although these activities are necessary, they may not provide sufficient guidance for new participants to understand their responsibilities, the expectations of their supervisors, or the broader organizational context in which they operate. As a result, onboarding may become a fragmented process that depends largely on the initiative of individual supervisors rather than on a structured institutional framework.

Another challenge related to onboarding in public organizations is the coordination among the different actors involved in the integration process. Human resources units may be responsible for administrative orientation and documentation, while supervisors are responsible for assigning tasks and monitoring performance. At the same time, work units and team members play an important role in supporting the social and professional

integration of new participants. Without clear coordination among these actors, the onboarding experience may become inconsistent or incomplete.

From a project management perspective, the design of a standardized onboarding process can be approached as an organizational improvement initiative. Such initiatives require the identification of stakeholders, the definition of deliverables, and the development of structured procedures that can be implemented across the organization. According to Kerzner (2017), structured management approaches allow organizations to improve internal processes by defining clear objectives, responsibilities, and evaluation mechanisms. In this context, developing a project management plan for onboarding design can support the systematic analysis of existing practices and the proposal of improvements aligned with organizational needs.

The present Final Graduation Project addresses this situation by proposing a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The objective is not to implement the onboarding system directly but to develop a structured framework that could guide organizations in improving their integration practices for students participating in work-placement programs. By applying project management principles and human resource management concepts, the project seeks to contribute to a more consistent and organized onboarding experience that supports both student learning and organizational effectiveness.

2.3.2 Previous research done for the topic in the study

Research on employee onboarding and organizational socialization has expanded significantly during the last decades, particularly in the fields of human resource management and organizational behavior. Scholars have examined how structured onboarding processes contribute to employee adaptation, productivity, and long-term organizational commitment. These studies provide valuable insights that can serve as theoretical and practical inputs for the development of a standardized onboarding and follow-up process such as the one proposed in this Final Graduation Project.

One of the most influential contributions to the study of onboarding is the work of Bauer (2010), who examined the role of structured onboarding programs in facilitating the integration of new employees. Bauer explains that onboarding is not limited to administrative orientation but represents a broader process through which new employees learn the organizational culture, understand their responsibilities, and build relationships within the workplace. The research highlights four critical elements of effective onboarding programs: compliance, clarification, culture, and connection. According to Bauer, organizations that implement structured onboarding strategies are more likely to improve employee engagement, reduce early turnover, and increase performance during the first months of employment. The conclusions of this research are directly relevant to the present Final Graduation Project because they emphasize the importance of providing clear guidance, structured orientation, and ongoing support during the early stages of integration.

Another relevant study is presented by Klein and Polin (2012), who analyzed how organizations design and implement onboarding programs. Their research found that many

organizations rely on informal or inconsistent onboarding practices, even when they recognize the importance of structured integration processes. The authors identified that organizations with formal onboarding programs tend to provide better role clarity and stronger support mechanisms for new employees. Their study also suggests that onboarding programs should extend beyond the first day or first week of employment and should include follow-up activities during the first months of work. These findings support the idea that onboarding should be viewed as a continuous process rather than a single orientation event. The conclusions of Klein and Polin provide useful input for the present project because they reinforce the need to design a structured process that includes not only initial orientation but also systematic follow-up activities such as the proposed 30-60-90-day monitoring framework.

Research on work-integrated learning and cooperative education also provides important insights related to the integration of students into professional environments. Coll and Zegwaard (2011) examined how cooperative education programs contribute to the development of professional competencies among students participating in work placements. Their research indicates that structured supervision, clear expectations, and regular feedback are essential elements for maximizing the educational value of work-integrated learning experiences. The authors also emphasize the importance of communication between academic institutions and host organizations to ensure that learning objectives are aligned with workplace activities. The conclusions of this study are particularly relevant for the present Final Graduation Project because CO-OP students

represent a specific group of temporary participants who require both professional guidance and learning opportunities during their placement.

Additional research conducted by Saks and Gruman (2018) further supports the importance of structured onboarding processes in organizational settings. Their work highlights that onboarding programs can improve employee adjustment by helping new participants acquire role clarity, develop confidence, and understand organizational expectations. Saks and Gruman also emphasize the importance of proactive socialization behaviors, where new employees actively seek information and feedback to facilitate their adaptation. According to the authors, organizations that provide clear onboarding frameworks create an environment that encourages learning, collaboration, and professional development. These findings reinforce the relevance of establishing clear onboarding procedures that support both organizational objectives and the development of new participants.

Research conducted by the Society for Human Resource Management also indicates that structured onboarding programs can improve employee retention and engagement. Bauer's (2010) report for the SHRM Foundation indicates that structured onboarding programs can improve employee retention and engagement. Organizations that implement formal onboarding practices may achieve higher levels of employee commitment and productivity than organizations that rely on informal integration practices. The report emphasizes that effective onboarding should include orientation sessions, role clarification, training activities, and regular follow-up meetings during the first months of employment.

These findings support the design of onboarding frameworks that extend beyond initial orientation and include continuous support mechanisms.

Taken together, the research reviewed in this section demonstrates that structured onboarding programs play an important role in facilitating the integration of new participants into organizational environments. The literature consistently highlights the importance of clear expectations, structured orientation activities, ongoing supervision, and regular feedback during the early stages of employment or work placement. These elements are particularly relevant for temporary participants such as CO-OP students, who must adapt quickly to organizational procedures and workplace expectations.

The conclusions obtained from these studies provide a theoretical and practical foundation for the present Final Graduation Project. The evidence suggests that onboarding processes should be designed as structured and continuous systems rather than isolated orientation events. For this reason, the proposed project management plan focuses on the design of a standardized onboarding and 90-day follow-up process that integrates orientation activities, supervisory guidance, and periodic monitoring. By incorporating insights from previous research, the project aims to contribute to a more consistent and effective integration experience for CO-OP students within public-sector organizations.

2.3.3 Other theories related to the topic in the study

2.3.3.1 Organizational Socialization Theory

Organizational socialization theory explains how new members learn the knowledge, behaviors, and values required to function effectively within an organization.

According to Van Maanen and Schein (1979), socialization is the process through which individuals acquire the attitudes, behaviors, and information necessary to participate as members of an organization. This process typically begins when a person enters a new role and continues during the early stages of employment as the individual adapts to the organizational culture and expectations.

Organizational socialization involves several mechanisms that support the integration of new participants into the workplace. These mechanisms include orientation programs, training activities, mentoring relationships, and informal interactions with colleagues and supervisors. Through these processes, individuals gradually develop an understanding of the organization's norms, communication patterns, and work procedures. Research suggests that effective socialization practices can improve role clarity, reduce uncertainty, and strengthen organizational commitment among new employees (Saks & Gruman, 2018).

Bauer and Erdogan (2011) explain that socialization practices often include structured onboarding programs designed to support the transition of newcomers into the organization. These programs typically include orientation sessions, access to organizational information, and opportunities for feedback and interaction with supervisors. When these practices are implemented effectively, newcomers are more likely to understand their responsibilities and develop productive working relationships with their teams.

The theory of organizational socialization is directly related to the subject of the present Final Graduation Project. CO-OP students represent a specific category of

organizational newcomers who must adapt quickly to the professional environment while performing assigned tasks. Because their placement periods are limited in duration, the effectiveness of the socialization process becomes particularly important during the first weeks of the work term. A structured onboarding and follow-up process can therefore support the socialization of students by clarifying expectations, facilitating communication with supervisors, and providing regular feedback on their performance.

From this perspective, the project management plan proposed in this Final Graduation Project can contribute to strengthening organizational socialization processes for CO-OP students. By designing a standardized onboarding and 90-day follow-up framework, the project aims to provide clear guidance for supervisors and human resources personnel involved in the integration of students. This structured approach can improve the learning experience of students while also supporting organizational consistency in onboarding practices.

2.3.3.2 Human Capital Theory

Human capital theory provides another important perspective that supports the objectives of this Final Graduation Project. According to Becker (1993), human capital refers to the knowledge, skills, competencies, and other attributes that individuals acquire through education, training, and experience, which enable them to contribute productively within organizations. From this perspective, organizations benefit when they invest in the development and integration of individuals who participate in their activities.

Human capital theory suggests that organizations can improve their performance by supporting the learning and development of their members. Training, professional

development opportunities, and structured workplace experiences are examples of mechanisms that contribute to the development of human capital. According to Schultz (1961), investments in education and training increase the capacity of individuals to perform effectively and generate long-term benefits for both individuals and organizations.

In the context of work-integrated learning, CO-OP programs represent an important mechanism for developing human capital among students. Through these programs, students gain practical experience that complements their academic education and prepares them for future employment opportunities. At the same time, organizations benefit from the contributions of students who can support operational tasks and bring new perspectives to the workplace.

However, the effectiveness of these learning experiences depends largely on how students are integrated into the organization. If students receive clear guidance, meaningful assignments, and regular feedback, they are more likely to develop professional competencies and contribute positively to organizational activities. Conversely, if integration processes are poorly structured, students may struggle to understand their roles and may not fully benefit from the learning opportunity.

The proposed onboarding and follow-up process developed in this Final Graduation Project can support the principles of human capital theory by providing a structured framework for student integration and development. By establishing clear onboarding procedures and follow-up mechanisms during the first 90 days of the work term, the project aims to create conditions that support learning, skill development, and effective participation in the workplace.

2.3.3.3 Experiential Learning Theory

Experiential learning theory also provides a valuable framework for understanding the integration of students into professional environments. According to Kolb (1984), experiential learning occurs when individuals develop knowledge and skills through direct experience, reflection, and application of concepts in real-world situations. This learning process involves a cycle composed of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

In work-integrated learning environments, such as CO-OP placements, students participate directly in professional activities that allow them to apply theoretical knowledge acquired in academic programs. These experiences provide opportunities for students to observe organizational practices, reflect on their experiences, and develop new competencies through practical application. As a result, experiential learning plays a central role in the professional development of students participating in work placements.

Kolb's experiential learning model suggests that learning is most effective when individuals are able to engage in meaningful tasks and receive feedback that allows them to reflect on their experiences. Supervisors and mentors therefore play an important role in supporting the learning process by guiding students, providing feedback, and helping them understand the broader context of their work activities.

The onboarding and follow-up framework proposed in this Final Graduation Project aligns with the principles of experiential learning theory. By establishing structured orientation activities and periodic follow-up meetings during the first 90 days of the work

term, the project aims to create opportunities for reflection, feedback, and continuous learning. These elements can help students better understand their responsibilities and improve their ability to contribute to the work unit.

In addition, the proposed framework supports communication between supervisors and students, which can enhance the learning experience during placement. Through regular follow-up meetings and clear guidance, supervisors can help students connect their academic knowledge with the practical realities of the workplace. In this way, the onboarding process becomes not only an administrative activity but also a structured learning experience that supports both student development and organizational objectives.

3 METHODOLOGICAL FRAMEWORK

3.1 Information sources

Information sources are the materials and evidence used to obtain data and knowledge necessary for the development of research. These sources allow the researcher to understand the context of the study, support arguments with reliable evidence, and build a theoretical and methodological foundation for the project. According to Saunders et al. (2019), information sources provide empirical and conceptual inputs required to analyze a problem and support the development of academic research. Similarly, Creswell and Creswell (2018) explain that information sources help researchers gather relevant evidence that supports the understanding of the research problem and the interpretation of results.

In the context of the present Final Graduation Project, information sources are used to support the analysis of onboarding practices in public-sector organizations and to guide the design of a standardized onboarding and 90-day follow-up process for CO-OP students. The use of different types of sources allows the project to combine theoretical knowledge from academic literature with practical information related to public-sector management practices.

3.1.1 Primary sources

Primary sources of information refer to original materials that provide direct evidence or firsthand information related to a specific topic. These sources contain information that has not been interpreted or analyzed by other authors and therefore

represent original data or direct testimony about the subject under study. According to Saunders et al. (2019), primary sources include interviews, surveys, observations, official documents, and institutional records that provide firsthand information about a phenomenon. Likewise, Creswell and Creswell (2018) indicate that primary sources allow researchers to obtain direct insights from individuals or organizations involved in the research context.

For the purposes of this Final Graduation Project, the information used to develop the proposal includes publicly available Government of Canada publications, publicly accessible information on CO-OP and work-integrated learning programs, and general professional knowledge of human resources and project management practices. These sources support the conceptual understanding of onboarding and follow-up processes in public-sector settings.

This information is relevant because the proposed onboarding process is designed as an academic framework. It incorporates general practices and responsibilities that may be considered by a public-sector organization if it decides to assess, adapt, authorize, and implement the proposed model in the future.

3.1.2 Secondary sources

Secondary sources are documents that analyze, interpret, or summarize information originally presented in primary sources. These sources are commonly used in academic research because they provide theoretical frameworks, conceptual explanations, and

previous studies that support the understanding of a topic. According to Creswell and Creswell (2018), secondary sources include academic books, peer-reviewed journal articles, reports, and professional publications that synthesize existing knowledge about a research problem. Similarly, Saunders et al. (2019) explain that secondary sources allow researchers to review previous studies and theoretical contributions that provide context and credibility to the research.

In this Final Graduation Project, secondary sources include academic literature on project management, onboarding practices, and organizational integration processes. Publications from the Project Management Institute (PMI), scholarly literature on human resource management, and academic research related to onboarding and employee integration are used to support the theoretical framework and the methodological approach of the project.

These secondary sources contribute to the development of the FGP by providing established concepts and methodological guidance that inform the design of the onboarding process and the associated follow-up structure. By integrating both primary and secondary information sources, the project combines theoretical knowledge with practical insights that support the development of a structured project management plan.

Chart 1

Information sources

Objectives	Information sources	
	Primary	Secondary
1. Develop an integration management plan to coordinate project activities.	Publicly available information on onboarding and public-sector administrative practices.	PMI (2021) Standard for Project Management, PMBOK Guide literature on integration management, academic publications on project coordination.
2. Create a scope management plan defining project boundaries and deliverables.	Publicly available information on onboarding processes and administrative procedures.	PMI (2017, 2021) literature on scope management, scholarly publications on project scope definition.
3. Develop a schedule management plan defining project timelines.	Academic project scheduling requirements and general planning practices.	Project management literature on schedule planning and control, PMI scheduling frameworks.
4. Develop a cost management plan for estimating and controlling project costs.	Conceptual cost-estimation considerations based on project management principles.	PMI project cost management frameworks, academic literature on project budgeting and cost control.
5. Develop a quality management plan ensuring compliance with project standards.	Publicly available quality-management guidance and project management literature.	PMI quality management frameworks and academic research on quality assurance in project management.
6. Develop a resource management plan for identifying and managing project resources.	General resource-planning practices described in project management literature.	Project management literature on human resource and resource allocation management.
7. Develop a communications management plan for stakeholder communication.	Publicly available information on communication practices in public-sector settings.	PMI communication management frameworks and scholarly literature on organizational communication.
8. Develop a risk management plan	General project-risk considerations identified	PMI risk management frameworks and academic

identifying and mitigating project risks.	through project management methodologies.	research on project risk management strategies.
9. Develop a procurement management plan supporting acquisition process.	Publicly available procurement principles and project management literature.	PMI procurement management frameworks and project procurement literature.
10. Develop a stakeholder engagement plan to manage stakeholder expectations.	General stakeholder-management principles described in project management literature.	PMI stakeholder management frameworks and academic literature on stakeholder engagement in projects.

Note. (Source: Author's elaboration)

3.2 Research methods

Research methods refer to the systematic procedures used to collect, analyze, and interpret information in order to achieve the objectives of a study. These methods guide the researcher in organizing the investigation and provide a structured approach to understanding the research problem. According to Creswell and Creswell (2018), research methods are strategies and procedures used to gather data and develop knowledge that supports the objectives of a study. Similarly, Saunders et al. (2019), explain that research methods allow researchers to structure their investigation, analyze information logically, and ensure that the conclusions of the study are supported by reliable evidence.

In the context of this Final Graduation Project, research methods are used to analyze project management theory, review existing literature on onboarding practices, and develop a structured project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The methods

selected for this study support the theoretical analysis of project management concepts and their application to the design of the proposed process.

3.2.1 Analytical method

The analytical method consists of examining a complex phenomenon by separating it into its individual components in order to understand how each element contributes to the whole. According to Hernández-Sampieri and Mendoza Torres (2018), the analytical method allows researchers to break down a subject into its parts, facilitating a deeper understanding of the relationships between its elements. In project management research, this method is frequently used to analyze theoretical frameworks, management practices, and organizational processes.

In this Final Graduation Project, the analytical method is used to examine the different components of project management such as integration, scope, schedule, cost, quality, resources, communications, risk, procurement, and stakeholder management. Each of these areas is analyzed individually to develop the corresponding subsidiary management plans required for the design of the standardized onboarding process. By analyzing each component separately, the project can structure a comprehensive project management plan that integrates all aspects of the proposed onboarding model.

3.2.2 Inductive method

The inductive method involves deriving general conclusions from specific observations or individual cases. According to Saunders et al. (2019), inductive reasoning allows researchers to identify patterns and relationships based on observed situations and then develop broader conclusions that explain those observations. This approach is commonly used in organizational and management research when conclusions are derived from practical experiences or specific contexts.

In this project, the inductive method is applied by analyzing practical experiences and organizational practices related to onboarding processes in administrative environments. Observations of how onboarding activities are typically conducted in public-sector organizations allow the project to identify common practices, potential gaps, and opportunities for improvement. Based on these observations, the project proposes a structured onboarding and follow-up process that could contribute to improving the integration of CO-OP students in similar organizational contexts.

3.2.3 Documentary research method

Documentary research involves the systematic review and analysis of written sources such as books, academic articles, institutional reports, and professional publications. According to Creswell and Creswell (2018), documentary research allows investigators to gather existing knowledge and theoretical perspectives that support the development of a study. Likewise, Hernández-Sampieri and Mendoza Torres (2018)

explain that documentary analysis is essential in academic research because it provides the conceptual and theoretical foundation required for the study.

In this Final Graduation Project, documentary research is used extensively to analyze project management standards, academic literature on onboarding practices, and professional publications related to human resource management. Documents such as the PMBOK Guide and other scholarly sources provide the theoretical foundation necessary to structure the project management plan and support the methodological approach used in the study.

The combination of analytical, inductive, and documentary research methods allows the project to integrate theoretical knowledge with practical insights from organizational contexts. These methods support the development of a structured and academically grounded project management plan for the design of the standardized onboarding and 90-day follow-up process.

Chart 2

Research methods

Objectives	Research methods		
	Analytical method	Inductive method	Documentary research method
1. Develop an integration management plan.	Analysis of project integration components and coordination processes required for the project.	Identification of coordination practices observed in administrative environments.	Review of PMI integration management literature and project coordination frameworks.

2. Develop a scope management plan.	Analysis of project deliverables and definition of scope boundaries.	Identification of common scope definition practices in organizational projects.	Review of project management literature on scope planning and control.
3. Develop a schedule management plan.	Analysis of project activities and sequencing required for the project schedule.	Identification of scheduling practices used in project planning contexts.	Review of scheduling frameworks from PMI and project management literature.
4. Develop a cost management plan.	Analysis of cost estimation and budgeting elements within the project.	Observation of financial considerations in project planning environments.	Review of academic and professional sources related to project cost management.
5. Develop a quality management plan.	Analysis of quality standards and control procedures required in the project.	Identification of quality practices used in administrative processes.	Review of literature on quality management in projects.
6. Develop a resource management plan.	Analysis of roles and responsibilities required for project execution.	Identification of resource coordination practices observed in organizations.	Review of project management literature related to resource management.
7. Develop a communications management plan.	Analysis of information flows required among stakeholders.	Identification of communication practices in organizational environments.	Review of communication management frameworks in project management literature.
8. Develop a risk management plan.	Analysis of potential risks affecting the project development.	Identification of typical project uncertainties based on practical experience.	Review of academic literature and PMI standards on risk management.
9. Develop a procurement management plan.	Analysis of procurement needs and acquisition	Observation of procurement practices used in	Review of procurement management

	procedures for the project.	organizational contexts.	literature and project management standards.
10. Develop a stakeholder engagement plan.	Analysis of stakeholder roles, interests, and influence in the project.	Identification of stakeholder interaction patterns in organizational environments.	Review of stakeholder management frameworks from project management literature.

Note. (Source: Author's elaboration)

3.3 Tools

Research tools are instruments or techniques used by researchers to organize, analyze, and interpret information during the development of a study. These tools support the application of research methods and facilitate the systematic management of data and project activities. According to Creswell and Creswell (2018), research tools help researchers structure the research process and organize the information required to achieve the objectives of the study. Similarly, Saunders et al. (2019) explain that tools are practical instruments used to collect, analyze, and manage information during the research process.

In the context of project management studies, tools are also essential for planning, organizing, and controlling project activities. The Project Management Institute (PMI) emphasizes that project management tools support decision-making, planning processes, and the monitoring of project performance throughout the project lifecycle (Project Management Institute, 2021).

For this Final Graduation Project, several project management tools are used to support the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. These tools are aligned with the different subsidiary management plans developed as part of the project management plan. Examples of the tools used in this project include the Work Breakdown Structure (WBS), project schedule planning tools, risk identification techniques, stakeholder analysis tools, and communication planning frameworks.

These tools facilitate the organization of project activities, the identification of key stakeholders, the planning of project tasks, and the monitoring of risks and resources during the development of the project. By using recognized project management tools, the project ensures that the proposed onboarding process is developed using structured and widely accepted management practices.

Chart 3

Tools

Objectives	Tools
1. Develop an integration management plan.	Project Charter, Project Management Plan framework, integration planning techniques used to coordinate project components.
2. Develop a scope management plan.	Work Breakdown Structure (WBS), scope statement documentation, scope definition techniques.
3. Develop a schedule management plan.	Project schedule development tools such as Gantt charts and activity sequencing techniques.

4. Develop a cost management plan.	Cost estimation techniques, budgeting tools, and cost baseline preparation.
5. Develop a quality management plan.	Quality planning tools, quality standards checklists, and quality control frameworks.
6. Develop a resource management plan.	Resource allocation matrices, responsibility assignment matrices (RAM), and resource planning tools.
7. Develop a communications management plan.	Communication planning matrices, stakeholder communication frameworks, and communication schedules.
8. Develop a risk management plan.	Risk register, risk identification techniques, and qualitative risk analysis tools.
9. Develop a procurement management plan.	Procurement documentation templates, vendor evaluation criteria, and procurement planning tools.
10. Develop a stakeholder engagement plan.	Stakeholder register, stakeholder analysis matrix, and stakeholder engagement assessment tools.

Note. (Source: Author's elaboration)

3.4 Assumptions and constraints

Assumptions and constraints are important elements in project planning because they help define the conditions under which a project is expected to be developed. Assumptions refer to factors that are considered to be true or certain for planning purposes, even though they may not be fully verified at the time of project initiation. According to the Project Management Institute (2021), assumptions are factors that are believed to be accurate during project planning and that influence decisions related to project scope, schedule, resources, and execution.

Constraints, on the other hand, are limitations or restrictions that affect the execution of a project. These restrictions may relate to time, budget, available resources,

organizational policies, or external conditions. Kerzner (2022) explains that constraints define the boundaries within which a project must operate and often influence project decisions related to scheduling, budgeting, and resource allocation.

In the case of this Final Graduation Project, assumptions and constraints help define the context within which the project management plan for the design of the standardized onboarding and 90-day follow-up process is developed. Since this project is conducted within an academic framework, several assumptions are made regarding the availability of information, the applicability of project management frameworks, and the relevance of public-sector organizational practices. At the same time, constraints such as limited time, academic deadlines, and the absence of real-time implementation conditions influence the scope and development of the project.

By identifying these assumptions and constraints, the project establishes a clearer understanding of the conditions that may influence the development of the proposed onboarding model and ensures that the planning process remains realistic and aligned with the academic objectives of the Final Graduation Project.

Chart 4

Assumptions and constraints

Objectives	Assumptions	Constraints
1. Develop an integration management plan.	It is assumed that project management frameworks such as PMI standards can be applied to the design of the onboarding process.	The project is developed within academic timelines that limit the depth of real organizational implementation.
2. Develop a scope management plan.	It is assumed that the project scope can be clearly defined based on project management theory and onboarding practices.	The project focuses on process design and not on the real implementation within an organization.
3. Develop a schedule management plan.	It is assumed that the academic schedule and project timeline can be planned according to the course deliverables.	The project must follow strict academic deadlines established by the university.
4. Develop a cost management plan.	It is assumed that cost estimation techniques can be applied conceptually to the proposed project design.	The project does not involve real financial investment or organizational budgeting.
5. Develop a quality management plan.	It is assumed that quality standards from project management frameworks can guide the development of the project deliverables.	Quality control is limited to academic evaluation and feedback from the course facilitator.
6. Develop a resource management plan.	It is assumed that the resources required for the project mainly involve the researcher and available academic materials.	The project does not involve a full project team or organizational resources.
7. Develop a communications management plan.	It is assumed that communication with the project facilitator and academic stakeholders will support project development.	Communication is limited to the academic environment and does not include real organizational stakeholders.
8. Develop a risk management plan.	It is assumed that potential risks related to project development can be identified through project management methodologies.	Risk management is limited to the academic project context and does not involve operational risks.
9. Develop a procurement management plan.	It is assumed that procurement planning concepts can be applied conceptually to the project design.	The project does not require actual procurement activities or supplier engagement.
10. Develop a stakeholder engagement plan.	It is assumed that stakeholder management principles can guide the identification and analysis of stakeholders related to the onboarding process.	Stakeholder interaction is limited to theoretical analysis and academic context.

Note. (Source: Author's elaboration)

3.4.1 Academic and organizational status of the proposal

This Final Graduation Project is an independent academic proposal developed solely for educational purposes. It is not an official Government of Canada initiative and was not sponsored, authorized, validated, or endorsed by any Government of Canada department or agency. The project did not collect data from, or seek validation by, employees of any Government of Canada organization. It draws on publicly available sources, academic literature, and the author's general professional experience, without disclosing non-public information. All organizational scenarios, roles, budgets, schedules, approvals, and implementation activities are hypothetical or proposed, and the views expressed are solely those of the author.

3.5 Deliverables

Deliverables are the tangible or verifiable outputs produced during the development of a project. These outputs represent the results of the activities performed throughout the project lifecycle and are used to demonstrate progress toward achieving the project objectives. According to the Project Management Institute (2021), a deliverable is any unique and measurable product, result, or capability produced to complete a process, phase, or project. Deliverables can take different forms such as plans, reports, designs, analyses, or documentation that contribute to the successful completion of the project.

Similarly, Kerzner (2022) explains that deliverables are the measurable outputs that allow stakeholders to evaluate whether project activities are being completed as planned. In project management, deliverables serve as important checkpoints that ensure that project work is progressing according to the defined scope and objectives.

In the context of this Final Graduation Project, the deliverables correspond to the different subsidiary management plans and project documentation developed to support the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. Each deliverable contributes to the development of the overall project management plan and provides a structured framework for managing the project components. These deliverables include planning documents related to integration, scope, schedule, cost, quality, resources, communications, risk, procurement, and stakeholder engagement.

The following table summarizes the deliverables developed in this project and explains how each deliverable contributes to the achievement of the specific objectives of the Final Graduation Project.

Chart 5

Deliverables

Objectives	Deliverables
1. Develop an integration management plan for	Integration Management Plan. This document describes how all project components are coordinated and managed throughout the project lifecycle. It integrates

coordinating project activities.	the subsidiary plans and ensures alignment between project activities and objectives.
2. Develop a scope management plan for defining and controlling project scope.	Scope Management Plan and Work Breakdown Structure (WBS). These documents define the project boundaries, identify deliverables, and organize project work into manageable components.
3. Develop a schedule management plan defining the project timeline.	Schedule Management Plan and Project Schedule. These documents define the sequence of activities, project milestones, and timelines required for completing the project deliverables.
4. Develop a cost management plan for estimating and controlling project costs.	Cost Management Plan and Cost Estimation Document. These deliverables define how project costs are estimated, monitored, and controlled throughout the project.
5. Develop a quality management plan ensuring project quality standards.	Quality Management Plan. This document establishes the quality standards, control procedures, and evaluation criteria used to ensure that the project deliverables meet the required academic and methodological standards.
6. Develop a resource management plan for identifying and managing project resources.	Resource Management Plan. This document identifies the roles, responsibilities, and resources required for the development of the project activities.
7. Develop a communications management plan for stakeholder communication.	Communications Management Plan. This deliverable defines the communication channels, frequency of communication, and information exchange procedures among project stakeholders.
8. Develop a risk management plan identifying and mitigating project risks.	Risk Management Plan and Risk Register. These documents identify potential project risks, analyze their potential impact, and define strategies to mitigate or manage those risks.
9. Develop a procurement management plan supporting acquisition process.	Procurement Management Plan. This document defines the procedures and criteria for acquiring any goods or services required during the project.
10. Develop a stakeholder engagement plan managing stakeholder expectations.	Stakeholder Engagement Plan and Stakeholder Register. These documents identify project stakeholders, analyze their interests and influence, and define strategies to manage stakeholder communication and engagement.

Note. (Source: Author's elaboration)

4 RESULTS

4.1 Integration Management Plan

4.1.1 Purpose of the Integration Management Plan

The integration management plan was developed to coordinate and manage all project activities associated with the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The purpose of this plan is to ensure that all project components, deliverables, timelines, stakeholders, and management processes are properly aligned throughout the project lifecycle.

This management approach supports effective decision-making, communication, monitoring, and control by integrating the different subsidiary plans developed for the project. In addition, the integration management plan establishes a structured framework to manage project changes, maintain alignment with project objectives, and support the successful delivery of the proposed onboarding process.

The integration management plan was developed following the guidelines and principles of the Project Management Institute (PMI, 2021), particularly the Project Integration Management knowledge area described in the PMBOK Guide. This approach contributes to maintaining consistency across all project activities and promotes a coordinated management structure during the planning process.

4.1.2 Project Charter

The project charter formally authorizes the organizational project to design a standardized onboarding and 90-day follow-up process for CO-OP students. It establishes the project purpose, objectives, high-level scope, deliverables, milestones, stakeholders,

assumptions, constraints, risks, and approval authority. Unlike the FGP Charter included in Appendix 1, which authorizes the academic development of this Final Graduation Project, the charter presented in Chart 6 applies specifically to the proposed organizational onboarding initiative. The charter also provides the project manager with the authority to coordinate planning activities, request stakeholder participation, and prepare the project deliverables for sponsor review and approval (Project Management Institute, 2017, 2021).

Chart 6

Project charter for the standardized CO-OP student onboarding project

PROJECT CHARTER		
DATE	PROJECT NAME	
July 27, 2026	Design of a Standardized Onboarding and 90-Day Follow-up Process for CO-OP Students	
PROJECT LIFE CYCLE	Predictive, with limited iterative stakeholder review and validation.	
KNOWLEDGE AREAS / PROCESS GROUPS	APPLICATION AREA (SECTOR / ACTIVITY)	
Process groups: Initiating; Planning; Executing; Monitoring and Controlling; Closing. Knowledge areas: Integration, Scope, Schedule, Cost, Quality, Resource, Communications, Risk, Procurement, and Stakeholder Management.	Human resources management, student employment, public-sector administration, work-integrated learning, and organizational process improvement.	
TENTATIVE START DATE	TENTATIVE COMPLETION DATE	DURATION
To be confirmed upon sponsor authorization (Week 1).	To be confirmed upon sponsor authorization (end of Week 14).	14 weeks (about 3.5 months)
Project objectives (general and specific)		
General objective To design, validate, and hand over a standardized onboarding and 90-day follow-up framework for CO-OP students within 14 weeks in order to improve early integration, role readiness, communication, and consistency across participating work units.		
Specific objectives 1. To define the project purpose, high-level scope, governance, stakeholders, and approval requirements needed to authorize and coordinate the onboarding initiative.		

2. To analyze the onboarding requirements of CO-OP students, Human Resources, supervisors, mentors, and participating work units in order to establish the design criteria for the framework.
3. To design a standardized onboarding workflow that defines the activities, responsibilities, information, and coordination points required during a CO-OP student's initial integration.
4. To develop the onboarding guides, checklists, templates, and communication tools required to support consistent use of the proposed workflow.
5. To design a 90-day follow-up framework containing structured 30-, 60-, and 90-day check-ins, feedback mechanisms, and evaluation criteria.
6. To prepare implementation-readiness support that defines role assignments, orientation needs, launch responsibilities, and organizational handover requirements.
7. To establish monitoring, quality-review, feedback, and improvement mechanisms for evaluating the framework during future onboarding cycles.
8. To validate the complete onboarding package with designated stakeholders and formally hand it over to the project sponsor or process owner for consideration and future implementation.

Justification or purpose of the project (Contribution and expected results)

CO-OP students enter a public-sector environment for a limited work term and must quickly understand organizational expectations, their assigned role, required systems, communication channels, and standards of conduct. Current onboarding practices may vary among work units and supervisors, creating differences in the information, guidance, and follow-up available to students. The project is therefore required to provide one documented and repeatable core process while allowing role-specific adaptation.

The project will produce eight coordinated level-two deliverables within a 14-week schedule: initiation and governance, requirements analysis, process design, materials and tools, the 90-day follow-up framework, implementation-readiness support, Monitoring and Evaluation Framework, and final handover. The product will include three formal follow-up points at days 30, 60, and 90 and will establish responsibilities for Human Resources, supervisors, mentors, students, and other relevant stakeholders.

If implemented, the framework is intended to ensure that 100% of participating CO-OP students receive the same required core onboarding information and access to the three follow-up opportunities. Expected benefits include clearer roles, more consistent communication, earlier identification of support needs, greater traceability, and better information for continuous improvement. Achievement of these benefits will be assessed in future onboarding cycles through completion records, student feedback, supervisor feedback, role-readiness indicators, and process-adoption results.

Description of the product or service that the project will generate - Final deliverables of the project

Final product: A sponsor-ready, standardized, and adaptable onboarding and 90-day follow-up package for CO-OP students, supported by the governance, tools, responsibilities, control mechanisms, and handover documentation required for possible future implementation.

Level-two deliverables aligned with the specific objectives:

1. Project initiation and governance package: approved charter, high-level scope, governance structure, stakeholder identification, and authorization requirements.
2. Onboarding requirements analysis: documented student, Human Resources, supervisor, mentor, work-unit, policy, and operational requirements.
3. Standardized onboarding process design: workflow, activity sequence, roles, responsibilities, decision points, and core onboarding requirements.
4. Onboarding materials and tools package: guides, checklists, templates, orientation materials, communication tools, and document-control structure.
5. 90-day follow-up framework: 30-, 60-, and 90-day check-in forms, feedback questions, evaluation criteria, escalation points, and tracking requirements.
6. Implementation-readiness support package: RACI assignments, orientation and training requirements, launch-readiness checklist, communication responsibilities, and handover preparation.

7. Monitoring and Evaluation Framework: quality criteria, performance indicators, feedback collection, issue tracking, reporting, and continuous-improvement process.
8. Project closure and handover package: stakeholder validation record, approved revisions, lessons learned, final framework, sponsor acceptance, and transfer to the designated process owner.

Assumptions

- The project sponsor will provide timely authorization, direction, and decisions required to maintain the 14-week schedule.
- Human Resources representatives, supervisors, mentors, and selected CO-OP students will be available to provide requirements and review the proposed materials.
- Existing organizational email, virtual-meeting, document-sharing, and records-management tools will be available for project coordination and future use of the framework.
- Current public-sector policies and organizational onboarding requirements will remain sufficiently stable during the design and validation period.
- A standard four-month CO-OP work term provides an appropriate baseline for designing the first 90 days of onboarding and follow-up.
- Core onboarding requirements can be standardized while allowing individual work units to tailor role-specific tasks, technical content, and learning objectives.
- The project will use primarily internal organizational resources, and any incremental expenditure will require separate sponsor approval.

Restrictions

- The organizational project is limited to a 14-week design, validation, and handover period.
- Full operational implementation, recruitment, compensation administration, and long-term outcome evaluation are outside the approved project scope.
- Access to confidential student, staffing, security, and internal procedural information may be limited by privacy and organizational requirements.
- Stakeholder participation must be scheduled around operational workloads and may be limited during peak business periods.
- The solution must use existing organizational technology and may not include custom software development.
- No incremental external cash expenditure is authorized at the charter stage; any new procurement or paid service requires separate estimation and approval.
- The framework must comply with applicable public-sector staffing, accessibility, security, privacy, information-management, and approval requirements.

Preliminary risk identification

- Because key stakeholders may have limited availability, requirements and validation reviews may be delayed, which could affect the 14-week schedule and timely acceptance of deliverables.
- Because onboarding requirements may differ among work units, incomplete or unclear requirements may result in rework, which could affect scope, schedule, and deliverable quality.
- Because the materials and tools depend on multiple reviews, delayed feedback may postpone completion of the onboarding package and final handover.
- Because CO-OP students may have limited time or interest in providing feedback, insufficient student input may weaken validation of the follow-up tools and reduce the quality of the final framework.
- Because follow-up forms and checklists may not be fully validated before handover, incomplete or unclear tools may reduce future monitoring effectiveness and stakeholder acceptance.
- Because some supervisors or work units may prefer existing informal practices, resistance to standardization may reduce future adoption and limit realization of the expected benefits.

- Because public-sector policies or organizational approval requirements may change, the proposed process may require revision, which could affect scope, schedule, and stakeholder expectations.

General resources and budget					
Deliverable	Main resource	Unit	Quantity	Unit cost	Total cost
1. Initiation and governance	Sponsor, project manager, HR specialist	Package	1	Internal	Absorbed
2. Requirements analysis	Project manager, HR, supervisors, students	Report	1	Internal	Absorbed
3. Process design	Project manager, HR, subject-matter experts	Workflow	1	Internal	Absorbed
4. Materials and tools	HR, project manager, administrative/IT support	Package	1	Internal	Absorbed
5. 90-day follow-up framework	HR, supervisors, mentors, students	Framework	1	Internal	Absorbed
6. Implementation readiness	Project manager, HR, supervisors, IT support	Package	1	Internal	Absorbed
7. Monitoring and Evaluation Framework	Project manager, HR, quality/process owner	Framework	1	Internal	Absorbed
8. Closure and handover	Sponsor, project manager, process owner	Package	1	Internal	Absorbed
PRELIMINARY TOTAL AUTHORIZED INCREMENTAL EXTERNAL EXPENDITURE					CAD \$0*

**Internal labour is absorbed within existing operating budgets and is not monetized in this proposed charter. Resource hours, labour values, contingency, and any incremental procurement must be estimated during detailed planning and approved by the project sponsor before implementation.*

Milestone schedule

Milestone name	End date
Project charter and governance package authorized	Week 1
Onboarding requirements analysis accepted	Week 2
Standardized onboarding process design approved	Week 4
Onboarding materials and tools package completed	Week 6
90-day follow-up framework completed	Week 7
Implementation-readiness support package completed	Week 8
Monitoring and Evaluation Framework validated	Week 12
Final framework approved and handed over to the process owner	Week 14

Relevant historical information

The project is proposed for a Canadian public-sector organization characterized by formal administrative processes, accountability requirements, merit-based staffing practices, and collaboration among Human Resources, hiring managers, supervisors, information technology, and operational work units. The organization regularly receives CO-OP students who require documentation, system access, orientation, role clarification, supervision, and feedback during a temporary work term.

Previous onboarding efforts have generally been managed through existing local practices, administrative documentation, supervisor guidance, and work-unit orientation. The level and sequence of support may therefore vary among departments, and a common 30-, 60-, and 90-day follow-up structure has not been consistently documented. This project builds on existing organizational practices rather than replacing all local procedures. It also draws on recognized project-management, onboarding, organizational socialization, experiential-learning, and cooperative-education literature to organize the proposed framework. The result is intended to provide a repeatable core process that can be tailored to specific roles and academic learning requirements.

Identification of interest groups (involved)

Direct stakeholders:

Project sponsor/authorizing executive - public-sector organization; Project Manager (Freddys Antonio Sanchez Nesha for preparation of this proposed charter); Human Resources specialist/process owner - public-sector organization; participating supervisors and hiring managers; mentors; selected CO-OP students; and departmental managers responsible for accepting the framework.

Indirect stakeholders:

Administrative and information-technology support; subject-matter experts; privacy, security, accessibility, information-management, procurement, and quality personnel as required; academic institutions and CO-OP program coordinators; future CO-OP students; and work-unit employees affected by the onboarding process.

Name of the student (project manager):
Freddys Antonio Sanchez Nesha

Signature:



Name and position of the person authorizing: Project Sponsor / Human Resources Director (To be designated by the organization)	Signature:
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Note. Created by the author.

4.1.3 Project Integration Approach

Chart 7

Integration management components

Integration Component	Description	Purpose
Project Charter Alignment	Ensures consistency between project objectives and deliverables	Maintain strategic alignment
Subsidiary Plans Coordination	Integrates all management plans developed during the project	Support unified project management
Change Control Process	Defines procedures to evaluate and approve project changes	Reduce scope deviations
Communication Integration	Coordinates information flow among stakeholders	Improve collaboration and transparency
Monitoring and Control	Tracks project progress and performance indicators	Support decision-making
Lessons Learned Documentation	Captures recommendations and improvement opportunities	Promote continuous improvement

Note. (Source: Author's elaboration)

Figure 6

Integration management process for the FGP project



Note. Created by the author.

The integration management process supports the coordination of all project activities by establishing a structured sequence of planning, monitoring, review, and approval activities. This process allows the project to maintain alignment with the defined objectives while facilitating communication among stakeholders and supporting effective project governance.

The integration approach also contributes to identifying potential deviations in scope, schedule, or project deliverables at an early stage. Through the implementation of monitoring and change control activities, the project team can evaluate corrective actions and maintain consistency across the different management areas included in the project management plan.

4.1.4 Integrated Change Control Process

The integrated change control process was established to ensure that any proposed modification affecting the project scope, schedule, deliverables, or management plans is properly evaluated, documented, reviewed, and approved before implementation. This

process supports project stability and helps maintain alignment with the project objectives associated with the design of the onboarding and 90-day follow-up process for CO-OP students.

The change control approach allows the project to manage adjustments in a structured and transparent manner while minimizing unnecessary deviations that could affect project performance or expected outcomes. All proposed changes must be analyzed according to their potential impact on project objectives, timelines, resources, quality expectations, and stakeholder requirements.

For this project, change requests may originate from the project sponsor, project manager, human resources representatives, supervisors involved in the onboarding process, or other identified stakeholders participating in the project planning activities.

Chart 8

Integrated change control process

Process Step	Description	Responsible Party	Expected Outcome
Change Request Submission	A stakeholder submits a proposed change	Stakeholder / Project Team	Formal change request identified
Change Review	The proposed change is analyzed	Project Manager	Initial assessment completed
Impact Assessment	Evaluation of scope, schedule, cost, and quality impacts	Project Team	Impact documented
Approval or Rejection	Decision regarding implementation of the change	Project Sponsor / Project Manager	Approved or rejected request

Process Step	Description	Responsible Party	Expected Outcome
Implementation	Approved changes are incorporated into the project	Project Team	Updated project documents
Monitoring and Documentation	Changes are tracked and documented	Project Manager	Change log updated

Note. (Source: Author's elaboration)

Figure 7

Integrated Change Control Workflow



Note. Created by the author.

The implementation of an integrated change control process contributes to maintaining consistency and accountability throughout the project lifecycle. By formally reviewing and documenting project changes, the project team can reduce the risk of uncontrolled modifications that may affect the successful development of the onboarding framework.

In addition, the use of standardized procedures for change management promotes transparency and facilitates communication among stakeholders involved in the project. This structured approach also supports decision-making and contributes to maintaining

alignment between project deliverables and the established objectives of the project management plan.

4.1.5 Deliverables Integration and Coordination

The integration and coordination of project deliverables were established to ensure consistency among all components developed as part of the project management plan. Since the project involves the design of a standardized onboarding and 90-day follow-up process for CO-OP students, it is necessary to maintain alignment among the different subsidiary management plans, project activities, timelines, stakeholders, and expected deliverables.

The coordination process supports the integration of the project scope, schedule, communications, risks, resources, and stakeholder engagement activities into a unified project management approach. This integration allows project activities to be monitored and managed in a consistent manner while supporting collaboration among the individuals participating in the project planning process.

According to PMI (2021), project integration management involves identifying, combining, and coordinating the different project management activities necessary to achieve project objectives successfully. For this reason, the project deliverables included in this FGP were developed considering the interdependence between the different management areas associated with the project.

Chart 9

Project deliverables integration matrix

Deliverable	Related Management Area	Coordination Purpose	Responsible Role
Project Charter	Integration Management	Align project objectives and direction	Project Sponsor
Scope Statement and WBS	Scope Management	Define project boundaries and deliverables	Project Manager
Project Schedule	Schedule Management	Coordinate project timelines and milestones	Project Manager
Risk Register	Risk Management	Monitor and respond to project risks	Project Team
Communication Matrix	Communications Management	Support information flow among stakeholders	Project Manager
Stakeholder Register	Stakeholder Management	Identify and manage stakeholder expectations	Project Team
Final Project Management Plan	Integration Management	Consolidate all subsidiary plans	Project Manager

Note. (Source: Author's elaboration)

Figure 8

Integration of project management areas



Note. Created by the author.

The coordination of project deliverables contributes to maintaining alignment between the different management areas developed during the project planning phase. This

integrated approach supports consistency in decision-making, facilitates monitoring and control activities, and helps ensure that project deliverables remain aligned with the overall objectives of the project.

Additionally, the integration of project deliverables supports collaboration among stakeholders involved in the onboarding process and promotes a structured management framework for the development of the proposed onboarding and follow-up model for CO-OP students. This coordinated approach also facilitates the identification of dependencies between project activities and contributes to the effective management of project changes and priorities.

4.1.6 Roles and Responsibilities

The definition of project roles and responsibilities was established to support accountability, coordination, communication, and decision-making throughout the development of the project management plan. Clearly defining the responsibilities of each participant contributes to maintaining an organized project structure and facilitates the successful completion of project activities associated with the onboarding and 90-day follow-up process for CO-OP students.

The assignment of roles also supports collaboration among stakeholders and helps ensure that project activities, deliverables, approvals, and communication processes are managed effectively. According to PMI (2021), clearly defined project roles contribute to

improving project coordination and facilitate the monitoring and control of project activities throughout the project lifecycle.

For this project, the main responsibilities were distributed among the project sponsor, project manager, human resources representatives, supervisors, and project stakeholders involved in the planning and review activities associated with the onboarding process.

Chart 10

Roles and responsibilities matrix

Role	Main Responsibilities	Level of Participation	Authority
Project Sponsor	Approves project deliverables and provides strategic direction	High	Final approval authority
Project Manager	Coordinates project activities and monitors project progress	High	Operational authority
Human Resources Representative	Provides onboarding process information and requirements	Medium	Advisory role
Supervisors	Support identification of onboarding needs and follow-up activities	Medium	Functional support
CO-OP Program Stakeholders	Provide feedback regarding onboarding expectations	Medium	Consultative role
Philologist	Reviews grammar, coherence, and academic writing quality	Low	Editorial recommendations
Project Team	Supports development of project documentation and planning activities	Medium	Collaborative role

Note. (Source: Author's elaboration)

To further support project coordination and accountability, a Responsibility Assignment Matrix (RACI Matrix) was developed to define the level of participation of each role in the main project activities. This matrix facilitates communication and supports clarity regarding responsibilities associated with project planning and deliverables.

Chart 11

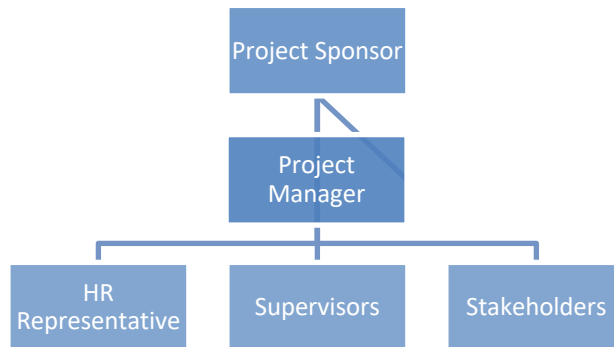
Responsibility assignment matrix (RACI)

Project Activity	Project Sponsor	Project Manager	HR Representative	Supervisors	Stakeholders
Project Planning	C	A/R	C	I	I
Scope Definition	C	A/R	C	C	I
Schedule Development	I	A/R	C	I	I
Risk Identification	C	A/R	C	C	I
Communication Planning	I	A/R	C	I	C
Stakeholder Engagement	C	A/R	C	C	C
Deliverables Review	A	R	C	C	I

Notes. R = Responsible, A = Accountable, C = Consulted, I = Informed. (Source: Author's elaboration)

Figure 9

Project governance structure



Note. Created by the author.

The definition of project roles and responsibilities contributes to improving coordination, communication, and accountability throughout the project lifecycle. The use of a structured responsibility framework also supports decision-making and facilitates the monitoring of project activities and deliverables.

Additionally, the implementation of the RACI matrix provides greater clarity regarding stakeholder participation and supports effective collaboration among the individuals involved in the planning and development of the onboarding framework. This structured approach contributes to maintaining alignment between project activities, responsibilities, and project objectives.

4.1.7 Monitoring and Control Approach

The monitoring and control approach was established to support the continuous evaluation of project activities, deliverables, timelines, and overall project performance throughout the development of the project management plan. This process contributes to identifying deviations, monitoring progress, and implementing corrective actions when necessary to maintain alignment with the project objectives.

Monitoring and control activities support the verification of project deliverables associated with the design of the onboarding and 90-day follow-up process for CO-OP students. These activities also facilitate communication among stakeholders and contribute to maintaining consistency across the subsidiary management plans developed during the project.

According to PMI (2021), monitoring and controlling processes allow project teams to track, review, and regulate project performance while identifying areas requiring corrective or preventive actions. For this reason, the project monitoring approach was designed to support timely decision-making and maintain effective project coordination.

Chart 12

Monitoring and control activities

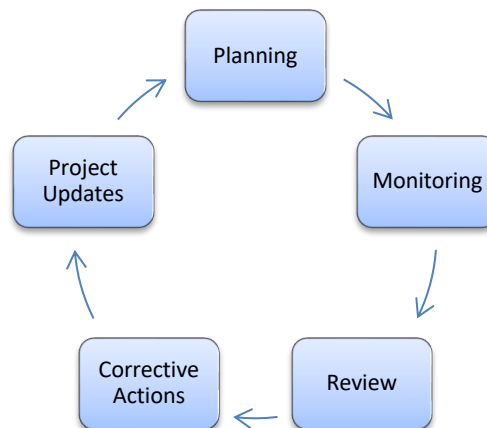
Monitoring Activity	Purpose	Frequency	Responsible Role
Progress Review Meetings	Monitor project progress and deliverables	Weekly	Project Manager

Monitoring Activity	Purpose	Frequency	Responsible Role
Deliverable Verification	Ensure alignment with project objectives	At milestone completion	Project Sponsor
Risk Monitoring	Identify and evaluate emerging risks	Bi-weekly	Project Team
Schedule Tracking	Monitor project timeline and milestones	Weekly	Project Manager
Stakeholder Feedback Review	Evaluate stakeholder concerns and recommendations	As required	Project Manager
Change Request Monitoring	Track approved and pending changes	Continuous	Project Manager

Note. (Source: Author's elaboration)

Figure 10

Monitoring and control cycle



Note. Created by the author.

The implementation of monitoring and control activities contributes to maintaining project stability and supports the timely identification of issues that may affect project performance. This structured approach also facilitates communication, supports

accountability, and contributes to maintaining alignment between project deliverables and the established project objectives.

Additionally, continuous monitoring supports the integration of project activities and allows project stakeholders to evaluate project progress throughout the development of the project management plan.

4.1.8 Results of the Integration Management Plan

The integration management plan developed for this project established a structured framework to coordinate the different project activities, subsidiary management plans, stakeholders, and deliverables associated with the design of the standardized onboarding and 90-day follow-up process for CO-OP students.

The implementation of integrated management processes contributed to improving project coordination, communication, accountability, and monitoring activities throughout the planning phase of the project. Additionally, the use of change control procedures, governance structures, monitoring activities, and responsibility assignment tools supported consistency across the project management plan.

The integration management approach also facilitated the alignment of project objectives, timelines, stakeholder expectations, and project deliverables, contributing to the development of a more organized and effective project planning structure for the proposed onboarding framework.

4.2 Scope Management Plan

4.2.1 Purpose of the Scope Management Plan

The scope management plan was developed to define, validate, monitor, and control the project scope associated with the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The purpose of this plan is to ensure that all project activities and deliverables remain aligned with the established project objectives and stakeholder expectations throughout the project lifecycle.

The scope management approach supports the identification of project requirements, deliverables, boundaries, assumptions, and constraints associated with the project planning process. In addition, the implementation of scope management activities contributes to reducing uncontrolled changes and helps maintain consistency between project objectives and expected outcomes.

According to PMI (2021), scope management includes the processes required to ensure that the project includes all the work necessary to complete the project successfully while avoiding unnecessary activities outside the approved project boundaries. For this reason, the scope management plan was developed to support effective project coordination and maintain alignment between project deliverables and organizational needs.

Chart 13*Scope management components*

Scope Component	Description	Purpose
Scope Planning	Defines how the project scope will be managed	Establish scope management procedures
Requirements Identification	Identifies stakeholder and project requirements	Support project deliverables
Scope Definition	Establishes project boundaries and deliverables	Clarify project expectations
Work Breakdown Structure (WBS)	Divides project work into manageable components	Facilitate project planning
Scope Validation	Verifies acceptance of project deliverables	Ensure stakeholder alignment
Scope Control	Monitors and manages scope changes	Prevent scope creep

Note. (Source: Author's elaboration)

Figure 11*Scope management process*

Note. Created by the author.

The scope management process supports the definition and control of project activities required to achieve the project objectives. Through the implementation of scope planning, validation, and monitoring activities, the project team can maintain alignment between stakeholder expectations and project deliverables.

Additionally, the use of structured scope management procedures contributes to reducing the risk of scope creep and supports the effective coordination of project activities throughout the development of the project management plan.

4.2.2 Scope Definition Approach

The scope definition process was developed to identify the activities, deliverables, requirements, and boundaries associated with the project. This process supports the development of a clear and structured project scope that aligns with the objectives of designing a standardized onboarding and 90-day follow-up process for CO-OP students.

The project scope was defined through the analysis of onboarding requirements, stakeholder expectations, organizational needs, and project objectives identified during the planning phase of the project. Information gathered from project stakeholders contributed to identifying the key activities and deliverables necessary to support the development of the proposed onboarding framework.

The scope definition approach also considered project assumptions, constraints, and exclusions to establish realistic project boundaries and facilitate project planning activities.

Chart 14

Project scope definition elements

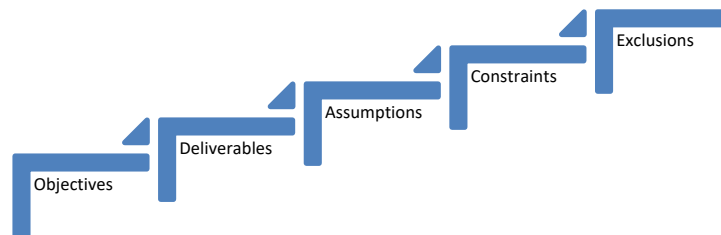
Scope Element	Description	Relevance to the Project
Project Objectives	Expected outcomes of the project	Guide project activities

Scope Element	Description	Relevance to the Project
Deliverables	Tangible outputs produced during the project	Support onboarding framework development
Assumptions	Conditions considered true during planning	Facilitate project estimation
Constraints	Project limitations affecting execution	Support realistic planning
Exclusions	Activities not included in the project	Clarify project boundaries

Note. (Source: Author's elaboration)

Figure 12

Project scope definition elements



Note. Created by the author.

The scope definition approach contributed to establishing clear project boundaries and facilitated the identification of project deliverables necessary to support the onboarding and follow-up process proposed in this project. The implementation of structured scope definition activities also supports consistency across the project management plan and facilitates communication among project stakeholders.

4.2.3 Project Scope Statement

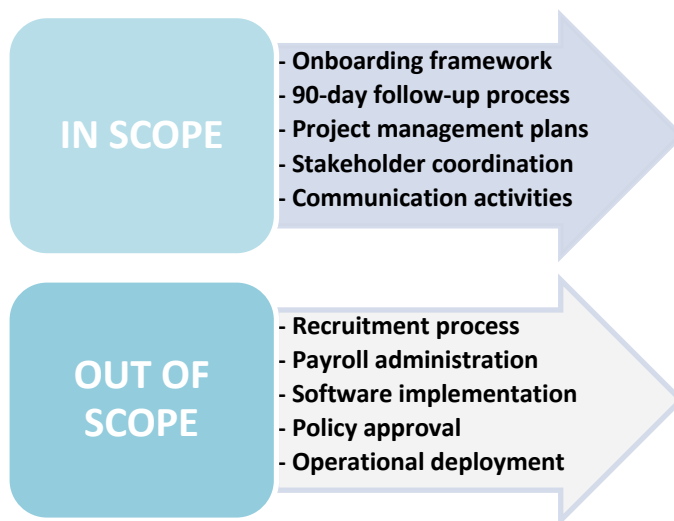
The project scope includes the development of a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. The project focuses on establishing a structured onboarding framework that supports early integration, role readiness, communication, stakeholder engagement, and follow-up activities during the first 90 days of the student's placement.

The scope of the project includes the development of subsidiary management plans associated with integration, scope, schedule, cost, quality, resources, communications, risks, procurement, and stakeholder engagement. In addition, the project includes the identification of onboarding activities, monitoring processes, communication procedures, stakeholder responsibilities, and follow-up mechanisms intended to support a more consistent onboarding experience for CO-OP students.

The project scope does not include the implementation or operational execution of the onboarding process within the organization. Similarly, the project does not include software development, recruitment activities, compensation management, or modifications to existing organizational policies outside the onboarding and follow-up framework proposed in this project.

Chart 15*Project scope summary*

Scope Category	Description
Project Included	Development of the onboarding and 90-day follow-up project management plan
Main Deliverables	Subsidiary management plans, onboarding framework, follow-up structure
Stakeholders Involved	Project sponsor, supervisors, HR representatives, CO-OP stakeholders
Project Exclusions	Operational implementation, recruitment activities, software development
Project Constraints	Time limitations, academic requirements, available information
Project Assumptions	Stakeholder collaboration and access to onboarding information

Note. (Source: Author's elaboration)**Figure 13***Project scope boundaries**Note.* Created by the author.

The project scope statement contributed to defining the boundaries and expectations associated with the project while clarifying the activities and deliverables included within the project management plan. The identification of scope exclusions also supports the prevention of misunderstandings and contributes to reducing the risk of scope creep during project development.

Additionally, the establishment of clear project boundaries facilitates communication among stakeholders and supports the effective coordination of project activities associated with the onboarding and follow-up framework proposed in this project.

4.2.4 Work Breakdown Structure (WBS)

A Work Breakdown Structure (WBS) was developed to organize and decompose the work required for the onboarding and 90-day follow-up project for CO-OP students in a public-sector organization. The WBS supports project planning by dividing the work into smaller deliverables and work packages directly related to onboarding project initiation, requirements analysis, process design, materials and tools development, the 90-day follow-up framework, implementation-readiness support, development of the monitoring and evaluation framework, and project closure and handover.

The WBS developed for this project is focused on the onboarding project, not on the academic development of the Final Graduation Project. For this reason, the structure does not include academic activities such as tutor reviews, document revisions, philological review, or final university submission. Instead, it presents the main components required to

design and manage a standardized onboarding and 90-day follow-up process for CO-OP students.

According to PMI (2021), the WBS is an important project management tool because it supports the definition of project scope and facilitates the identification of deliverables, responsibilities, and planning activities. In this project, the WBS provides a clear structure to organize the onboarding work, assign responsibilities, estimate resources, define schedule activities, and support monitoring and control during the project lifecycle.

Chart 16

Summary of work breakdown structure components

WBS Level	Deliverable	Description
1.0	Onboarding Project Initiation	Definition of project purpose, stakeholders, and approval needs
2.0	Onboarding Requirements Analysis	Identification of student, supervisor, HR, and organizational needs
3.0	Onboarding Process Design	Development of the standardized onboarding workflow
4.0	Onboarding Materials and Tools	Preparation of guides, checklists, templates, and communication tools
5.0	90-Day Follow-up Framework	Design of 30-day, 60-day, and 90-day follow-up activities
6.0	Implementation-Readiness Support	Preparation of roles, responsibilities, training, and launch support
7.0	Monitoring and Evaluation Framework	Design and validation of performance indicators, feedback tools, reporting methods, and improvement procedures.
8.0	Project Closure and Handover	Final validation, lessons learned, and transfer of the onboarding framework

Note. Source: Author's elaboration.

Figure 14

Summary of the work breakdown structure



Note. Created by the author.

The development of the Work Breakdown Structure contributes to organizing the onboarding project into a structured and manageable framework. This approach facilitates planning, coordination, schedule development, cost estimation, resource allocation, and monitoring activities. It also helps ensure that all project deliverables are aligned with the objective of creating a standardized onboarding and 90-day follow-up process for CO-OP students.

Additionally, the WBS supports the identification of responsibilities and dependencies among the main project activities. By focusing the WBS on the onboarding project itself, the project management plan remains consistent with the project scope and

avoids confusion between the academic Final Graduation Project and the organizational onboarding initiative.

4.2.5 Scope Validation and Control

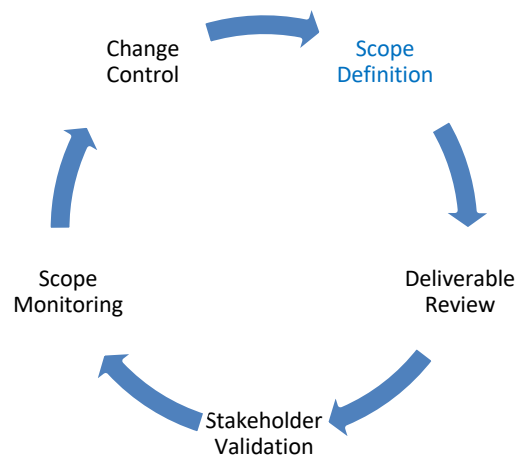
The scope validation and control process was developed to ensure that project deliverables remain aligned with the approved project scope and established project objectives throughout the planning phase of the project. This process supports the verification of project deliverables, facilitates stakeholder review activities, and contributes to maintaining consistency between project requirements and project outcomes.

Scope validation activities involve the review and confirmation of project deliverables by the project sponsor and relevant stakeholders participating in the onboarding framework design process. These activities contribute to ensuring that the proposed onboarding and 90-day follow-up process aligns with stakeholder expectations and organizational needs.

Additionally, scope control activities support the monitoring of project changes and contribute to reducing the risk of uncontrolled modifications that may negatively affect project timelines, deliverables, or project objectives. According to PMI (2021), scope control supports the effective management of project changes while maintaining alignment with the approved project baseline.

Chart 17*Scope validation and control activities*

Activity	Purpose	Frequency	Responsible Role
Deliverable Review	Verify alignment with project objectives	At milestone completion	Project Sponsor
Stakeholder Validation	Confirm stakeholder expectations are addressed	As required	Project Manager
Scope Change Review	Evaluate proposed scope modifications	Continuous	Project Manager
Scope Monitoring	Track project scope performance	Weekly	Project Team
Scope Documentation Update	Maintain updated project scope records	As needed	Project Manager

Note. (Source: Author's elaboration)**Figure 15***Scope validation and control process**Note.* Created by the author.

The implementation of scope validation and control activities contributes to maintaining project stability and supports the effective coordination of project deliverables throughout the project lifecycle. This approach also facilitates stakeholder participation and contributes to reducing the risk of misunderstandings related to project expectations and deliverables.

Furthermore, the use of structured scope control procedures supports consistency across project activities and facilitates alignment between project objectives, stakeholder requirements, and project deliverables associated with the onboarding framework proposed in this project.

4.2.6 Results of the Scope Management Plan

The scope management plan developed for this project established a structured framework to define, validate, monitor, and control the project scope associated with the design of the standardized onboarding and 90-day follow-up process for CO-OP students.

The implementation of scope management processes contributed to defining clear project boundaries, identifying project deliverables, and supporting alignment between stakeholder expectations and project objectives. Additionally, the development of scope validation and control activities supported consistency across project planning activities and facilitated effective coordination among project stakeholders.

The scope management approach also contributed to reducing the risk of scope creep and supported the development of a more organized and structured project management plan for the proposed onboarding framework.

4.3. Schedule Management Plan

4.3.1 Purpose of the Schedule Management Plan

The schedule management plan was developed to define the processes, activities, timelines, and monitoring procedures required to support the timely completion of the project associated with the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization.

The purpose of this plan is to establish a structured approach for identifying project activities, sequencing tasks, estimating durations, and monitoring project progress throughout the project lifecycle. The implementation of schedule management activities contributes to improving project coordination and supports the timely completion of project deliverables.

According to PMI (2021), schedule management includes the processes required to manage the timely completion of the project through the definition, sequencing, estimation, development, and control of project activities. For this reason, the schedule management plan was developed to support effective project planning and maintain alignment between project activities and project objectives.

Chart 18*Schedule management components*

Schedule Component	Description	Purpose
Activity Definition	Identification of onboarding project activities	Support project planning
Activity Sequencing	Establish logical order of activities	Improve workflow coordination
Duration Estimation	Estimate time required for activities	Support schedule development
Schedule Development	Create project timeline and milestones	Facilitate project monitoring
Critical Path	Identify activities that directly affect project completion	Prevent major delays
Schedule Control	Manage schedule changes and adjustments	Maintain project timelines

Note. (Source: Author's elaboration)

Figure 16*Schedule management process*

Note. Created by the author.

The schedule management process supports the organization and coordination of project activities required to complete the project successfully within the established timeline. The implementation of schedule management activities also contributes to improving project monitoring and facilitates the identification of schedule deviations that may affect project deliverables.

4.3.2 Schedule Development Approach

The schedule development approach was established to organize the onboarding project activities and define a realistic timeline for the design and coordination of the standardized onboarding and 90-day follow-up process. The schedule was developed considering the project scope, WBS deliverables, stakeholder participation, follow-up checkpoints, and project constraints.

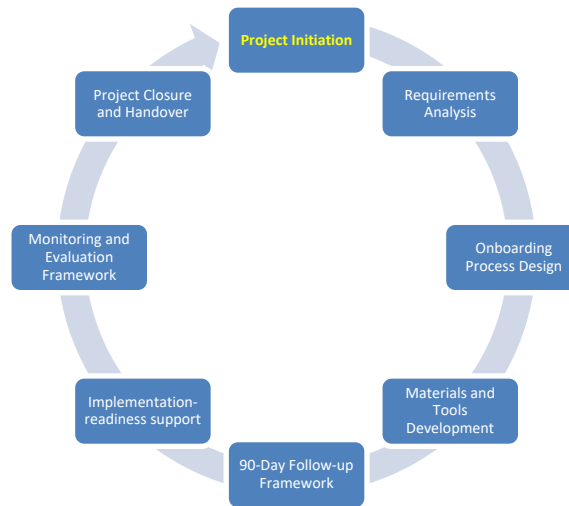
The project schedule includes the activities required to analyze onboarding needs, design the onboarding workflow, prepare materials and tools, design the 90-day follow-up framework, prepare implementation-readiness support, develop and validate the monitoring and evaluation framework, and complete project closure and handover.

Chart 19

Schedule development elements

Schedule Element	Description	Contribution to the Project
Project Activities	Tasks required to complete the onboarding project	Support project execution
Milestones	Key completion points in the onboarding project	Facilitate monitoring
Dependencies	Relationships between activities	Improve coordination
Schedule Baseline	Approved project timeline	Support schedule control
Follow-up Framework Design	Design of 30, 60, and 90-day instruments and review points	Support student integration
Critical Path	Sequence of activities with no schedule flexibility	Protect project completion

Note. (Source: Author's elaboration)

Figure 17*Project schedule timeline overview**Note.* Created by the author.

4.3.3 Project Milestones and Timeline

The project milestones and timeline were established to support the monitoring and coordination of the deliverables required to design, validate, and hand over the standardized onboarding and 90-day follow-up framework. The 14-week schedule is aligned with the eight Level 2 WBS deliverables. It covers development of the framework and its implementation-readiness package; it does not include operational execution with a cohort of CO-OP students.

The 30-, 60-, and 90-day checkpoints are therefore treated as components of the follow-up framework designed in Week 7. Their operational application and the collection

of student outcome data would occur only after organizational approval and are outside the current project scope.

Chart 20

Project milestones and timeline summary

Milestone	Planned Timing	Purpose
Project initiation and governance authorized	Week 1	Confirm purpose, scope, governance, and stakeholders
Requirements analysis accepted	Week 2	Confirm onboarding needs and requirements
Onboarding process design approved	Week 4	Approve the standardized onboarding workflow
Materials and tools completed	Week 6	Complete guides, checklists, templates, and communication tools
90-day follow-up framework completed	Week 7	Define the 30-, 60-, and 90-day follow-up instruments and process
Implementation-readiness support package completed	Week 8	Confirm roles, training needs, launch guidance, and readiness criteria
Monitoring and Evaluation Framework validated	Week 12	Validate indicators, review methods, feedback tools, and improvement process

Project closure and handover completed	Week 14	Obtain final validation and transfer the complete framework
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Note. (Source: Author's elaboration)

Figure 18

Project Gantt chart and critical path



Note. Created by the author. Dark green bars represent critical-path work packages, light green represents initiation and governance, and gold diamonds identify milestone completion. The 30-, 60-, and 90-day checkpoints are designed within the Week 7 deliverable and are not operationally executed during this 14-week project.

Critical path: Requirements Analysis → Onboarding Process Design → Materials and Tools Development → 90-Day Follow-up Framework Design → Implementation-Readiness Support → Monitoring and Evaluation Framework Validation → Project Closure and Handover.

Because these work packages determine the Week 14 completion date, a delay in any of them may affect final validation and handover. The Project Manager should therefore

review their status at least weekly and process any proposed schedule change through the established change-control procedure.

4.3.4 Schedule Monitoring and Control

The schedule monitoring and control process was established to support the continuous evaluation of project progress and ensure that onboarding project activities remain aligned with the approved project timeline. This process contributes to identifying schedule deviations, monitoring milestone completion, and implementing corrective actions when necessary.

Schedule monitoring activities include reviewing project progress, tracking milestones, verifying the completion of the 30-, 60-, and 90-day follow-up tools, and identifying delays that may affect the completion of the onboarding framework. At this stage, monitoring focuses on the development and validation of the tools rather than the operational execution of student check-ins. The actual check-ins will occur during a future implementation phase, after organizational approval. Schedule control activities also support communication among stakeholders and help maintain alignment between project activities, deliverables, and expected outcomes.

Chart 21

Schedule monitoring and control activities

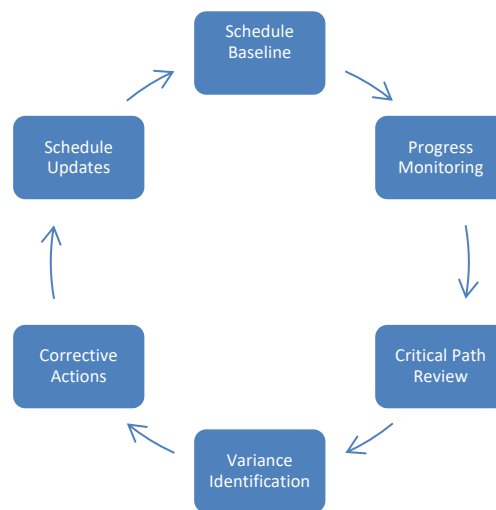
Activity	Purpose	Responsible Role
Milestone Tracking	Monitor completion of project milestones	Project Manager

Activity	Purpose	Responsible Role
Critical Path Review	Identify delays in priority activities	Project Manager
Framework Completion Tracking	Verify completion of the 30, 60, and 90-day tools	Project Manager
Progress Review Meetings	Evaluate project progress and delays	Project Team
Corrective Action Review	Define actions required to address delays	Project Manager
Schedule Updates	Maintain updated project timeline information	Project Manager

Note. (Source: Author's elaboration)

Figure 19

Schedule monitoring and control cycle



Note. Created by the author.

4.3.5 Results of the Schedule Management Plan

The schedule management plan developed for this project established a structured framework to define, organize, monitor, and control the activities associated with the onboarding and 90-day follow-up project for CO-OP students.

The implementation of schedule management processes contributes to improving project coordination, milestone tracking, activity sequencing, and timeline management. The inclusion of the critical path also strengthens schedule control by identifying the activities that require close monitoring to avoid delays in the completion and handover of the onboarding framework.

4.4 Cost Management Plan

4.4.1 Cost Management Approach

The cost management plan was developed to support the estimation, organization, monitoring, and control of the resources required for the onboarding and 90-day follow-up project for CO-OP students. The purpose of this plan is to identify the main cost categories associated with the design, preparation, implementation-readiness support, monitoring, and closure of the onboarding process.

Although the onboarding project is expected to use mainly internal organizational resources, cost management remains important because the project requires staff time,

onboarding materials, communication tools, follow-up instruments, and possible support resources. The cost management approach supports financial visibility, decision-making, and alignment between project activities and available resources.

Figure 20

Cost management process



Note. Created by the author.

4.4.2 Cost Estimation Elements

The cost estimation process was developed based on the work packages defined in the WBS. The estimation focuses on the resources required to design and support the standardized onboarding and 90-day follow-up process.

Chart 22

Cost estimation elements

Cost Element	Description	Estimated Contribution
HR and supervisor time	Time required for meetings, reviews, coordination, and feedback	Supports planning and decision-making
Onboarding materials	Guides, checklists, templates, and orientation resources	Supports standardization
Training and orientation support	Preparation and delivery of orientation and role-specific guidance	Supports student integration
Communication tools	Email templates, shared folders, meetings, and updates	Supports stakeholder coordination

Cost Element	Description	Estimated Contribution
Follow-up and evaluation tools	Surveys, tracking sheets, and 30, 60, and 90-day forms	Supports monitoring
Contingency reserve	Additional support or adjustments required during the project	Supports project flexibility

Note. Source: Author's elaboration.

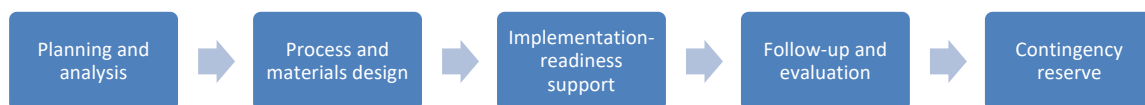
4.4.3 Project Budget Structure

The project budget structure organizes the estimated cost categories associated with the onboarding and 90-day follow-up project. This structure supports financial planning and helps ensure that the resources assigned to each project phase are aligned with the WBS and the approved project scope.

The budget structure does not include academic expenses related to the Final Graduation Project, such as tutor reviews, university submissions, philological review, or final document preparation. Instead, it focuses on the resources required to design, prepare, support, monitor, and hand over the onboarding framework.

Figure 21

Project budget structure



Note. Created by the author.

4.4.4 Cost Monitoring and Control

Cost monitoring and control activities were established to ensure that the onboarding project remains aligned with the approved budget structure. These activities help identify cost variations, monitor the use of internal resources, and support corrective actions when necessary.

The monitoring process includes periodic reviews of staff time, material preparation, communication resources, and follow-up tools. Although the project does not require a complex budget, maintaining cost control supports transparency and project organization.

Chart 23

Cost monitoring and control activities

Monitoring Activity	Purpose	Responsible Role
Budget baseline review	Compare planned cost categories with the approved budget	Project Manager
Staff effort tracking	Monitor time invested by HR, supervisors, and project team members	Project Manager
Materials cost review	Track costs related to guides, checklists, and templates	HR Specialist
Cost variance identification	Identify differences between planned and actual resource use	Project Manager
Corrective action review	Define adjustments when cost deviations occur	Project Manager
Cost reporting updates	Maintain visibility of project cost status	Project Manager

Note. Source: Author's elaboration.

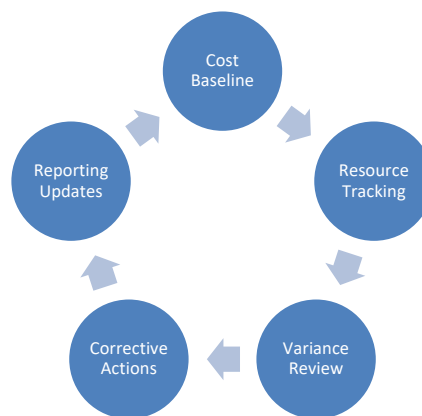
4.4.5 Cost Baseline and Reporting

The cost baseline was established as the approved reference for monitoring and controlling the estimated costs of the onboarding and 90-day follow-up project. It includes the main cost categories identified during planning and serves as a comparison point for evaluating resource use throughout the project lifecycle.

Cost reporting activities will provide visibility regarding estimated expenses, staff effort, and resource use. These reports support transparency, facilitate decision-making, and help ensure that the onboarding project remains aligned with the approved budget and available organizational resources.

Figure 22

Cost reporting cycle



Note. Created by the author.

The development of the cost management plan contributed to establishing a structured framework for estimating, monitoring, and controlling the resources associated with the onboarding and 90-day follow-up project. This approach supports financial visibility, accountability, and alignment between planned activities and available resources.

4.5 Quality Management Plan

4.5.1 Quality Management Approach

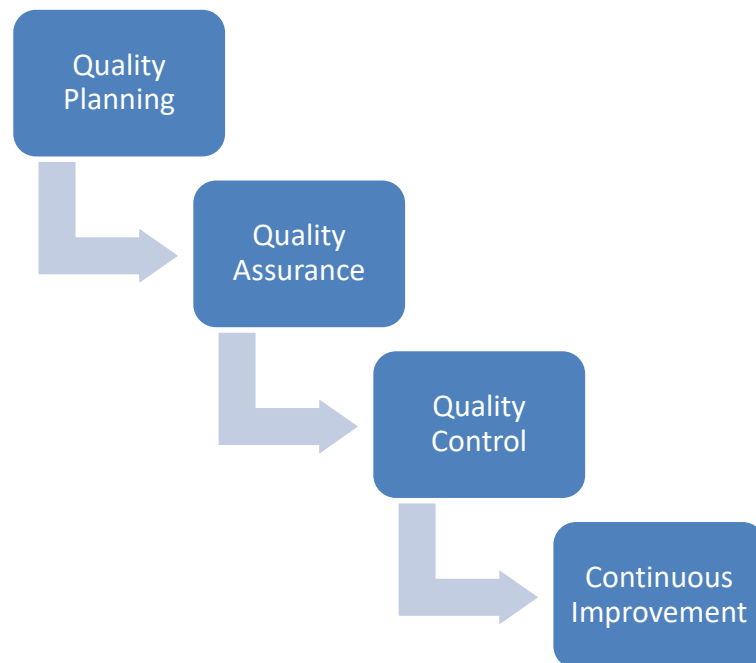
The quality management plan was developed to ensure that the onboarding and 90-day follow-up project meets the expected organizational, operational, and stakeholder requirements. The purpose of this plan is to define the quality standards, assurance activities, control procedures, and improvement actions needed to support a consistent onboarding experience for CO-OP students.

The quality management approach focuses on the clarity, usefulness, consistency, and applicability of the onboarding process, materials, follow-up tools, and stakeholder responsibilities. According to PMI (2021), quality management includes the processes required to incorporate quality policies, objectives, and responsibilities into project activities. For this reason, quality management practices were integrated into the planning and development of the onboarding framework.

Chart 24*Quality management components*

Quality Component	Description	Purpose
Quality Planning	Define quality standards for onboarding deliverables	Establish expectations
Quality Assurance	Review processes before implementation	Improve consistency
Quality Control	Verify deliverables against quality criteria	Ensure quality
Continuous Improvement	Apply feedback and lessons learned	Improve future use

Note. Source: Author's elaboration.

Figure 23*Quality management process*

Note. Own elaboration.

4.5.2 Quality Standards and Criteria

Quality standards and criteria were established to evaluate the quality of the onboarding project deliverables. These standards support consistency, usability, stakeholder alignment, and effective student integration during the first 90 days of the placement.

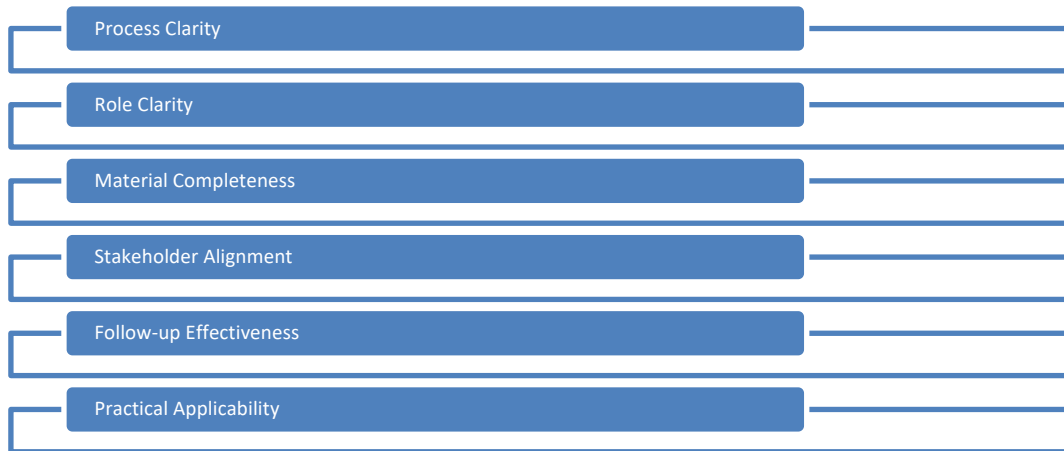
The quality criteria focus on the onboarding workflow, guides, checklists, templates, communication tools, and follow-up instruments developed for the project. These criteria help verify that the onboarding framework is clear, practical, complete, and aligned with the needs of CO-OP students, supervisors, HR representatives, and the organization.

Chart 25

Quality standards and criteria

Quality Standard	Evaluation Criteria	Expected Outcome
Process clarity	Steps are clear and easy to follow	Consistent onboarding
Role clarity	Responsibilities are defined	Better coordination
Material completeness	Guides and templates are complete	Ready-to-use tools
Stakeholder alignment	Needs of HR, supervisors, and students are addressed	Higher acceptance
Follow-up effectiveness	30, 60, and 90-day tools support feedback	Improved monitoring
Practical applicability	Framework can be used in a public-sector setting	Useful process

Note. Own elaboration.

Figure 24*Quality standards framework*

Note. Own elaboration.

4.5.3 Quality Assurance Activities

Quality assurance activities were developed to verify that the onboarding project processes are prepared in a consistent and practical manner before implementation-readiness support. These activities focus on preventing quality issues by reviewing the onboarding workflow, materials, communication tools, and follow-up instruments before they are used.

The quality assurance approach includes stakeholder review, supervisor feedback, HR validation, and verification of alignment between the onboarding deliverables and project objectives. These activities help ensure that the onboarding framework is useful, understandable, and suitable for CO-OP students in a public-sector organization.

Chart 26*Quality assurance activities*

Activity	Purpose	Responsible Role
Onboarding workflow review	Verify process clarity	Project Manager
HR validation	Confirm alignment with HR needs	HR Specialist
Supervisor review	Confirm operational applicability	Supervisor
Materials review	Verify completeness of tools	Project Team
Follow-up tools review	Confirm usefulness of check-in forms	Project Manager
Feedback incorporation	Apply recommended improvements	Project Manager

Note. Own elaboration.

Figure 25*Quality assurance workflow*

Note. Created by the author.

4.5.4 Quality Control Process

The quality control process was established to verify that completed onboarding deliverables meet the quality standards defined for the project. This process focuses on identifying gaps, inconsistencies, missing information, and improvement opportunities before the onboarding framework is finalized and handed over.

Quality control activities include reviewing the onboarding workflow, checking the completeness of guides and templates, verifying the follow-up tools, and confirming that

stakeholder responsibilities are clearly defined. These activities support the preparation of deliverables that are complete, practical, and aligned with the project scope.

Chart 27

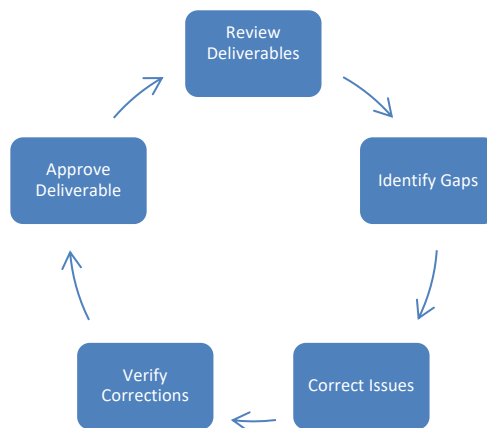
Quality control activities

Control Activity	Description	Expected Result
Workflow verification	Review onboarding steps	Clear process
Materials verification	Check guides and templates	Complete tools
Role verification	Confirm assigned responsibilities	Clear accountability
Follow-up verification	Review 30, 60, and 90-day tools	Effective monitoring
Final validation	Confirm readiness for handover	Approved framework

Note. Own elaboration.

Figure 26

Quality control cycle



Note. Own elaboration.

The quality control process contributes to maintaining consistency across project deliverables and supports the identification of issues before formal submission. This

approach improves document quality and reduces the need for extensive rework during later project stages.

4.5.5 Continuous Improvement Approach

The continuous improvement approach was developed to support the progressive refinement of the onboarding and 90-day follow-up framework. This approach recognizes that onboarding practices can be improved through stakeholder feedback, student experience, supervisor input, and lessons learned.

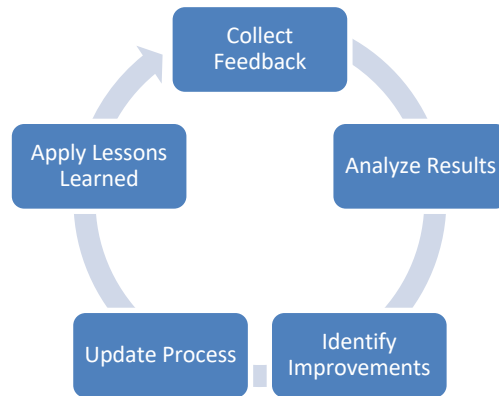
Continuous improvement activities include reviewing feedback from the 30, 60, and 90-day follow-up points, identifying recurring issues, updating onboarding materials, and refining the process for future CO-OP students.

Chart 28

Continuous improvement activities

Improvement Activity	Purpose	Expected Benefit
Student feedback review	Identify student experience issues	Better integration
Supervisor feedback review	Identify support needs	Improved guidance
Follow-up results analysis	Review 30, 60, and 90-day outcomes	Stronger monitoring
Materials update	Improve guides and templates	Better usability
Lessons learned review	Document improvement opportunities	Future improvement

Note. Own elaboration.

Figure 27*Continuous improvement cycle**Note.* Own elaboration.

The quality management plan established a structured framework for planning, assuring, controlling, and continuously improving the quality of the onboarding and 90-day follow-up project. The implementation of quality standards, assurance activities, control procedures, and improvement actions supports the development of a practical and consistent onboarding framework for CO-OP students.

4.6 Resource Management Plan

4.6.1 Resource Management Approach

The resource management plan was developed to identify, acquire, allocate, and manage the resources required for the onboarding and 90-day follow-up project for CO-OP students. The purpose of this plan is to ensure that the necessary human, technological, and

administrative resources are available to support the design, preparation, implementation-readiness support, monitoring, and handover of the onboarding framework.

The resource management approach focuses on assigning the right people, tools, and support resources to the main project activities. Proper resource management contributes to improving coordination, clarifying responsibilities, supporting decision-making, and ensuring that the onboarding project can be completed within the approved scope and schedule.

Chart 29

Resource management components

Resource Component	Description	Purpose
Resource Planning	Identify required resources	Support project activities
Resource Acquisition	Obtain or confirm required resources	Ensure availability
Resource Allocation	Assign resources to activities	Improve coordination
Resource Monitoring	Track resource use	Support project control
Resource Adjustment	Modify assignments when needed	Maintain project performance

Note. Own elaboration.

Figure 28

Resource management process



Note. Own elaboration.

4.6.2 Human Resource Requirements

Human resources are essential for the successful design and coordination of the onboarding and 90-day follow-up project. The project requires the participation of individuals who can provide HR knowledge, operational input, student support, technical guidance, and decision-making authority.

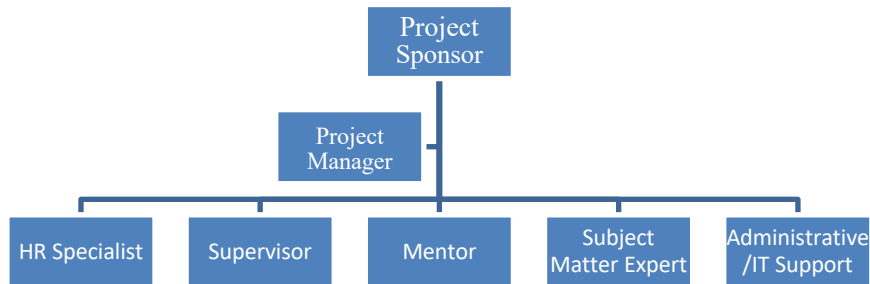
The main human resources for this project include the project manager, HR specialist, project sponsor, supervisors, mentors, subject matter experts, CO-OP students, and administrative or IT support when required.

Chart 30

Human resource requirements

Resource	Role in the Project	Contribution
Project Manager	Coordinates project activities and deliverables	Overall project management
Project Sponsor	Provides approval and strategic direction	Decision-making support
HR Specialist	Supports onboarding content and HR requirements	HR alignment
Supervisor	Provides role-specific expectations and feedback	Operational guidance
Mentor	Supports student integration and adaptation	Student support
Subject Matter Expert	Provides specialized process or policy input	Technical guidance
CO-OP Student	Participates in onboarding and provides feedback	User perspective
Administrative/IT Support	Supports tools, access, and logistics	Operational support

Note. Own elaboration.

Figure 29*Project human resources structure**Note.* Own elaboration.

4.6.3 Roles and Responsibilities

The definition of roles and responsibilities was established to ensure accountability and clarity regarding the participation of each stakeholder involved in the onboarding project. Clearly defined responsibilities help reduce misunderstandings, improve communication, and support coordination throughout the project lifecycle.

Chart 31*Roles and responsibilities matrix*

Role	Main Responsibility	Level of Participation
Project Manager	Coordinate activities, schedule, resources, and deliverables	High
Project Sponsor	Approve main deliverables and provide direction	Medium
HR Specialist	Develop onboarding content and validate HR requirements	High

Role	Main Responsibility	Level of Participation
Supervisor	Define role expectations and provide feedback	High
Mentor	Support student adaptation and informal guidance	Medium
Subject Matter Expert	Review specialized information and process accuracy	Medium
CO-OP Student	Participate in onboarding and provide feedback	Medium
Administrative/IT Support	Support access, tools, and logistics	Low

Note. Own elaboration.

Figure 30

Project roles and responsibilities



Note. Own elaboration.

4.6.4 Resource Acquisition and Allocation

The resource acquisition and allocation process was developed to ensure that the resources required for the onboarding project are available and assigned appropriately.

Resource acquisition includes confirming the participation of HR representatives, supervisors, mentors, subject matter experts, and support personnel, as well as securing access to tools, templates, communication channels, and meeting resources.

Resource allocation focuses on assigning available resources to the project activities identified in the WBS. This process helps ensure that each activity has the appropriate support and that responsibilities are aligned with the project schedule and expected deliverables.

Chart 32

Resource acquisition and allocation activities

Activity	Purpose	Expected Outcome
Resource Identification	Determine required human and support resources	Resource visibility
Resource Confirmation	Confirm availability of key participants	Resource availability
Resource Assignment	Assign resources to project activities	Clear accountability
Resource Coordination	Coordinate participation and communication	Improved collaboration
Resource Adjustment	Adjust assignments when needed	Resource flexibility

Note. Own elaboration.

Figure 31*Resource acquisition process**Note.* Own elaboration.

4.6.5 Resource Monitoring and Control

Resource monitoring and control activities were established to verify that project resources continue to support the onboarding project effectively. These activities help identify availability issues, workload concerns, support needs, and opportunities for adjustment.

The monitoring process includes reviewing resource availability, evaluating participation, identifying workload constraints, and adjusting assignments when required. This approach supports efficient resource use and helps maintain alignment between project activities, responsibilities, and expected outcomes.

Chart 33*Resource monitoring and control activities*

Activity	Purpose	Responsible Role
Resource Review	Evaluate resource use and participation	Project Manager
Availability Assessment	Confirm continued availability of resources	Project Manager
Workload Review	Identify workload or capacity issues	Project Manager

Activity	Purpose	Responsible Role
Support Needs Review	Identify additional support requirements	HR Specialist
Resource Adjustment	Modify assignments when necessary	Project Manager
Resource Reporting	Maintain visibility of resource status	Project Manager

Note. Own elaboration.

Figure 32

Resource monitoring cycle



Note. Own elaboration.

The resource management plan established a structured framework for identifying, acquiring, allocating, monitoring, and adjusting the resources required for the onboarding and 90-day follow-up project. This approach supports coordination, accountability, and the effective use of human, technological, and administrative resources throughout the project lifecycle.

4.7 Communications Management Plan

4.7.1 Purpose of the Communications Management Plan

The communications management plan was developed to define how project information will be generated, shared, stored, and monitored throughout the onboarding and 90-day follow-up project for CO-OP students. Effective communication supports coordination among stakeholders and helps maintain alignment between project activities, deliverables, responsibilities, and expected outcomes.

The purpose of this plan is to ensure that relevant information is communicated to the appropriate stakeholders in a timely and consistent manner. Clear communication practices contribute to improving collaboration, supporting decision-making, and facilitating the successful design and implementation-readiness support of the onboarding framework.

According to PMI (2021), communications management includes the processes required to ensure the timely and appropriate planning, creation, distribution, storage, monitoring, and control of project information. For this reason, the communications management plan supports information flow among HR representatives, supervisors, mentors, CO-OP students, and project stakeholders.

Chart 34*Communications management components*

Communication Component	Description	Purpose
Communication Planning	Define communication requirements	Support project coordination
Information Distribution	Share project information	Maintain stakeholder awareness
Communication Monitoring	Track communication effectiveness	Improve information flow
Documentation Management	Maintain project records	Support traceability
Feedback Management	Collect stakeholder input	Improve project outcomes

Note. Own elaboration.

Figure 33*Communications management process*

Note. Own elaboration.

4.7.2 Communication Requirements and Stakeholders

Communication requirements were identified to ensure that stakeholders receive accurate and timely information according to their role, level of involvement, and decision-making responsibilities. Different stakeholders require different types of information,

communication methods, and reporting frequencies throughout the onboarding project lifecycle.

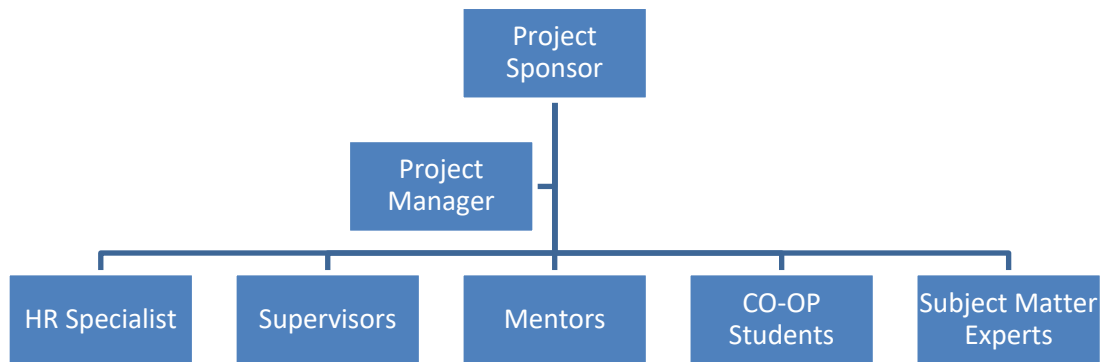
The identification of communication requirements supports stakeholder engagement and contributes to improving collaboration among the individuals involved in the onboarding and 90-day follow-up process.

Chart 35

Stakeholder communication requirements

Stakeholder	Information Required	Communication Method	Frequency
Project Sponsor	Project progress, key decisions, and final outcomes	Reports and meetings	Monthly
Project Manager	Project status, issues, risks, and deliverable updates	Meetings, reports, and documentation	Ongoing
HR Specialist	Onboarding requirements, materials, and follow-up tools	Email and working meetings	Weekly
Supervisors	Role expectations, student progress, and follow-up responsibilities	Meetings and email updates	As required
Mentors	Student support needs and guidance activities	Email and informal check-ins	As required
CO-OP Students	Onboarding steps, expectations, resources, and feedback opportunities	Orientation session, email, and forms	During onboarding and follow-up
Subject Matter Experts	Specialized content or process information	Consultation meetings	As required
Academic Institution/CO-OP Office	Student eligibility, work-term requirements, learning objectives, required forms, and employer evaluation	Email and scheduled meetings	At placement setup, as required, and at work-term completion

Note. Own elaboration.

Figure 34*Internal project communication structure**Note.* Own elaboration.

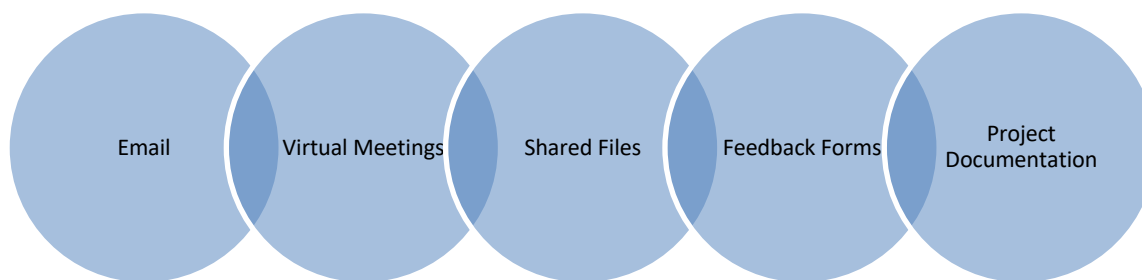
4.7.3 Communication Methods and Channels

Multiple communication methods and channels were identified to support project activities and facilitate the exchange of information among stakeholders. The selection of communication methods was based on the type of information being shared, stakeholder needs, and project requirements.

Electronic communication methods such as email, virtual meetings, shared files, and digital feedback forms were selected as primary communication channels because they support accessibility, documentation, and traceability.

Chart 36*Communication methods and channels*

Communication Method	Purpose	Typical Use
Email	Formal communication	Updates, decisions, and approvals
Virtual Meetings	Discussion and clarification	Progress reviews and stakeholder input
Shared Files	Collaboration and document exchange	Guides, checklists, and templates
Feedback Forms	Collect structured feedback	30, 60, and 90-day follow-up
Project Documentation	Maintain project records	Traceability and reporting

Note. Own elaboration.**Figure 35***Project communication channels**Note.* Own elaboration.

4.7.4 Communication Monitoring and Reporting

Communication monitoring activities were established to evaluate the effectiveness of project communications and ensure that information is distributed according to

stakeholder needs. Monitoring communication performance helps identify gaps, delays, unclear messages, or missing feedback during the onboarding project.

Reporting activities include progress updates, stakeholder feedback summaries, follow-up results, and issue reports. These reports support transparency, accountability, and decision-making throughout the project lifecycle.

Chart 37

Communication monitoring activities

Activity	Purpose	Responsible Role
Communication review	Verify that information is reaching stakeholders	Project Manager
Feedback tracking	Monitor comments from students, supervisors, and mentors	HR Specialist
Meeting follow-up	Confirm decisions and action items	Project Manager
Issue reporting	Communicate problems affecting onboarding activities	Project Manager
Documentation updates	Maintain updated communication records	Project Manager

Note. Own elaboration.

Figure 36*Communication monitoring cycle**Note.* Own elaboration.

4.7.5 Results of the Communications Management Plan

The communications management plan established a structured framework for managing information, stakeholder interaction, feedback, and reporting throughout the onboarding and 90-day follow-up project. The plan defined communication requirements, methods, channels, monitoring activities, and reporting mechanisms aligned with project objectives.

The implementation of communication management practices contributes to improving information flow, stakeholder engagement, coordination, and transparency. As a result, the communications management plan supports the successful development and handover of a standardized onboarding framework for CO-OP students.

4.8 Risk Management Plan

4.8.1 Risk Management Approach

The risk management plan was developed to identify, assess, respond to, monitor, and control risks that may affect the onboarding and 90-day follow-up project for CO-OP students. The purpose of this plan is to support proactive decision-making and reduce uncertainty during the design, preparation, implementation-readiness support, monitoring, and handover of the onboarding framework.

Risk management is important because the onboarding project involves multiple stakeholders, deadlines, communication needs, follow-up activities, and quality expectations. According to PMI (2021), risk management includes the processes required to identify risks, analyze their impact, plan responses, and monitor risks throughout the project lifecycle.

Chart 38

Risk management components

Risk Component	Description	Purpose
Risk Identification	Identify possible risk events	Improve preparedness
Risk Analysis	Assess probability and impact	Prioritize risks
Risk Response	Define response actions	Reduce exposure
Risk Monitoring	Track risks and changes	Support control
Risk Reporting	Communicate risk status	Maintain visibility

Note. Own elaboration.

Figure 37*Risk management process**Note.* Own elaboration.

4.8.2 Risk Identification

Risk identification activities were conducted to determine events or conditions that could affect the successful completion of the onboarding and 90-day follow-up project.

Risks were identified by reviewing the project scope, WBS, schedule, stakeholder requirements, communication needs, resource availability, and expected onboarding deliverables.

The identification of risks supports proactive planning and allows mitigation actions to be developed before issues occur. The main risks identified for this project are related to stakeholder participation, schedule delays, unclear roles, incomplete materials, limited feedback, and resistance to process standardization.

Chart 39*Project risk register*

Risk ID	Risk Description	Category	Potential Impact
R1	Limited stakeholder availability	Resource	Delays in reviews
R2	Unclear onboarding roles	Scope	Confusion in duties

Risk ID	Risk Description	Category	Potential Impact
R3	Delays in materials development	Schedule	Late implementation
R4	Low student feedback participation	Stakeholder	Limited improvement data
R5	Incomplete follow-up tools	Quality	Weak monitoring
R6	Resistance to standardization	Organizational	Low adoption

Note. Own elaboration.

Figure 38

Risk categories



Note. Own elaboration.

4.8.3 Risk Analysis and Assessment

Risk analysis was performed to evaluate the probability and impact of each identified risk. A qualitative risk analysis approach was selected because it provides a practical method for prioritizing risks within the onboarding project.

Risks were assessed using three levels of probability and impact: low, medium, and high. This assessment helps identify the risks that require more attention and supports the selection of appropriate response strategies.

Chart 40*Risk assessment matrix*

Risk ID	Probability	Impact	Priority
R1	Medium	High	High
R2	Medium	High	High
R3	Medium	Medium	Medium
R4	Low	Medium	Low
R5	Medium	High	High
R6	Medium	Medium	Medium

Note. Own elaboration.**Figure 39***Qualitative risk matrix*

		Impact		
		Low	Medium	High
Probability	High			
	Medium		R3, R6	R1, R2, R5
	Low		R4	

Note. Created by the author.

4.8.4 Risk Response Strategies

Risk response strategies were developed to address the identified risks and reduce their potential impact on the onboarding project. The selected strategies include mitigation, avoidance, acceptance, and monitoring actions, depending on the nature and priority of each risk.

Chart 41

Risk response strategies

Risk ID	Response Strategy	Planned Action
R1	Mitigate	Schedule stakeholder meetings early
R2	Avoid	Define roles in the onboarding guide
R3	Mitigate	Track materials development weekly
R4	Mitigate	Use short feedback forms
R5	Avoid	Validate tools before use
R6	Mitigate	Involve supervisors early

Note. Own elaboration.

Figure 40

Risk response cycle



Note. Own elaboration.

4.8.5 Risk Monitoring and Control

Risk monitoring and control activities were established to evaluate risk conditions throughout the onboarding project lifecycle and ensure that response strategies remain effective. Continuous monitoring helps identify emerging risks, evaluate changes in existing risks, and implement corrective actions when necessary.

Risk monitoring will focus on stakeholder availability, schedule progress, materials development, follow-up tools, feedback collection, and adoption of the standardized onboarding process.

Chart 42

Risk monitoring activities

Monitoring Activity	Purpose	Responsible Role
Risk Review	Evaluate risk status	Project Manager
Risk Register Update	Maintain current risk information	Project Manager
Response Verification	Assess response effectiveness	Project Manager
New Risk Identification	Detect emerging risks	Project Team
Risk Reporting	Communicate risk status	Project Manager

Note. Own elaboration.

Figure 41*Risk monitoring cycle**Note.* Own elaboration.

The risk management plan established a structured approach for identifying, analyzing, responding to, monitoring, and controlling risks associated with the onboarding and 90-day follow-up project. The implementation of risk management practices contributes to reducing uncertainty, supporting proactive decision-making, and improving the likelihood of completing the onboarding framework successfully.

4.9 Procurement Management Plan

4.9.1 Procurement Management Approach

The procurement management plan defines the processes required to identify, evaluate, acquire, monitor, and document any external products, services, or resources needed to support the onboarding and 90-day follow-up project for CO-OP students. The project is expected to rely mainly on internal organizational resources; however, limited procurement may be required if existing tools or support services are not sufficient.

The procurement management approach aims to ensure that any acquisition is justified, cost-effective, aligned with organizational requirements, and useful for the onboarding process. Procurement decisions will consider quality, cost, availability, compatibility, accessibility, and compliance with organizational policies.

Chart 43

Procurement management components

Procurement Component	Description	Purpose
Procurement Planning	Identify procurement needs	Support project execution
Vendor Evaluation	Assess available options	Ensure quality and value
Procurement Selection	Select appropriate resources	Meet project needs
Procurement Monitoring	Track delivery and use	Support project control
Procurement Closure	Confirm completion	Ensure documentation

Note. Own elaboration.

Figure 42

Procurement management process



Note. Own elaboration.

4.9.2 Procurement Requirements

The onboarding project requires limited procurement activities because most deliverables will be developed internally by the project team, HR representatives, supervisors, and other stakeholders. However, some external or support resources may be

needed to prepare onboarding materials, feedback tools, accessibility review, or digital resources.

Potential procurement requirements are related to the practical needs of the onboarding project and not to the academic preparation of the Final Graduation Project.

Chart 44

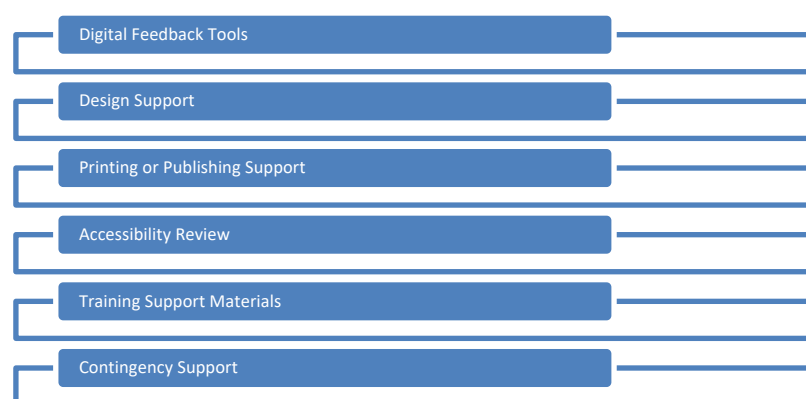
Procurement requirements

Item	Purpose	Procurement Type
Digital feedback tool	Collect 30, 60, and 90-day feedback	Digital service
Design support	Improve guides and templates	Professional service
Printing or publishing support	Prepare onboarding materials	Administrative service
Accessibility review	Verify accessible materials	Specialized review
Training support materials	Support orientation activities	Material/service
Contingency support	Address unexpected needs	As required

Note. Own elaboration.

Figure 43

Procurement categories



Note. Own elaboration.

4.9.3 Procurement Strategy and Vendor Selection

The procurement strategy will prioritize the use of existing organizational resources before acquiring external services. When external procurement is required, vendor selection will be based on quality, cost, availability, compatibility with project needs, accessibility, and compliance with organizational requirements.

Potential suppliers or service options will be evaluated using predefined criteria to support objective decision-making and reduce procurement-related risks.

Chart 45

Vendor selection criteria

Evaluation Criteria	Description	Weight
Quality	Ability to meet requirements	High
Cost	Financial impact	Medium
Availability	Resource accessibility	Medium
Compatibility	Fit with project needs	High
Accessibility	Inclusive and usable materials	High
Compliance	Alignment with policies	High

Note. Own elaboration.

Figure 44

Vendor selection process



Note. Own elaboration.

4.9.4 Procurement Monitoring and Control

Procurement activities will be monitored throughout the project lifecycle to ensure compliance with requirements, budget limitations, and agreed timelines. Monitoring activities will include tracking procurement status, reviewing deliverables, confirming quality, and documenting any issues.

Effective procurement control supports transparency and helps ensure that acquired products or services contribute positively to the onboarding and 90-day follow-up project.

Chart 46

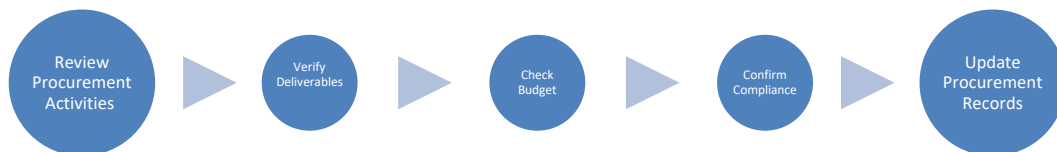
Procurement monitoring activities

Monitoring Activity	Purpose	Frequency
Procurement Review	Verify procurement status	As required
Deliverable Review	Confirm quality and completeness	At delivery
Budget Verification	Control procurement costs	As required
Compliance Check	Confirm policy alignment	Before approval
Documentation Review	Maintain accurate records	Ongoing

Note. Own elaboration.

Figure 45

Procurement monitoring cycle



Note. Own elaboration.

4.9.5 Procurement Documentation and Reporting

Procurement documentation provides evidence of procurement decisions and supports transparency, accountability, and project governance. Proper documentation also helps the project team maintain control over acquired resources and future improvement opportunities.

Procurement reports will summarize procurement needs, selected resources or vendors, delivery status, costs, issues, and closure records.

Chart 47

Procurement documentation requirements

Document	Purpose	Responsible Role
Procurement Register	Track procurement activities	Project Manager
Evaluation Records	Document option assessments	Project Manager
Delivery Confirmation	Confirm completed delivery	Project Manager
Issue Log	Record procurement issues	Project Manager
Closure Records	Confirm completion	Project Manager

Note. Own elaboration.

Figure 46

Procurement reporting process



Note. Own elaboration.

The procurement management plan establishes a structured approach for identifying, acquiring, monitoring, and documenting external resources required to support the onboarding and 90-day follow-up project. Although procurement requirements are limited, the application of formal procurement practices contributes to transparency, accountability, and effective resource utilization throughout the project lifecycle.

4.10 Stakeholder Engagement Plan

4.10.1 Stakeholder Engagement Approach

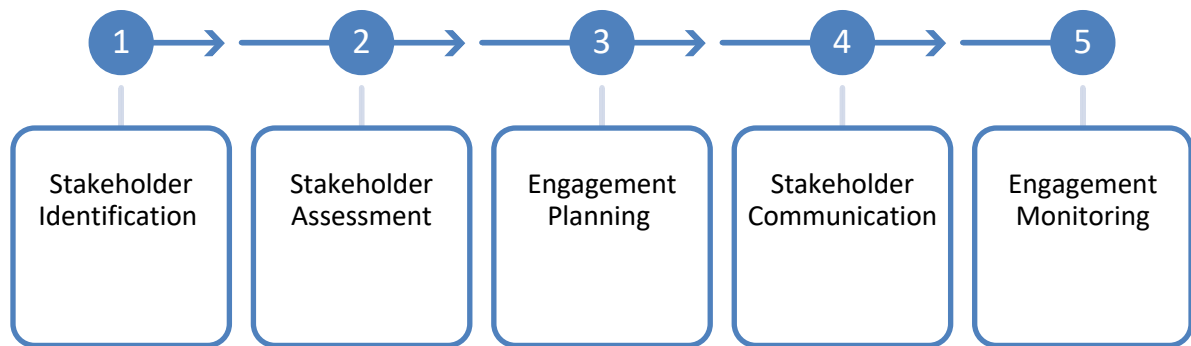
Stakeholder engagement is essential to ensure that the onboarding and 90-day follow-up project remains aligned with organizational expectations and stakeholder needs. Effective engagement contributes to collaboration, transparency, informed decision-making, and acceptance of the proposed onboarding framework.

The stakeholder engagement approach focuses on identifying stakeholders, understanding their level of influence and interest, and defining appropriate engagement strategies. Regular communication and stakeholder participation will support the successful design, validation, and handover of the standardized onboarding and 90-day follow-up process.

Chart 48*Stakeholder engagement components*

Stakeholder Engagement Component	Description	Purpose
Stakeholder Identification	Identify individuals and groups involved in the project	Support stakeholder analysis
Stakeholder Assessment	Evaluate influence, interest, and expectations	Prioritize engagement
Engagement Planning	Define engagement strategies	Improve participation
Communication Activities	Maintain regular interaction	Support information sharing
Engagement Monitoring	Evaluate stakeholder participation	Improve project outcomes

Note. Own elaboration.

Figure 47*Stakeholder engagement process*

Note. Own elaboration.

4.10.2 Stakeholder Identification and Analysis

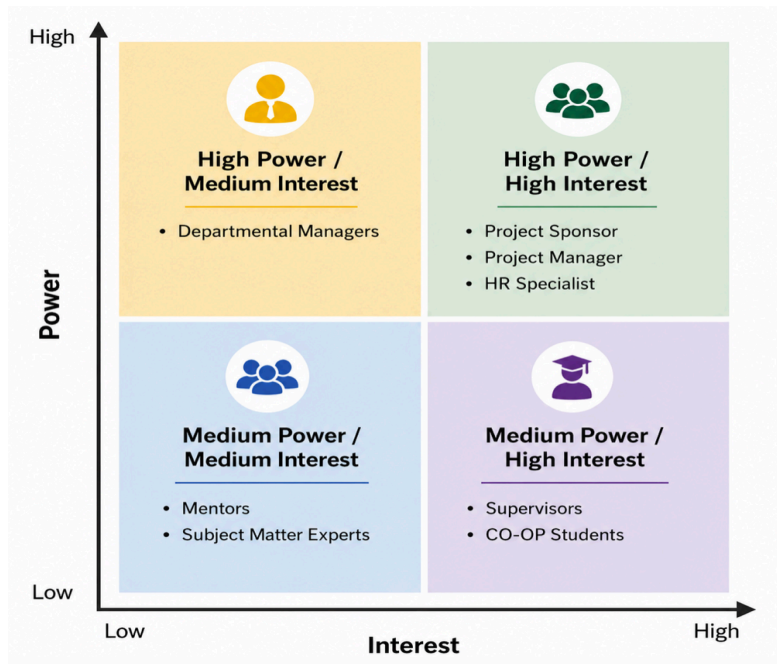
Stakeholder identification and analysis were conducted to determine the individuals and groups that may influence or be affected by the onboarding project. Understanding stakeholder expectations, influence, and interest supports the development of effective engagement strategies and facilitates project acceptance.

The main stakeholders identified for this project include the project sponsor, project manager, HR specialist, supervisors, mentors, CO-OP students, subject matter experts, departmental managers, and representatives from academic institutions or CO-OP offices.

Academic institutions participate as external stakeholders in the proposed onboarding framework, but they are not part of the internal project governance structure. Their involvement is limited to confirming student eligibility, communicating program-specific work-term and learning requirements, providing required placement documentation, and coordinating the employer evaluation when required by the academic program. The institution's CO-OP office may also be contacted if a placement issue could affect the student's academic requirements. Responsibility for internal onboarding, security and system access, work assignments, supervision, 30-, 60-, and 90-day check-ins, and organizational decisions remains with the host organization. This limited coordination supports alignment between workplace activities and academic learning objectives without transferring project authority to the educational institution (Coll & Zegwaard, 2011).

Chart 49*Stakeholder register*

Stakeholder	Interest	Influence	Engagement Need
Project Sponsor	High	High	Keep satisfied
Project Manager	High	High	Manage closely
HR Specialist	High	High	Manage closely
Supervisors	High	Medium	Keep engaged
Mentors	Medium	Medium	Keep informed
CO-OP Students	High	Medium	Keep engaged
Subject Matter Experts	Medium	Medium	Consult as required
Departmental Managers	Medium	High	Keep satisfied
Academic Institution/CO-OP Office	Medium	Low	Keep informed

Note. Own elaboration.**Figure 48***Internal stakeholder power-interest matrix*

Note. Own elaboration. The matrix represents internal stakeholders only. The Academic Institution/CO-OP Office is an external stakeholder with medium interest and low influence and is managed through a keep-informed strategy, as shown in Chart 49.

4.10.3 Stakeholder Engagement Strategies

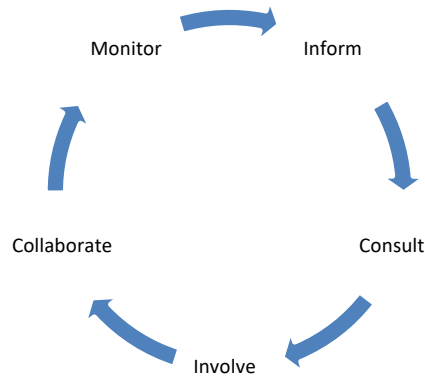
Stakeholder engagement strategies were developed to promote collaboration and ensure that each stakeholder group receives the appropriate level of information and participation. Engagement strategies were defined according to stakeholder influence, interest, and role in the onboarding project.

Chart 50

Stakeholder engagement strategies

Stakeholder Group	Engagement Strategy	Desired Outcome
Project Sponsor	Periodic reporting and approval meetings	Strategic support
HR Specialist	Active collaboration in process design	HR alignment
Supervisors	Regular consultation and feedback	Operational support
Mentors	Information sharing and guidance coordination	Student support
CO-OP Students	Orientation, feedback forms, and follow-up meetings	User acceptance
Subject Matter Experts	Consultation on specific content	Accurate information
Departmental Managers	Progress updates and decision support	Organizational acceptance
Academic Institution/CO-OP Office	Coordinate eligibility, academic requirements, required documentation, and employer evaluation requirements	Alignment with the academic program

Note. Own elaboration.

Figure 49*Stakeholder engagement framework**Note.* Own elaboration.**4.10.4 Stakeholder Communication and Collaboration**

Stakeholder communication promotes transparency, supports decision-making, and facilitates collaboration throughout the onboarding project. Communication activities were designed to ensure that stakeholders receive accurate and timely information according to their roles and responsibilities.

Collaboration mechanisms include meetings, progress updates, feedback sessions, shared documents, and follow-up forms. These mechanisms support stakeholder participation and help maintain alignment between project objectives and onboarding deliverables.

Chart 51

Stakeholder communication activities

Activity	Purpose	Stakeholders Involved
Kick-off meeting	Confirm scope and responsibilities	Sponsor, Project Manager, HR
Process review meeting	Validate onboarding workflow	HR, Supervisors, SMEs
Materials review	Confirm usefulness of tools	HR, Supervisors, Mentors
Follow-up feedback	Collect student and supervisor input	Students, Supervisors, HR
Progress update	Share project status	Sponsor, Managers, Project Team
Academic coordination	Confirm placement requirements and required evaluations	HR, CO-OP Student, Academic Institution/CO-OP Office

Note. Own elaboration.

Figure 50

Internal stakeholder communication flow



Note. Own elaboration.

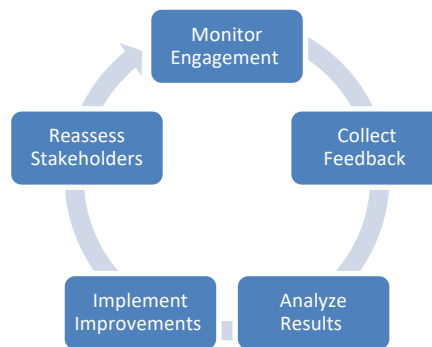
4.10.5 Stakeholder Monitoring and Engagement Control

Stakeholder engagement effectiveness will be monitored throughout the onboarding project lifecycle to verify that stakeholder expectations remain aligned with project objectives. Monitoring activities support the identification of engagement issues and allow timely corrective actions when needed.

Chart 52*Stakeholder monitoring activities*

Monitoring Activity	Purpose	Frequency
Stakeholder Feedback Review	Assess satisfaction	Monthly
Engagement Assessment	Measure participation	Monthly
Communication Review	Evaluate effectiveness	Monthly
Issue Identification	Detect concerns	Continuous
Corrective Actions	Improve engagement	As Required

Note. Own elaboration.

Figure 51*Stakeholder engagement monitoring cycle*

Note. Own elaboration.

Stakeholder engagement planning provides a structured approach for identifying, analyzing, engaging, and monitoring stakeholders throughout the onboarding project lifecycle. The implementation of engagement and communication practices supports stakeholder participation, collaboration, and acceptance of the standardized onboarding and 90-day follow-up process.

5 CONCLUSIONS

1. The integration management plan provided a structured framework to coordinate the different components of the onboarding and 90-day follow-up project for CO-OP students. Through the integration of subsidiary plans, change control procedures, governance mechanisms, and deliverable coordination, the project established a consistent management structure that supports alignment among project activities, stakeholders, and expected outcomes.
2. The scope management plan helped define the boundaries of the onboarding project and clarified the work required to design the standardized onboarding and 90-day follow-up process. The development of the scope statement, deliverables, WBS, validation procedures, and scope control activities contributed to reducing ambiguity and preventing confusion between the Final Graduation Project and the organizational onboarding project.
3. The Work Breakdown Structure (WBS) strengthened the project by organizing the onboarding work into clear deliverables and work packages. By focusing on onboarding project initiation, requirements analysis, process design, materials and tools, the 90-day follow-up framework, implementation-readiness support, the Monitoring and Evaluation Framework, and project closure and handover, the WBS provided a practical foundation for planning, scheduling, resource allocation, and project control.
4. The schedule management plan established a structured timeline for the onboarding project and supported the organization of activities, milestones, dependencies, and

follow-up framework deliverables. The inclusion of the critical path was particularly important because it identified the activities that require close monitoring to avoid delays in the completion and handover of the onboarding framework.

5. The cost management plan provided a practical approach for identifying, estimating, monitoring, and controlling the resources required for the onboarding project. Although the project is expected to rely mainly on internal organizational resources, the plan supports financial visibility and accountability by identifying cost categories related to staff effort, onboarding materials, communication tools, follow-up instruments, and contingency support.
6. The quality management plan established standards and control mechanisms to ensure that the onboarding framework is clear, useful, complete, and applicable in a public-sector environment. The focus on process clarity, role clarity, material completeness, stakeholder alignment, follow-up effectiveness, and continuous improvement contributes to the development of a more consistent onboarding experience for CO-OP students.
7. The resource management plan identified the human, technological, and administrative resources required to support the onboarding and 90-day follow-up project. The definition of roles for the project sponsor, project manager, HR specialist, supervisors, mentors, subject matter experts, CO-OP students, and support personnel contributed to improving coordination, accountability, and resource utilization.

8. The communications management plan established information-sharing mechanisms among the stakeholders involved in the onboarding process. By defining communication requirements, channels, feedback mechanisms, and monitoring activities, the plan supports transparency, collaboration, and timely decision-making throughout the project lifecycle.
9. The risk management plan enabled the identification and assessment of risks that may affect the onboarding project, including limited stakeholder availability, unclear roles, delays in materials development, low feedback participation, incomplete follow-up tools, and resistance to standardization. The use of qualitative risk analysis and response strategies contributes to proactive decision-making and improves the project's ability to respond to uncertainty.
10. The procurement management plan confirmed that procurement needs for the onboarding project are limited but should still be managed in a structured way. Potential procurement areas such as digital feedback tools, design support, printing or publishing support, accessibility review, training materials, and contingency support were identified to ensure that any external resources are justified, cost-effective, and aligned with project needs.
11. The stakeholder engagement plan established a structured approach for identifying, analyzing, engaging, and monitoring the individuals and groups involved in the onboarding project. The use of stakeholder analysis, engagement strategies, communication activities, and monitoring mechanisms supports collaboration and increases the likelihood of acceptance of the standardized onboarding and 90-day

follow-up framework. The plan also defined academic institutions or CO-OP offices as external stakeholders whose involvement is limited to confirming eligibility and program requirements, providing required placement documentation, and coordinating employer evaluations when applicable.

12. Overall, the general objective of developing a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization was achieved. The project demonstrates that project management principles can be applied to structure onboarding as a coordinated organizational process, improving role clarity, stakeholder alignment, early integration, follow-up, and continuous improvement. This supports the need for a more consistent onboarding experience during the first 90 days, which is recognized as a critical period for integration and early performance (Bauer, 2010; Project Management Institute, 2021; Watkins, 2013).

6 RECOMMENDATIONS

1. To the Human Resources Department, it is recommended to formally review and validate the standardized onboarding and 90-day follow-up framework proposed in this project before implementation. This review should confirm that the process is aligned with organizational policies, HR practices, supervisor expectations, and the needs of CO-OP students.
2. To the project sponsor and organizational decision-makers, it is recommended to support the implementation of the onboarding framework as an organizational improvement initiative rather than as an isolated administrative activity. This support should include approval of the process, assignment of responsibilities, and endorsement of the 30, 60, and 90-day follow-up structure.
3. To future project managers responsible for onboarding initiatives, it is recommended to use the WBS developed in this project as a starting point for organizing the work. The WBS should be reviewed and adapted before implementation to reflect the specific context, available resources, and operational requirements of the organization.
4. To the project team, it is recommended to maintain the 14-week schedule baseline and monitor the critical path during project development and validation. Particular attention should be given to requirements analysis, onboarding process design, materials and tools development, 90-day follow-up framework design, implementation-readiness support, Monitoring and Evaluation Framework

validation, and project closure and handover, as delays in these activities may affect the timely completion of the onboarding framework.

5. To organizational decision-makers and HR managers, it is recommended to assign sufficient internal resources to support the onboarding project. Even if the financial cost is limited, the project requires time and participation from HR specialists, supervisors, mentors, subject matter experts, and administrative or IT support.
6. To process owners and quality assurance personnel, it is recommended to conduct quality reviews before using the onboarding materials and follow-up tools. These reviews should verify process clarity, role clarity, material completeness, stakeholder alignment, follow-up effectiveness, and practical applicability in a public-sector environment.
7. To supervisors and mentors, it is recommended to actively participate in the onboarding process and use the proposed checklists, templates, and follow-up tools. Their involvement is essential to clarify expectations, support student integration, provide timely feedback, and identify concerns early during the placement.
8. To the project manager and HR specialist, it is recommended to maintain clear communication channels throughout the onboarding cycle. Regular updates, shared documentation, feedback forms, and follow-up meetings should be used to support transparency, collaboration, and consistent information flow among stakeholders.
9. To project managers and organizational leaders, it is recommended to periodically review the risk register and update risk response strategies. Special attention should be given to stakeholder availability, unclear responsibilities, delays in materials

development, incomplete follow-up tools, limited student feedback, and resistance to process standardization.

10. To procurement and administrative personnel, it is recommended to use existing organizational resources whenever possible before acquiring external services. If procurement is required, decisions should be based on quality, cost, availability, accessibility, compatibility with project needs, and compliance with organizational requirements.
11. To stakeholders responsible for workforce development and student integration, it is recommended to collect and analyze feedback from CO-OP students, supervisors, mentors, and HR representatives after each onboarding cycle. This feedback should be used to update onboarding materials, improve follow-up tools, and strengthen future student integration practices.
12. To future researchers, it is recommended to expand this project by evaluating the implementation and long-term effectiveness of the proposed onboarding and 90-day follow-up process. Future studies could assess student satisfaction, supervisor feedback, role readiness, process adoption, and performance indicators to determine whether the framework improves onboarding outcomes over time.

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

7.1 Introduction

The increasing global concern about environmental degradation, social inequality, and resource depletion has led organizations to rethink how projects are designed and executed. In this context, Sustainable Development and Regenerative Development have emerged as key frameworks to guide decision-making processes, including those related to project management. Sustainable Development is commonly defined as the ability to meet present needs without compromising the ability of future generations to meet their own needs, integrating environmental, social, and economic dimensions into decision-making processes (United Nations, 2015). In project management, this approach promotes the consideration of long-term impacts and the alignment of project outcomes with broader societal goals.

Regenerative Development goes beyond sustainability by focusing not only on minimizing negative impacts but also on restoring and enhancing natural and social systems. While sustainable development aims to reduce harm, regenerative development seeks to create positive net impacts, contributing to the regeneration of ecosystems, communities, and organizational practices. This perspective emphasizes systems thinking, continuous improvement, and the active contribution of projects to the well-being of both people and the environment (Carboni et al., 2024). In this sense, regenerative development represents an evolution of traditional sustainability approaches, requiring a deeper

integration of ethical, environmental, and social considerations into project management practices.

From a project management perspective, incorporating sustainability and regenerative principles implies evaluating not only the deliverables of a project but also the processes used to achieve them and their long-term operational effects. Frameworks such as PRiSM and the P5 Standard provide structured methodologies to assess the impact of projects across five key dimensions: Product, Process, People, Planet, and Prosperity. These frameworks support decision-making by identifying potential positive and negative impacts and proposing mitigation or enhancement strategies to improve project outcomes.

In the context of the present Final Graduation Project, which focuses on the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization, the direct environmental impact of the project may be limited. However, the project has significant social and organizational implications. The implementation of a structured onboarding process can contribute to improved employee integration, enhanced learning experiences, and more equitable access to information and support for all students. These aspects align with the social dimension of sustainability, particularly in terms of inclusion, capacity building, and organizational effectiveness.

The execution of the project itself may generate both positive and negative effects. On the positive side, the project promotes structured communication, clear role definition, and improved coordination among stakeholders, which can enhance organizational performance and reduce inefficiencies. On the other hand, potential unfavorable effects

may arise if the implementation of standardized processes reduces flexibility or does not adequately consider the specific needs of different work units. These risks highlight the importance of designing adaptable processes and incorporating feedback mechanisms to ensure continuous improvement.

Regarding the operation and maintenance of the final product, namely the standardized onboarding and 90-day follow-up process, its long-term impact is primarily associated with organizational sustainability. A well-designed onboarding process can support knowledge transfer, improve employee engagement, and contribute to the development of human capital within the organization. These outcomes are essential for maintaining institutional capacity and supporting long-term performance in the public sector.

In terms of mitigation strategies, any potential negative impacts related to rigidity or lack of adaptability can be addressed by incorporating flexibility into the process design, allowing customization based on operational needs while maintaining core standards. Additionally, continuous monitoring and periodic evaluation of the onboarding process can help identify areas for improvement and ensure that the process remains relevant and effective over time.

Overall, this project contributes to sustainable and regenerative development by strengthening organizational practices that support people, improving process efficiency, and promoting a more structured and inclusive integration experience. While its environmental impact may be indirect, its contribution to social and organizational

sustainability is significant, demonstrating how project management initiatives in human resource contexts can align with broader sustainability and regenerative development principles.

7.2 Relationship of the project to the Sustainable Development Goals.

The Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. They consist of 17 global goals designed to address major challenges such as poverty, inequality, environmental protection, and economic growth, aiming to promote a balanced and sustainable future worldwide (United Nations, 2015). These goals provide a common framework for governments, organizations, and institutions to align their initiatives with broader social, economic, and environmental priorities.

The present project, focused on the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization, is primarily related to the social and organizational dimensions of sustainability. In this context, the most relevant SDGs are Goal 4 (Quality Education), Goal 8 (Decent Work and Economic Growth), Goal 10 (Reduced Inequalities), and Goal 16 (Peace, Justice and Strong Institutions).

SDG 4 (Quality Education) is directly related to this project, as CO-OP programs are designed to support experiential learning and the development of professional competencies. By implementing a structured onboarding and follow-up process, the project

enhances the learning experience of students, facilitates knowledge transfer, and supports the development of practical skills within a professional environment.

SDG 8 (Decent Work and Economic Growth) is also strongly connected to the project. A well-structured onboarding process contributes to better integration of students into the workplace, promotes productive engagement, and supports the development of future professionals. By improving early role clarity and performance, the project contributes to more effective participation in the workforce and supports long-term employability.

SDG 10 (Reduced Inequalities) is addressed through the standardization of onboarding practices. By ensuring that all CO-OP students receive consistent information, guidance, and support regardless of their assigned unit, the project promotes equal access to opportunities and reduces variability in the onboarding experience, which can otherwise create disparities in learning and performance outcomes.

SDG 16 (Peace, Justice and Strong Institutions) is relevant in the context of public-sector organizations, where transparency, accountability, and effective processes are essential. The development of a standardized onboarding process contributes to strengthening institutional practices, improving internal coordination, and supporting more efficient and structured organizational operations.

Other SDGs, particularly those related to environmental sustainability such as Goal 13 (Climate Action), Goal 14 (Life Below Water), and Goal 15 (Life on Land), are not directly related to the nature of this project. Since the project focuses on organizational

processes within human resource management, its environmental impact is indirect and minimal. However, minor contributions may exist through the promotion of digital processes and reduced reliance on paper-based documentation.

In summary, this project aligns primarily with SDGs related to education, work, equity, and institutional effectiveness. Its contribution lies in improving organizational practices that support human development, enhance learning experiences, and strengthen the functioning of public-sector institutions.

7.3 Analysis of the project according to Standard P5

The P5 Standard, developed by GPM Global, is a sustainability framework used to evaluate the impacts of projects across five dimensions: Product, Process, People, Planet, and Prosperity. This model extends traditional project management approaches by incorporating environmental, social, and economic considerations into project analysis and decision-making processes (Carboni et al., 2024). Instead of focusing only on performance constraints such as scope, schedule, and cost, the P5 framework allows project managers to assess how project activities and deliverables affect stakeholders, organizational systems, and the broader environment.

The impact analysis using the P5 Standard is based on identifying specific impact areas, categories, and elements within each dimension. For each element, the analysis includes the identification of the cause of the impact, the description of the potential effect, and the definition of a proposed response aimed at enhancing positive impacts or mitigating

negative ones. In addition, the framework uses a scoring system that compares conditions before and after the implementation of improvement actions. The “before” score reflects the expected impact without intervention, while the “after” score represents the expected result once mitigation or enhancement measures are applied. These scores are assigned considering criteria such as severity, likelihood, and the extent of the impact on stakeholders and organizational performance.

The importance of the P5 analysis lies in its ability to support structured and responsible decision-making. By systematically identifying risks and opportunities related to sustainability, project managers can design strategies that reduce negative impacts and strengthen positive contributions. This approach also promotes transparency and accountability by documenting both the reasoning behind decisions and their expected outcomes. Furthermore, it aligns project execution with the principles of sustainable and regenerative development by encouraging continuous improvement and long-term value creation.

For this Final Graduation Project, the P5 analysis was conducted using the official template provided in the course, which is included as a separate Excel document to allow detailed review and commenting. The assessment focused primarily on the People, Process, and Prosperity dimensions, as these are the most directly impacted by the design of a standardized onboarding and 90-day follow-up process. The Planet dimension was also considered, although its impact is indirect and limited.

The results of the analysis show that, prior to the implementation of the proposed project, several negative or inconsistent conditions existed, particularly in areas such as training, communication, standardization, and knowledge management. These conditions were reflected in negative “before” scores across multiple elements. However, after the application of the proposed responses - including the implementation of a structured onboarding process, the development of communication and documentation plans, and the introduction of follow-up mechanisms - the “after” scores demonstrate a clear improvement across all evaluated dimensions.

In the People dimension, the project significantly improves training and development, stakeholder communication, and equitable access to onboarding resources. These improvements contribute to better integration of CO-OP students and reduce variability in their experience. In the Process dimension, the introduction of standardized procedures and documentation enhances efficiency, consistency, and knowledge retention, while maintaining flexibility through adaptable guidelines. In the Prosperity dimension, the project supports organizational performance by improving early productivity, optimizing resource use, and strengthening workforce readiness.

Although the environmental impact is limited, the analysis identified an opportunity within the Planet dimension to reduce paper consumption by promoting digital onboarding tools and documentation practices. While this impact is relatively minor compared to other dimensions, it still contributes positively to environmentally responsible practices.

Overall, the comparison between before and after scores confirms that the proposed project generates a predominantly positive contribution to sustainability. The implementation of mitigation and improvement actions effectively transforms initial inefficiencies and inconsistencies into structured, value-generating practices. This demonstrates that the project is aligned with sustainability principles and that the application of the P5 Standard provides a robust framework for evaluating and improving project outcomes in a public-sector context.

The detailed results of the P5 impact assessment are presented in Tables 1 to 3, which summarize the analysis for the People, Planet, and Prosperity dimensions, including causes, potential impacts, proposed responses, and before and after scores.

Table 1
5 Impact Analysis – People Dimension

Public-sector organization (Canada)												
Project:		Project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students										
People Matters												
Subcategory	Labor Practices and Decent Work	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)		
	Employment and staffing is the process of obtaining the personnel needed to carry out the project. It includes identifying the skills required for successful completion of the project, recruiting potential individuals (internally or externally), managing their time and performance, training them when needed, and compensating them accordingly.	Useapan	Yes	Current practices related to role assignment, onboarding responsibilities, and support expectations are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent role assignment, onboarding responsibilities, and support expectations can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed role assignment, onboarding responsibilities, and support expectations into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.		
		Servicing	Yes	During day-to-day use, role assignment, onboarding responsibilities, and support expectations depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in role assignment, onboarding responsibilities, and support expectations can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for role assignment, onboarding responsibilities, and support expectations during the operation of the onboarding process.	4	2	Key impact area for this project.		
		Efficiency	Yes	The absence of standardized role assignment, onboarding responsibilities, and support expectations creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient role assignment, onboarding responsibilities, and support expectations increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve role assignment, onboarding responsibilities, and support expectations and reduce duplication of effort.	4	2	Key impact area for this project.		
		Effectiveness	Yes	Without structured role assignment, onboarding responsibilities, and support expectations, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak role assignment, onboarding responsibilities, and support expectations can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen role assignment, onboarding responsibilities, and support expectations through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.		
		Fairness	Yes	Variability in role assignment, onboarding responsibilities, and support expectations means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven role assignment, onboarding responsibilities, and support expectations can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for role assignment, onboarding responsibilities, and support expectations while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.		
	Labor/management relations in the project context means building trust, understanding, and cooperation among project and other managers, organizational staff, and project team members. It involves respecting each other's opinions, resolving conflicts proactively, communicating clearly, and ensuring that everyone is aware of their roles and responsibilities.	Useapan	Yes	Current practices related to communication and collaboration among HR, supervisors, and work units are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent communication and collaboration among HR, supervisors, and work units can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed communication and collaboration among HR, supervisors, and work units into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.		
		Servicing	Yes	During day-to-day use, communication and collaboration among HR, supervisors, and work units depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in communication and collaboration among HR, supervisors, and work units can create unequal support, delayed responses, and service gaps during student placements.	2	Embed communication and collaboration among HR, supervisors, and work units during the operation of the onboarding process.	4	2	Key impact area for this project.		
		Efficiency	Yes	The absence of standardized communication and collaboration among HR, supervisors, and work units creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient communication and collaboration among HR, supervisors, and work units increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve communication and collaboration among HR, supervisors, and work units and reduce duplication of effort.	4	2	Key impact area for this project.		
		Effectiveness	Yes	Without structured communication and collaboration among HR, supervisors, and work units, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak communication and collaboration among HR, supervisors, and work units can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen communication and collaboration among HR, supervisors, and work units through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.		
		Fairness	Yes	Variability in communication and collaboration among HR, supervisors, and work units means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven communication and collaboration among HR, supervisors, and work units can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for communication and collaboration among HR, supervisors, and work units while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.		
	Project health and safety is the practice of creating safe working conditions for personnel involved in the project. It involves implementing measures such as hazard assessment, risk management, training, enforcement, and investigation. Its main goal is to ensure that workers are not exposed to any unnecessary risks while performing their work.	Useapan	Yes	Current practices related to workplace safety, psychological safety, and reporting guidance for students are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent workplace safety, psychological safety, and reporting guidance for students can reduce consistency, learning retention, and the long-term value of the onboarding model.	3	Embed workplace safety, psychological safety, and reporting guidance into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.		
		Servicing	Yes	During day-to-day use, workplace safety, psychological safety, and reporting guidance for students depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in workplace safety, psychological safety, and reporting guidance for students can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for workplace safety, psychological safety, and reporting guidance during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.		
		Efficiency	Yes	The absence of standardized workplace safety, psychological safety, and reporting guidance for students creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient workplace safety, psychological safety, and reporting guidance for students increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve workplace safety, psychological safety, and reporting guidance and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.		
		Effectiveness	Yes	Without structured workplace safety, psychological safety, and reporting guidance for students, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak workplace safety, psychological safety, and reporting guidance for students can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen workplace safety, psychological safety, and reporting guidance through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.		
		Fairness	Yes	Variability in workplace safety, psychological safety, and reporting guidance for students means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven workplace safety, psychological safety, and reporting guidance for students can create inequity in access to information, support, and development opportunities.	3	Standardize minimum requirements for workplace safety, psychological safety, and reporting guidance while allowing limited adaptation for operational needs.	4	1	Meaningful impact if the proposed process is implemented.		
	Training and qualifications is the process of ensuring that project team members have the necessary skills to effectively complete their work. It involves providing instruction, assessing proficiency, monitoring performance, and offering guidance.	Useapan	Yes	Current practices related to training, orientation content, and qualification guidance are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent training, orientation content, and qualification guidance can reduce continuity, learning retention, and the long-term value of the onboarding model.	4	Embed training, orientation content, and qualification guidance into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.		
		Servicing	Yes	During day-to-day use, training, orientation content, and qualification guidance depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in training, orientation content, and qualification guidance can create unequal support, delayed responses, and service gaps during student placements.	4	Define practical procedures, responsibilities, and checkpoints for training, orientation content, and qualification guidance during the operation of the onboarding process.	4	2	Key impact area for this project.		
		Efficiency	Yes	The absence of standardized training, orientation content, and qualification guidance creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient training, orientation content, and qualification guidance increases time spent on onboarding activities and reduces the efficient use of staff and student time.	4	Use templates, standard steps, and digital records to improve training, orientation content, and qualification guidance and reduce duplication of effort.	4	2	Key impact area for this project.		
		Effectiveness	Yes	Without structured training, orientation content, and qualification guidance, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak training, orientation content, and qualification guidance can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	4	Strengthen training, orientation content, and qualification guidance through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.		
		Fairness	Yes	Variability in training, orientation content, and qualification guidance means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven training, orientation content, and qualification guidance can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for training, orientation content, and qualification guidance while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.		
	Organizational learning is a form of knowledge management in which organizational components and individual employees are encouraged to capture, share, and apply their knowledge. This enables the organization to adapt and improve its processes, products, and services over time.	Useapan	Yes	Current practices related to capture of lessons learned and feedback from onboarding experiences are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent capture of lessons learned and feedback from onboarding experiences can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed lessons learned, feedback capture, and continuous improvement into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	2	2	Key impact area for this project.		
		Servicing	Yes	During day-to-day use, capture of lessons learned and feedback from onboarding experiences depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in capture of lessons learned and feedback from onboarding experiences can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for lessons learned, feedback capture, and continuous improvement during the operation of the onboarding process.	4	2	Key impact area for this project.		

 Equal Opportunity Equal opportunity is the practice of providing individuals with access to jobs, opportunities, and responsibilities based on their qualifications regardless of gender, race, age, or other characteristics. It seeks to eliminate any type of discrimination in the workplace and to ensure that all team members are treated fairly and given an equal chance to participate in an appropriate way.	Efficiency	Yes	The absence of standardized capture of lessons learned and feedback from onboarding experiences creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient capture of lessons learned and feedback from onboarding experiences increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve lessons learned, feedback capture, and continuous improvement and reduce duplication of effort.	4	2	Key impact area for this project.		
	Effectiveness	Yes	Without structured capture of lessons learned and feedback from onboarding experiences, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak capture of lessons learned and feedback from onboarding experiences can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen lessons learned, feedback capture, and continuous improvement through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.		
	Fairness	Yes	Variability in capture of lessons learned and feedback from onboarding experiences means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven capture of lessons learned and feedback from onboarding experiences can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for lessons learned, feedback capture, and continuous improvement while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.		
	Lifespan	Yes	Current practices related to equal access to onboarding information, resources, and support are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent equal access to onboarding information, resources, and support can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed equal access to onboarding information, resources, and support into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.		
	Servicing	Yes	During day-to-day use, equal access to onboarding information, resources, and support depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in equal access to onboarding information, resources, and support can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for equal access to onboarding information, resources, and support during the operation of the onboarding process.	4	2	Key impact area for this project.		
	Efficiency	Yes	The absence of standardized equal access to onboarding information, resources, and support creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient equal access to onboarding information, resources, and support increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve equal access to onboarding information, resources, and support and reduce duplication of effort.	4	2	Key impact area for this project.		
	Effectiveness	Yes	Without structured equal access to onboarding information, resources, and support, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak equal access to onboarding information, resources, and support can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen equal access to onboarding information, resources, and support through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.		
	Fairness	Yes	Variability in equal access to onboarding information, resources, and support means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven equal access to onboarding information, resources, and support can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for equal access to onboarding information, resources, and support while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.		
	Lifespan	Yes	Current practices related to development of student capabilities and future public-sector talent are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent development of student capabilities and future public-sector talent can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed student capability development and coaching into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.		
	Servicing	Yes	During day-to-day use, development of student capabilities and future public-sector talent depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in development of student capabilities and future public-sector talent can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for student capability development and coaching during the operation of the onboarding process.	4	2	Key impact area for this project.		
 Local Competence Development Local competence development is the process of fostering and expanding skills, knowledge, and expertise in the localities in which the project operates. It can involve providing training or education to local individuals, as well as encouraging collaboration and the sharing of resources between the project organization and local organizations or local individuals.	Efficiency	Yes	The absence of standardized development of student capabilities and future public-sector talent creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient development of student capabilities and future public-sector talent increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve student capability development and coaching and reduce duplication of effort.	4	2	Key impact area for this project.		
	Effectiveness	Yes	Without structured development of student capabilities and future public-sector talent, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak development of student capabilities and future public-sector talent can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen student capability development and coaching through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.		
	Fairness	Yes	Variability in development of student capabilities and future public-sector talent means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven development of student capabilities and future public-sector talent can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for student capability development and coaching while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.		
	Lifespan	Yes	Current practices related to wellbeing expectations, workload clarity, and support resources are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent wellbeing expectations, workload clarity, and support resources can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed wellbeing check-ins, workload clarity, and support resources into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.		
	Servicing	Yes	During day-to-day use, wellbeing expectations, workload clarity, and support resources depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in wellbeing expectations, workload clarity, and support resources can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for wellbeing check-ins, workload clarity, and support resources during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.		
	Efficiency	Yes	The absence of standardized wellbeing expectations, workload clarity, and support resources creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient wellbeing expectations, workload clarity, and support resources increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve wellbeing check-ins, workload clarity, and support resources and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.		
	Effectiveness	Yes	Without structured wellbeing expectations, workload clarity, and support resources, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak wellbeing expectations, workload clarity, and support resources can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen wellbeing check-ins, workload clarity, and support resources through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.		
	Fairness	Yes	Variability in wellbeing expectations, workload clarity, and support resources means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven wellbeing expectations, workload clarity, and support resources can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for wellbeing check-ins, workload clarity, and support resources while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.		
	Subcategory Element	Society and Customers	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change	Comments (optional)
	 Community Engagement Community engagement is the practice of treating local residents as stakeholders in the project. This is essential as it ensures that local needs and perspectives are taken into consideration when taking any action that affects the community. It also requires a two-way exchange of information and ideas between the project team and the community to make the project more effective, efficient, and beneficial for all involved.	Lifespan	Yes	Current practices related to partnerships between the organization and educational institutions through CO-OP placements are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent partnerships between the organization and educational institutions through CO-OP placements can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed partnerships with educational institutions and structured student engagement into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.	
Servicing		Yes	During day-to-day use, partnerships between the organization and educational institutions through CO-OP placements depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in partnerships between the organization and educational institutions through CO-OP placements can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for partnerships with educational institutions and structured student engagement during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.		
Efficiency		Yes	The absence of standardized partnerships between the organization and educational institutions through CO-OP placements creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient partnerships between the organization and educational institutions through CO-OP placements increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve partnerships with educational institutions and structured student engagement and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.		
Effectiveness		Yes	Without structured partnerships between the organization and educational institutions through CO-OP placements, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak partnerships between the organization and educational institutions through CO-OP placements can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen partnerships with educational institutions and structured student engagement through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.		
Fairness		Yes	Variability in partnerships between the organization and educational institutions through CO-OP placements means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven partnerships between the organization and educational institutions through CO-OP placements can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for partnerships with educational institutions and structured student engagement while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.		

 Public Policy and Compliance	Public policy and compliance includes the steps taken by the project team to ensure that the project complies with all relevant laws and regulations. This involves researching relevant laws and regulations, understanding their implications for the project, and taking necessary steps to make sure these laws and regulations are respected throughout the project's duration.	Lifespan	Yes	Current practices related to compliance with public-sector policies, privacy rules, and onboarding requirements are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent compliance with public-sector policies, privacy rules, and onboarding requirements can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed compliance checkpoints and policy-aligned onboarding steps into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.
		Servicing	Yes	During day-to-day use, compliance with public-sector policies, privacy rules, and onboarding requirements depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in compliance with public-sector policies, privacy rules, and onboarding requirements can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for compliance checkpoints and policy-aligned onboarding steps during the operation of the onboarding process.	4	2	Key impact area for this project.
		Efficiency	Yes	The absence of standardized compliance with public-sector policies, privacy rules, and onboarding requirements creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient compliance with public-sector policies, privacy rules, and onboarding requirements increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve compliance checkpoints and policy-aligned onboarding steps and reduce duplication of effort.	4	2	Key impact area for this project.
		Effectiveness	Yes	Without structured compliance with public-sector policies, privacy rules, and onboarding requirements, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak compliance with public-sector policies, privacy rules, and onboarding requirements can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen compliance checkpoints and policy-aligned onboarding steps through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.
		Fairness	Yes	Variability in compliance with public-sector policies, privacy rules, and onboarding requirements means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven compliance with public-sector policies, privacy rules, and onboarding requirements can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for compliance checkpoints and policy-aligned onboarding steps while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.
 Protection for Indigenous and Tribal Peoples	Protection for indigenous and tribal peoples includes the measures taken to ensure the rights and wellbeing of affected populations over the course of the project. This includes protection of their culture, land use rights, language, religion, and other forms of recognition.	Lifespan	No	Not directly addressed by this project because the onboarding design is general and not targeted to a specific indigenous or tribal population.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Servicing	No	Not directly addressed by this project because the onboarding design is general and not targeted to a specific indigenous or tribal population.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Efficiency	No	Not directly addressed by this project because the onboarding design is general and not targeted to a specific indigenous or tribal population.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Effectiveness	No	Not directly addressed by this project because the onboarding design is general and not targeted to a specific indigenous or tribal population.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Fairness	No	Not directly addressed by this project because the onboarding design is general and not targeted to a specific indigenous or tribal population.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
 Customer Health and Safety	Customer health and safety includes the measures taken to ensure the physical and mental wellbeing of the end users of the project's results. This includes providing information about risks and hazards, proper customer handling during the project, and adherence to relevant safety standards, protocols, laws, and regulations.	Lifespan	Yes	Current practices related to safe and supportive use of onboarding materials and supervision processes by CO-OP students are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent safe and supportive use of onboarding materials and supervision processes by CO-OP students can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed safe use of onboarding materials and supervision processes into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.
		Servicing	Yes	During day-to-day use, safe and supportive use of onboarding materials and supervision processes by CO-OP students creates rework, duplicated explanations, and avoidable administrative effort.	Operational inconsistency in safe and supportive use of onboarding materials and supervision processes by CO-OP students can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for safe use of onboarding materials and supervision processes during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.
		Efficiency	Yes	The absence of standardized safe and supportive use of onboarding materials and supervision processes by CO-OP students creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient safe and supportive use of onboarding materials and supervision processes by CO-OP students increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve safe use of onboarding materials and supervision processes and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.
		Effectiveness	Yes	Without structured safe and supportive use of onboarding materials and supervision processes by CO-OP students, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak safe and supportive use of onboarding materials and supervision processes by CO-OP students can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen safe use of onboarding materials and supervision processes through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.
		Fairness	Yes	Variability in safe and supportive use of onboarding materials and supervision processes by CO-OP students means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven safe and supportive use of onboarding materials and supervision processes by CO-OP students can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for safe use of onboarding materials and supervision processes while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.
 Product and Service Labeling	Product and service labeling includes procedures used to ensure that goods and services are accurately labeled according to legal and ethical standards. This includes properly disclosing potential risks, hazards, and side effects associated with the use of products and services as well as providing appropriate information about the origins of these products and services.	Lifespan	Yes	Current practices related to clarity, accuracy, and usability of onboarding documents, templates, and instructions are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent clarity, accuracy, and usability of onboarding documents, templates, and instructions can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed clear labeling and plain-language onboarding documentation into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.
		Servicing	Yes	During day-to-day use, clarity, accuracy, and usability of onboarding documents, templates, and instructions depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in clarity, accuracy, and usability of onboarding documents, templates, and instructions can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for clear labeling and plain-language onboarding documentation during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.
		Efficiency	Yes	The absence of standardized clarity, accuracy, and usability of onboarding documents, templates, and instructions creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient clarity, accuracy, and usability of onboarding documents, templates, and instructions increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve clear labeling and plain-language onboarding documentation and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.
		Effectiveness	Yes	Without structured clarity, accuracy, and usability of onboarding documents, templates, and instructions, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak clarity, accuracy, and usability of onboarding documents, templates, and instructions can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen clear labeling and plain-language onboarding documentation through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.
		Fairness	Yes	Variability in clarity, accuracy, and usability of onboarding documents, templates, and instructions means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven clarity, accuracy, and usability of onboarding documents, templates, and instructions can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for clear labeling and plain-language onboarding documentation while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.
 Customer Privacy and Data Protection	Customer privacy and data protection encompasses the measures taken to safeguard customer data such as personal information or financial details. It includes providing secure storage facilities and encryption technologies, implementing appropriate access controls and authentication procedures, and ensuring compliance with relevant laws and regulations.	Lifespan	Yes	Current practices related to collection, storage, and handling of student personal information are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent collection, storage, and handling of student personal information can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed privacy controls, access rules, and secure digital records into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.
		Servicing	Yes	During day-to-day use, collection, storage, and handling of student personal information depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in collection, storage, and handling of student personal information can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for privacy controls, access rules, and secure digital records during the operation of the onboarding process.	4	2	Key impact area for this project.
		Efficiency	Yes	The absence of standardized collection, storage, and handling of student personal information creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient collection, storage, and handling of student personal information increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve privacy controls and secure digital records during the operation of the onboarding process.	4	2	Key impact area for this project.
		Effectiveness	Yes	Without structured collection, storage, and handling of student personal information, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak collection, storage, and handling of student personal information can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen privacy controls, access rules, and secure digital records through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.
		Fairness	Yes	Variability in collection, storage, and handling of student personal information means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven collection, storage, and handling of student personal information can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for privacy controls, access rules, and secure digital records while allowing limited adaptation for operational needs.	4	2	Key impact area for this project.
Subcategory Element	Human Rights Description	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change	Comments (optional)

	Harassment and discrimination involves the measures adopted to ensure a safe, respectful, and non-discriminatory workplace environment. This includes developing policies that protect employees from unjust treatment, creating an inclusive environment, implementing effective reporting procedures for instances of inappropriate behavior, and providing sufficient training for management on how to handle such issues.	Lifespan	Yes	Current practices related to lack of consistent orientation on respectful workplace expectations and reporting channels are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent lack of consistent orientation on respectful workplace expectations and reporting channels can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed respectful workplace guidance and reporting channels into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.
Servicing		Yes	During day-to-day use, lack of consistent orientation on respectful workplace expectations and reporting channels depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in lack of consistent orientation on respectful workplace expectations and reporting channels can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for respectful workplace guidance and reporting channels during the operation of the onboarding process.	4	2	Key impact area for this project.	
Efficiency		Yes	The absence of standardized lack of consistent orientation on respectful workplace expectations and reporting channels creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient lack of consistent orientation on respectful workplace expectations and reporting channels increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve respectful workplace guidance and reporting channels through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.	
Effectiveness		Yes	Without structured lack of consistent orientation on respectful workplace expectations and reporting channels, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak lack of consistent orientation on respectful workplace expectations and reporting channels can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen respectful workplace guidance and reporting channels through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.	
Fairness		Yes	Variability in lack of consistent orientation on respectful workplace expectations and reporting channels means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven lack of consistent orientation on respectful workplace expectations and reporting channels can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for respectful workplace guidance and reporting channels while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.	
Lifespan		No	Not directly applicable because CO-OP placements in this context involve post-secondary students in lawful educational work terms.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
	Age-appropriate labor means ensuring that children are not put in dangerous or exploitative situations while still allowing them to develop essential job skills. It is used to describe work suitable for a person's skill level and maturity.	Servicing	No	Not directly applicable because CO-OP placements in this context involve post-secondary students in lawful educational work terms.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
Efficiency		No	Not directly applicable because CO-OP placements in this context involve post-secondary students in lawful educational work terms.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Effectiveness		No	Not directly applicable because CO-OP placements in this context involve post-secondary students in lawful educational work terms.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Fairness		No	Not directly applicable because CO-OP placements in this context involve post-secondary students in lawful educational work terms.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Lifespan		No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Servicing		No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
	Forced and involuntary labor means any work or service that is extracted from a person under the menace of punitive action against themselves or their families. It includes work where the payment is below subsistence levels, or where the payment is in goods which are not desirable. Forced and involuntary labor can take many forms including human trafficking, debt bondage, enslavement, and unjustly long working hours.	Efficiency	No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
Effectiveness		No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Fairness		No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Lifespan		No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Servicing		No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
Efficiency		No	Not directly applicable because participation in CO-OP placements is voluntary and governed by institutional and labor rules.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.	
	Talent acquisition, retention, and empowerment is the commitment to attracting, developing, and retaining needed talent while fostering a workplace that adapts to evolving needs, encourages collaboration, and provides access to growth opportunities.	Lifespan	Yes	Current practices related to consistent inclusion, dignity, and equitable treatment during onboarding are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent consistent inclusion, dignity, and equitable treatment during onboarding can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed DEI expectations, inclusive language, and equitable onboarding practices into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.
Servicing		Yes	During day-to-day use, consistent inclusion, dignity, and equitable treatment during onboarding depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in consistent inclusion, dignity, and equitable treatment during onboarding can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for DEI expectations, inclusive language, and equitable onboarding practices during the operation of the onboarding process.	4	2	Key impact area for this project.	
Efficiency		Yes	The absence of standardized consistent inclusion, dignity, and equitable treatment during onboarding creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient consistent inclusion, dignity, and equitable treatment during onboarding increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve DEI expectations, inclusive language, and equitable onboarding practices and reduce duplication of effort.	4	2	Key impact area for this project.	
Effectiveness		Yes	Without structured consistent inclusion, dignity, and equitable treatment during onboarding, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak consistent inclusion, dignity, and equitable treatment during onboarding can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen DEI expectations, inclusive language, and equitable onboarding practices through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.	
Fairness		Yes	Variability in consistent inclusion, dignity, and equitable treatment during onboarding means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven consistent inclusion, dignity, and equitable treatment during onboarding can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for DEI expectations, inclusive language, and equitable onboarding practices while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.	
Lifespan		Yes	Current practices related to consistent inclusion, dignity, and equitable treatment during onboarding are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent consistent inclusion, dignity, and equitable treatment during onboarding can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed DEI expectations, inclusive language, and equitable onboarding practices into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.	
Subcategory Element	Ethical Behavior	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change	Comments (optional)
	Sustainable procurement and contracts includes practices for obtaining goods, raw materials, and services that take into account environmental, economic, and social impacts. It means contracting for resources in an ethical manner. It requires establishing agreements which adhere to environmental, social, and human rights standards.	Lifespan	Yes	Current practices related to acquisition of any external training, software, or support without sustainability criteria are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent acquisition of any external training, software, or support without sustainability criteria can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed sustainable criteria for any external tools, services, or contracts into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Indirect or limited effect expected for this project.
Servicing		Yes	During day-to-day use, acquisition of any external training, software, or support without sustainability criteria depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in acquisition of any external training, software, or support without sustainability criteria can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for sustainable criteria for any external tools, services, or contracts during the operation of the onboarding process.	4	1	Indirect or limited effect expected for this project.	
Efficiency		Yes	The absence of standardized acquisition of any external training, software, or support without sustainability criteria creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient acquisition of any external training, software, or support without sustainability criteria increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve sustainable criteria for any external tools, services, or contracts and reduce duplication of effort.	4	1	Indirect or limited effect expected for this project.	
Effectiveness		Yes	Without structured acquisition of any external training, software, or support without sustainability criteria, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak acquisition of any external training, software, or support without sustainability criteria can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	3	Strengthen sustainable criteria for any external tools, services, or contracts through defined deliverables, feedback loops, and role-specific guidance.	4	1	Indirect or limited effect expected for this project.	
Fairness		Yes	Variability in acquisition of any external training, software, or support without sustainability criteria means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven acquisition of any external training, software, or support without sustainability criteria can create inequity in access to information, support, and development opportunities.	3	Standardize minimum requirements for sustainable criteria for any external tools, services, or contracts while allowing limited adaptation for operational needs.	4	1	Indirect or limited effect expected for this project.	
Lifespan		Yes	Current practices related to insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed ethics guidance and integrity controls within onboarding materials into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.	

 Anti-Corruption	Anti-corruption is the practice of rejecting both offers of and requests for gifts, payments, or other forms of benefits in order to influence the activities, results, or outcomes of the project. It involves making sure that the project is free of unethical practices such as bribery, money laundering, fraud, and embezzlement.	Servicing	Yes	During day-to-day use, insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for ethics guidance and integrity controls within onboarding materials during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.
		Efficiency	Yes	The absence of standardized insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve ethics guidance and integrity controls within onboarding materials and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.
		Effectiveness	Yes	Without structured insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen ethics guidance and integrity controls within onboarding materials through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.
		Fairness	Yes	Variability in insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven insufficient clarity on ethical conduct, impartiality, and public-sector integrity expectations can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for ethics guidance and integrity controls within onboarding materials while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.
		Lifespan	No	Not materially affected because the project does not manage a competitive tendering process beyond conceptual procurement planning.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
 Fair Competition	Fair competition is the practice of ensuring that all parties wanting to provide products or services to the project have an equal opportunity to compete and win. It requires taking measures to ensure that no individual party has an unfair advantage due to size, wealth, influence, or any other factor. This includes enforcing laws and regulations against anticompetitive behavior such as price-fixing and market manipulation. Additionally, fair competition calls for creating transparent processes for bidding and contract awards to ensure fair opportunities for businesses of all sizes and types.	Servicing	No	Not materially affected because the project does not manage a competitive tendering process beyond conceptual procurement planning.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Efficiency	No	Not materially affected because the project does not manage a competitive tendering process beyond conceptual procurement planning.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Effectiveness	No	Not materially affected because the project does not manage a competitive tendering process beyond conceptual procurement planning.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Fairness	No	Not materially affected because the project does not manage a competitive tendering process beyond conceptual procurement planning.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Lifespan	Yes	Current practices related to use of digital onboarding tools without clear governance, access, or data responsibility standards are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent use of digital onboarding tools without clear governance, access, or data responsibility standards can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed responsible use of digital tools, access controls, and data governance into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.
 Responsible Technology	Responsible technology is the practice of taking into account ethical, legal, and social implications when running projects that involve new or emerging technologies. This includes developing and adhering to frameworks and policies related to data privacy, intellectual property rights, environmental impact, diversity, and inclusion. Responsible technology also requires ensuring that technology is used in a safe and responsible manner.	Servicing	Yes	During day-to-day use, use of digital onboarding tools without clear governance, access, or data responsibility standards depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in use of digital onboarding tools without clear governance, access, or data responsibility standards can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for responsible use of digital tools, access controls, and data governance during the operation of the onboarding process.	4	2	Key impact area for this project.
		Efficiency	Yes	The absence of standardized use of digital onboarding tools without clear governance, access, or data responsibility standards creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient use of digital onboarding tools without clear governance, access, or data responsibility standards increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve responsible use of digital tools, access controls, and data governance and reduce duplication of effort.	4	2	Key impact area for this project.
		Effectiveness	Yes	Without structured use of digital onboarding tools without clear governance, access, or data responsibility standards, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak use of digital onboarding tools without clear governance, access, or data responsibility standards can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen responsible use of digital tools, access controls, and data governance through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.
		Fairness	Yes	Variability in use of digital onboarding tools without clear governance, access, or data responsibility standards means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven use of digital onboarding tools without clear governance, access, or data responsibility standards can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for responsible use of digital tools, access controls, and data governance while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.
		Lifespan	No	Not directly applicable because the project does not market environmental attributes or sustainability claims to customers.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
 Green Claims and Environmental Responsibility	Green claims are statements made by an organization to indicate that a product or service has been designed and produced in a manner that is considered environmentally responsible. These claims typically relate to the organization's efforts to reduce its environmental impact such as using recycled materials, renewable energy sources, and efficient production processes. Greenwashing is the practice of making false or misleading claims in order to mislead consumers into believing that a product or service is more environmentally friendly than it actually is. This can be done through deceptive language, exaggerations, or omitting relevant information about an organization's true environmental practices.	Servicing	No	Not directly applicable because the project does not market environmental attributes or sustainability claims to customers.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Efficiency	No	Not directly applicable because the project does not market environmental attributes or sustainability claims to customers.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Effectiveness	No	Not directly applicable because the project does not market environmental attributes or sustainability claims to customers.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Fairness	No	Not directly applicable because the project does not market environmental attributes or sustainability claims to customers.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.
		Lifespan	No	Not directly applicable because the project does not market environmental attributes or sustainability claims to customers.	No material sustainability impact is expected in this lens for this project.		No specific response is required beyond maintaining good governance and monitoring for unforeseen effects.			Not scored because the element is not materially relevant to this administrative HR process.

version 7.1

Note. Source: Own elaboration based on P5 Standard (Carboni et al., 2024).

Table 2
P5 Impact Analysis – Planet Dimension

Project:		Public-sector organization (Canada)									
Project Management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students											
Planet Impacts											
Subcategory	Transport	Less	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)	
Element	Description	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)	
	Local procurement is the practice of purchasing products and services from local suppliers. Digital communication is the use of digital tools and platforms to communicate about the project. These tools can include websites, email newsletters, social media accounts, messaging applications, and other digital communication channels.	Lifespan	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Service	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Efficiency	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Effectiveness	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Lifespan	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Service	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Traveling and commuting is the movement of project-related personnel between different locations. Traveling and commuting may include getting to the project site, attending off-site meetings, conducting off-site presentations, collecting data, and providing off-site support. Logistics is the planning and execution of activities related to transporting goods, raw materials, and services for use by the project. Logistics includes activities such as scheduling transportation, estimating costs, coordinating personnel, and ensuring that all necessary procedures are followed.	Lifespan	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Service	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Efficiency	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Effectiveness	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Lifespan	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Service	Yes	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Energy consumption is the amount of energy used by the project throughout its duration. It encompasses all aspects of energy use from office lighting to the energy required for transportation. GHG emissions are gases (mostly carbon dioxide and methane) released into the atmosphere as a direct result of activities associated with the project. GHG emissions include emissions from transportation, energy consumption, and the use of fossil fuels. Renewable energy is energy generated from sources that are replenished at a faster rate than they are consumed. These sources include solar, wind, water, and geothermal power.	Lifespan	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.
	Service		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Efficiency		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Effectiveness		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Lifespan		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Service		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Biological diversity, also known as biodiversity, refers to the variety of life forms on Earth. It includes all ecosystems and all species of plants, animals, bacteria, fungi, and microorganisms that make up a particular environment or habitat. It also includes all genetic variations of those organisms. Air and water quality involves measures of contamination in air and water sources. Water consumption is the usage of water during project activities. Although construction, manufacturing, and agricultural projects are probably the major users of water, all projects use water to some extent. Water displacement is the practice of diverting water sources that have been disrupted by the project away from areas that are prone to flooding and contamination. Methods include dam construction, releasing flowing water, building artificial wetlands, landscaping with rain gardens, and other measures. Soil erosion is the loss of topsoil due to human activities such as construction, road building, or agricultural practices. It can be exacerbated by changes in the natural land cover and can have significant negative effects on local ecosystems. As with water displacement, soil erosion is mostly a result of human activities. Noise pollution is the creation of excessive, or disruptive sounds that can diminish the quality of life. Noise pollution can be caused by activities such as blasting, heavy vehicle traffic, traffic jams, and operation of machinery or equipment.		Lifespan	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.
		Service	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Efficiency	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Effectiveness	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Lifespan	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Service	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
		Recycling involves transforming a waste item into a useful one. Items that can be recycled range from the gamut from plastic waste bottles to computers to electrical generators. Reuse involves using the same item again and disposal of assets is the process of getting rid of an item which has reached the end of its useful life. This includes everything from consumer electronics to public infrastructure such as roads and bridges. Generally, assets should not be disposed of until they are no longer fit for use. Contamination and pollution is the release of waste materials or hazardous substances into the environment. It will almost always have a negative impact on ecosystems and human health. Contamination and pollution most often occurs due to negligent practices in	Lifespan	No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.
	Service		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Efficiency		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Effectiveness		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Lifespan		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	
	Service		No	Printing to support services when needed are inconsistent	Printing to support services when needed are inconsistent	3	Services where appropriate into the standard onboarding	4	1	Indirect or limited effect expected for this project.	

	Is the creation of any excess or unwanted materials or byproducts during the project. This includes everything from leftover supplies and materials to wasted energy.	Lifespan	Yes	any necessary materials generated by information understanding are	procedures generated by information understanding can reduce	3	information used and generated understanding weight and variety	4	1	indirect or limited effect expected for this project.
		Servicing	Yes	in each step, reduce as much as possible of its amount	knowledge, information and data are stored in a structured and organized manner	3	Building on efforts to the model remains useful and	4	1	indirect or limited effect expected for this project.
		Efficiency	Yes	reduces the need for physical resources and avoids the use of	knowledge, information and data are stored in a structured and organized manner	3	digital forms, standardized templates, and reduced duplication	4	1	indirect or limited effect expected for this project.
		Effectiveness	Yes	reduces the need for physical resources and avoids the use of	knowledge, information and data are stored in a structured and organized manner	3	duplication through defined deliverables, feedback loops, and	4	1	indirect or limited effect expected for this project.
		Fairness	Yes	allows for different levels of support depending on where	access to information, support, and development	3	standardized templates, and reduced duplication while	4	1	indirect or limited effect expected for this project.

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Note. Source: Own elaboration based on P5 Standard (Carboni et al., 2024).

Table 3
P5 Impact Analysis – Prosperity Dimension

Organization: Public-sector organization (Canada)
 Project: Project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students

Prosperity Impacts											
Subcategory	Project Feasibility/Element	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)	
 Business Case Analysis	Business case analysis is the process of developing a business case that provides justification for the initiation or continuation of the project. It involves analyzing the underlying logic of funding the project. This requires identifying the expected benefits and dis-benefits, likely costs and revenues, staffing requirements, major risks, schedule alternatives, and stakeholder impacts associated with a proposed project.	Lifespan	Yes	Current practices related to the need to justify why a standardized onboarding process creates value for the organization and students are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent the need to justify why a standardized onboarding process creates value for the organization and students can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed document and communicate the business case and expected organizational benefits into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.	
		Servicing	Yes	During day-to-day use, the need to justify why a standardized onboarding process creates value for the organization and students depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in the need to justify why a standardized onboarding process creates value for the organization and students can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for document and communicate the business case and expected organizational benefits during the operation of the onboarding process.	4	2	Key impact area for this project.	
		Efficiency	Yes	The absence of standardized the need to justify why a standardized onboarding process creates value for the organization and students creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient the need to justify why a standardized onboarding process creates value for the organization and students increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve document and communicate the business case and expected organizational benefits and reduce duplication of effort.	4	2	Key impact area for this project.	
		Effectiveness	Yes	Without structured the need to justify why a standardized onboarding process creates value for the organization and students, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak the need to justify why a standardized onboarding process creates value for the organization and students can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen document and communicate the business case and expected organizational benefits through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.	
		Fairness	Yes	Variability in the need to justify why a standardized onboarding process creates value for the organization and students means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven the need to justify why a standardized onboarding process creates value for the organization and students can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for document and communicate the business case and expected organizational benefits while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.	
		Fairness	Yes	Current practices related to the need to estimate time and coordination costs associated with onboarding design and use are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent the need to estimate time and coordination costs associated with onboarding design and use can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed estimate effort, resource implications, and efficiency gains into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.	
 Financial Analysis	Financial analysis is the process of evaluating the project from a monetary perspective. Typically, it is used to analyze whether the project warrants initial or additional funding.	Lifespan	Yes	Current practices related to the need to estimate time and coordination costs associated with onboarding design and use are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Operational inconsistency in the need to estimate time and coordination costs associated with onboarding design and use can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Define practical procedures, responsibilities, and checkpoints for estimate effort, resource implications, and efficiency gains during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.	
		Servicing	Yes	During day-to-day use, the need to estimate time and coordination costs associated with onboarding design and use depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in the need to estimate time and coordination costs associated with onboarding design and use can create unequal support, delayed responses, and service gaps during student placements.	3	Use templates, standard steps, and digital records to improve estimate effort, resource implications, and efficiency gains during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.	
		Efficiency	Yes	The absence of standardized the need to estimate time and coordination costs associated with onboarding design and use creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient the need to estimate time and coordination costs associated with onboarding design and use increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve estimate effort, resource implications, and efficiency gains while reducing duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.	
		Effectiveness	Yes	Without structured the need to estimate time and coordination costs associated with onboarding design and use, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak the need to estimate time and coordination costs associated with onboarding design and use can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen estimate effort, resource implications, and efficiency gains through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.	
		Fairness	Yes	Variability in the need to estimate time and coordination costs associated with onboarding design and use means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven the need to estimate time and coordination costs associated with onboarding design and use can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for estimate effort, resource implications, and efficiency gains while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.	
		Fairness	Yes	Current practices related to the project can generate value through better student integration, learning, and early contribution are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent the project can generate value through better student integration, learning, and early contribution can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed assess social and organizational benefits beyond direct financial effects into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.	
 Social Return on Investment	Social return on investment (SROI) is a framework for measuring and accounting for project results and outcomes by including social and environmental costs and benefits along with the traditional economic ones. It is based on the idea that projects create value in ways other than just financial returns. For example, a community development project may create value by improving the health and well-being of residents, reducing crime, and increasing social cohesion.	Lifespan	Yes	Current practices related to the project can generate value through better student integration, learning, and early contribution are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Operational inconsistency in the project can generate value through better student integration, learning, and early contribution can reduce continuity, learning retention, and the long-term value of the onboarding model.	2	Embed assess social and organizational benefits beyond direct financial effects into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	2	Key impact area for this project.	
		Servicing	Yes	During day-to-day use, the project can generate value through better student integration, learning, and early contribution depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in the project can generate value through better student integration, learning, and early contribution can create unequal support, delayed responses, and service gaps during student placements.	2	Define practical procedures, responsibilities, and checkpoints for assess social and organizational benefits beyond direct financial effects during the operation of the onboarding process.	4	2	Key impact area for this project.	
		Efficiency	Yes	The absence of standardized the project can generate value through better student integration, learning, and early contribution creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient the project can generate value through better student integration, learning, and early contribution increases time spent on onboarding activities and reduces the efficient use of staff and student time.	2	Use templates, standard steps, and digital records to improve assess social and organizational benefits beyond direct financial effects and reduce duplication of effort.	4	2	Key impact area for this project.	
		Effectiveness	Yes	Without structured the project can generate value through better student integration, learning, and early contribution, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak the project can generate value through better student integration, learning, and early contribution can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen assess social and organizational benefits beyond direct financial effects through defined deliverables, feedback loops, and role-specific guidance.	4	2	Key impact area for this project.	
		Fairness	Yes	Variability in the project can generate value through better student integration, learning, and early contribution means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven the project can generate value through better student integration, learning, and early contribution can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for assess social and organizational benefits beyond direct financial effects while allowing limited adaptation for operational needs.	5	3	Key impact area for this project.	
		Fairness	Yes	Current practices related to the design of the process requires mapping activities, roles, and checkpoints before implementation are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent the design of the process requires mapping activities, roles, and checkpoints before implementation can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed use process mapping, templates, and scenario thinking to test the design into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.	
 Process Mapping	Modeling is the creation of a physical, mathematical, or logical representation of the project using representative characteristics of the project.	Lifespan	Yes	Current practices related to the design of the process requires mapping activities, roles, and checkpoints before implementation are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Operational inconsistency in the design of the process requires mapping activities, roles, and checkpoints before implementation can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Define practical procedures, responsibilities, and checkpoints for use process mapping, templates, and scenario thinking to test the design during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.	
		Servicing	Yes	During day-to-day use, the design of the process requires mapping activities, roles, and checkpoints before implementation depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in the design of the process requires mapping activities, roles, and checkpoints before implementation can create unequal support, delayed responses, and service gaps during student placements.	3	Use templates, standard steps, and digital records to improve use process mapping, templates, and scenario thinking to test the design during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.	
		Efficiency	Yes	The absence of standardized the design of the process requires mapping activities, roles, and checkpoints before implementation creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient the design of the process requires mapping activities, roles, and checkpoints before implementation increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve use process mapping, templates, and scenario thinking to test the design and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.	
		Effectiveness	Yes	Without structured the design of the process requires mapping activities, roles, and checkpoints before implementation, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak the design of the process requires mapping activities, roles, and checkpoints before implementation can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen use process mapping, templates, and scenario thinking to test the design through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.	
		Fairness	Yes	Variability in the design of the process requires mapping activities, roles, and checkpoints before implementation means that CO-OP students may receive different levels of support depending on where they are placed.	Uneven the design of the process requires mapping activities, roles, and checkpoints before implementation can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for use process mapping, templates, and scenario thinking to test the design while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.	
		Fairness	Yes	Current practices related to the design of the process requires mapping activities, roles, and checkpoints before implementation are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent the design of the process requires mapping activities, roles, and checkpoints before implementation can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed use process mapping, templates, and scenario thinking to test the design into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.	
Subcategory	Business Ability	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)	

 ESG disclosures are information about an organization's performance and practices related to environmental, social, and governance issues. Information from the project is used as input to the ESG disclosures of the sponsoring organization(s). Sustainability reporting provides information about an organization's policies, practices, and performance related to sustainability. It covers a wide range of topics such as energy efficiency, carbon emissions, resource conservation, human rights, labor practices, and community engagement. Information from the project is used as input to the sustainability reporting of the sponsoring organization(s).	Lifespan	Yes	Current practices related to the project can support social and governance reporting by improving inclusion, fairness, and process transparency are inconsistent across units, which weakens the long-term sustainability of the onboarding process.	Over time, inconsistent the project can support social and governance reporting by improving inclusion, fairness, and process transparency can reduce continuity, learning retention, and the long-term value of the onboarding model.	3	Embed document relevant social and governance improvements for future reporting into the standard onboarding design and 90-day follow-up process so the product remains useful and consistent over time.	4	1	Meaningful impact if the proposed process is implemented.
	Servicing	Yes	During day-to-day use, the project can support social and governance reporting by improving inclusion, fairness, and process transparency depends heavily on each supervisor or work unit instead of a common standard.	Operational inconsistency in the project can support social and governance reporting by improving inclusion, fairness, and process transparency can create unequal support, delayed responses, and service gaps during student placements.	3	Define practical procedures, responsibilities, and checkpoints for document relevant social and governance improvements for future reporting during the operation of the onboarding process.	4	1	Meaningful impact if the proposed process is implemented.
	Efficiency	Yes	The absence of standardized the project can support social and governance reporting by improving inclusion, fairness, and process transparency creates rework, duplicated explanations, and avoidable administrative effort.	Inefficient the project can support social and governance reporting by improving inclusion, fairness, and process transparency increases time spent on onboarding activities and reduces the efficient use of staff and student time.	3	Use templates, standard steps, and digital records to improve document relevant social and governance improvements for future reporting and reduce duplication of effort.	4	1	Meaningful impact if the proposed process is implemented.
	Effectiveness	Yes	Without structured the project can support social and governance reporting by improving inclusion, fairness, and process transparency, the onboarding process does not consistently achieve early role readiness and learning outcomes.	Weak the project can support social and governance reporting by improving inclusion, fairness, and process transparency can reduce the effectiveness of student integration, supervision, and early performance during the first 90 days.	2	Strengthen document relevant social and governance improvements for future reporting through defined deliverables, feedback loops, and role-specific guidance.	4	2	Meaningful impact if the proposed process is implemented.
	Fairness	Yes	Variability in the project can support social and governance reporting by improving inclusion, fairness, and process transparency means that OJ-OP students may receive different levels of support depending on where they are placed.	Uneven the project can support social and governance reporting by improving inclusion, fairness, and process transparency can create inequity in access to information, support, and development opportunities.	2	Standardize minimum requirements for document relevant social and governance improvements for future reporting while allowing limited adaptation for operational needs.	4	2	Meaningful impact if the proposed process is implemented.

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Note. Source: Own elaboration based on P5 Standard (Carboni et al., 2024).

7.4 Relationship of the project to the dimensions of Regenerative Development

Regenerative Development is an approach that goes beyond traditional sustainability by focusing on restoring, renewing, and enhancing natural and social systems. While sustainable development aims to reduce negative impacts and maintain balance, regenerative development seeks to generate positive outcomes by improving the conditions of ecosystems, communities, and organizational environments. This perspective emphasizes systems thinking, long-term value creation, and the active contribution of projects to the well-being of both people and the environment (Carboni et al., 2024).

Regenerative Development is commonly analyzed through multiple dimensions that reflect the interconnected nature of human and ecological systems. These dimensions include environmental, social, economic, cultural, political, and spiritual aspects. Each dimension represents an area in which projects can have an impact, either positively or negatively, and therefore requires careful consideration during project design, execution, and operation.

The environmental dimension focuses on the protection and regeneration of natural systems, including ecosystems, biodiversity, and resource use. In the case of this project, the direct environmental impact is limited, as the project is centered on organizational processes. However, indirect contributions can be identified through the promotion of digital onboarding practices, which reduce paper consumption and support more sustainable resource use. No significant negative environmental impacts are expected, but

the continued use of digital tools should be encouraged to maintain this positive contribution.

The social dimension is one of the most relevant for this project. It relates to inclusion, equity, well-being, and the development of individuals within an organization. The implementation of a standardized onboarding and 90-day follow-up process directly supports social sustainability by ensuring that all CO-OP students receive consistent guidance, access to information, and opportunities for development. This reduces inequalities between work units and enhances the overall integration experience. A potential risk in this dimension could be the perception of rigidity in the process; however, this can be mitigated by incorporating flexibility and feedback mechanisms, as identified in the P5 analysis.

The economic dimension focuses on the efficient use of resources and the generation of long-term value. This project contributes to this dimension by improving onboarding efficiency, reducing time spent on informal processes, and enhancing early productivity of students. Although the implementation of the process may require an initial investment in time and coordination, the long-term benefits in terms of improved performance and reduced inefficiencies outweigh these initial costs. This aligns with the Prosperity dimension identified in the P5 analysis.

The cultural dimension refers to the values, behaviors, and practices that shape how organizations operate. A structured onboarding process can reinforce a culture of clarity, accountability, and continuous learning. By standardizing key elements of the onboarding

experience, the project supports the development of consistent organizational practices while still allowing adaptation to specific contexts. Care must be taken to ensure that the process does not suppress local practices or team dynamics, which can be addressed by allowing customization within defined guidelines.

The political dimension relates to governance, transparency, and decision-making processes within the organization. In a public-sector context, this dimension is particularly important, as organizations are expected to operate with high levels of accountability and fairness. The proposed onboarding process supports this dimension by establishing clear roles, responsibilities, and procedures, contributing to more transparent and structured organizational practices.

The spiritual dimension, although less tangible, refers to values, ethics, and the sense of purpose within an organization. This project contributes to this dimension by promoting fairness, inclusion, and respect in the onboarding experience. By ensuring that all students are supported and guided during their integration, the project aligns with ethical principles and reinforces a sense of belonging and purpose within the organization.

The validation of the project product in the field of Regenerative Development is essential to ensure that the proposed onboarding process not only avoids negative impacts but also contributes positively to organizational systems. This validation involves assessing how the process influences each dimension and identifying opportunities to enhance its regenerative potential. The analysis conducted demonstrates that the project has a strong

positive contribution in the social, cultural, and organizational dimensions, with minimal negative impacts.

This assessment is closely linked to the P5 analysis presented in the previous section. While the P5 framework focuses on structured impact evaluation across defined categories, the regenerative development perspective provides a broader and more holistic understanding of how the project contributes to system improvement. Together, these approaches confirm that the project supports not only sustainable practices but also the regeneration of organizational processes, particularly in terms of human development, knowledge sharing, and continuous improvement.

In summary, the project demonstrates alignment with the principles of Regenerative Development by enhancing social systems, improving organizational practices, and supporting long-term value creation. Potential negative impacts are limited and can be effectively mitigated through flexible design and continuous evaluation, ensuring that the project contributes positively to the organization and its stakeholders.

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APPENDICES

APPENDIX 1: FGP Charter

CHARTER OF THE PROPOSED FINAL GRADUATION PROJECT (FGP)

1. Student name

Freddys Antonio Sanchez Nesha

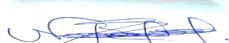
2. FGP name

Project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP Students in a public-sector organization.

3. Application Area (Sector or activity)

Canadian Public sector / Human Resources (HR) / Employee onboarding and talent management.

4. Student signature



5. Name of the Graduation Seminar facilitator

Carlos Brenes Mena

6. Signature of the facilitator



7. Date of charter approval

April 12, 2026

8. Project start and finish date

April 27, 2026

July 17, 2026

9. Research question

What elements should a standardized onboarding and 90-day follow-up process for CO-OP students include, and how should its design be planned and managed as a project, to improve early integration and role readiness in a public-sector organization?

10. Research hypothesis

A standardized onboarding and 90-day follow-up process for CO-OP students can be designed and planned as a project using project management practices, and this will improve early integration and role readiness by defining clear deliverables, roles, timelines, and monitoring mechanisms.

11. General objective

To develop a project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization, in order to improve early integration and role readiness.

12. Specific objectives

1. To develop an integration management plan for coordinating and managing all project activities effectively throughout the project lifecycle for the design of a standardized onboarding and 90-day follow-up process.
2. To create a scope management plan that outlines how the project's scope will be defined, validated, and controlled.
3. To develop a schedule management plan that defines the timeline for project tasks and ensures that the project is completed on time.
4. To develop a cost management plan for estimating, budgeting, and controlling costs within the project to ensure that the project stays within its financial constraints.
5. To develop a quality management plan that ensures that the project meets the required standards and quality control processes.
6. To develop a resource management plan that focuses on identifying, acquiring, and managing the necessary resources required to complete the project.

7. To develop a communications management plan that ensures effective communication among all stakeholders.
8. To develop a risk management plan that involves identifying potential risks, assessing their impact, and identifying ways to mitigate, avoid, or control risks.
9. To develop a procurement management plan that ensures procurement is done in a timely and cost-effective manner.
10. To develop a stakeholder engagement plan that outlines strategies for managing stakeholder expectations and communication throughout the project.

13. FGP purpose or justification

A standardized onboarding and 90-day follow-up process for CO-OP students is critical in public-sector organizations because these participants often join for short, fixed terms and need to reach productivity quickly while depending on multiple internal actors (HR, supervisors, IT and security/access functions) to obtain system access, tools, and orientation. In practice, this multi-stakeholder dependency can create administrative delays and fragmented experiences if responsibilities and information are not coordinated, which reduces early productivity and weakens engagement during the first weeks.

Evidence from public-sector onboarding discussions highlights recurring problems such as long onboarding timelines, repetitive data entry across siloed systems, inconsistent orientation practices across units, and poor communication among stakeholders, which together can delay system access and role readiness for newcomers, including student hires. This situation is particularly relevant for CO-OP placements because missed or delayed first-week steps can consume a significant portion of a limited term, reducing learning outcomes and the organization's return on the placement.

This Final Graduation Project will develop a project management plan that defines how the standardized onboarding and 90-day follow-up process for CO-OP students will be designed, governed, and delivered (scope, schedule, communications, risks, and stakeholder engagement), enabling consistent execution and clearer accountability across involved parties. As a quantitative reference to justify strengthening early integration, published onboarding analytics resources commonly cite that roughly 30% of new employees may leave within the first 90 days, which supports the value of improving

first-90-days practices and structured follow-up for new hires (and, by extension, short-term cohorts like CO-OP students).

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

1. FGP
 - 1.1. Graduation Seminar deliverables
 - 1.1.1. FGP Charter (Deliverable 1 and Deliverable 2 updates)
 - 1.1.2. FGP WBS (Appendix 2)
 - 1.1.3. FGP Schedule (Appendix 3)
 - 1.1.4. Chapter 1: Introduction (draft)
 - 1.1.5. Chapter 2: Theoretical framework (draft)
 - 1.1.6. Chapter 3: Methodological framework (draft)
 - 1.1.7. Annexes: Bibliographical research and FGP supporting annexes
 - 1.2. Tutoring process (FGP development)
 - 1.2.1. Tutor assignment record and alignment notes
 - 1.2.2. Tutorship review records and communication log
 - 1.2.3. Project Management Plan package (CO-OP onboarding and 90-day follow-up)
 - 1.2.3.1. Integration Management Plan
 - 1.2.3.2. Scope Management Plan
 - 1.2.3.2.1. CO-OP onboarding process scope statement (pre-arrival to day 90)
 - 1.2.3.2.2. CO-OP onboarding deliverables definition (checklists, templates, SOPs)
 - 1.2.3.2.3. CO-OP 30-60-90 Follow-Up Template
 - 1.2.3.3. Schedule Management Plan
 - 1.2.3.4. Cost Management Plan
 - 1.2.3.5. Quality Management Plan
 - 1.2.3.6. Resource Management Plan
 - 1.2.3.7. Communications Management Plan
 - 1.2.3.8. Risk Management Plan
 - 1.2.3.9. Procurement Management Plan
 - 1.2.3.10. Stakeholder Engagement Plan
 - 1.2.4. Revision package (tutor feedback incorporated)
 - 1.2.5. Conclusions
 - 1.2.6. Recommendations
 - 1.2.7. Reference lists
 - 1.2.8. Annexes

- 1.2.9. Tutor approval for reading (approval record)
- 1.3. Reader's review reports package
- 1.4. Board of Examiners evaluation record

15. FGP budget

The budget is composed of virtual interviews/focus groups, data analysis and documentation tools, and other digital costs required to develop the FGP project management plan for the design of a standardized onboarding and 90-day follow-up process for CO-OP students in a public-sector organization. Student time is not included, since this budget only covers relevant costs necessary to develop the FGP document.

Item	Estimated Cost
Virtual interviews / focus groups (internet/phone credits, transcription tool if needed)	\$ 60.00
Data analysis / documentation software (diagramming/WBS tool subscription, PDF tools)	\$ 80.00
Information processing (cloud storage, file conversion tools)	\$ 30.00
Miscellaneous digital costs	\$ 20.00
Contingency fund	\$ 40.00
Total Estimated Budget (USD)	\$ 230.00

16. FGP planning and development assumptions

- ☐ It is assumed that the public-sector organization will allow access to key documentation and internal process information required to map the current

CO-OP student onboarding and follow-up practices (as applicable), while respecting confidentiality requirements.

- It is assumed that key stakeholders (e.g., HR representative, hiring manager/supervisor, and an IT/access support contact) will be available to participate in brief virtual interviews to validate needs and review the proposed CO-OP onboarding and 90-day follow-up deliverables.
- It is assumed that sufficient secondary sources (policies, guides, checklists, and onboarding best practices relevant to the public sector) will be available to support the design of a standardized CO-OP onboarding and 90-day follow-up process.
- It is assumed that the required software/tools to develop the FGP deliverables (e.g., word processing, WBS/scheduling tools, and basic diagramming/PDF tools) will be available to the student during the FGP development period.
- It is assumed that the tutor will provide expert judgement and feedback in a timely manner to guide improvements and ensure the FGP deliverables meet the academic requirements.

17. FGP constraints

- Access to internal documentation and stakeholders' availability for validation activities may be limited due to confidentiality rules and operational priorities within the public-sector organization.
- The FGP scope is limited to the design of a standardized onboarding and 90-day follow-up process for CO-OP students; the implementation, training rollout, and organizational change execution are out of scope for this FGP.
- The development of the FGP deliverables is constrained to the tools available to the student, including Merlin Project (macOS) to develop the FGP schedule and an approved WBS tool (or equivalent) to create the WBS representation.
- Primary data collection is constrained to remote methods (e.g., virtual interviews) and publicly available documentation, so no on-site observations or in-person workshops will be performed as part of this FGP.

18. FGP development risks

- Restricted access to internal procedures and onboarding documentation might prevent a complete understanding of the current-state CO-OP onboarding process, which could lead to gaps in the proposed standardized process deliverables.
- Limited availability of key stakeholders (HR, supervisors, IT/access support) might delay the validation interviews and reviews, which could delay completion of the FGP deliverables and the schedule baseline.
- If the proposed CO-OP onboarding and 90-day follow-up process is not aligned with existing public-sector policies and approval requirements, rework may be required, which could affect the scope baseline and delay final document completion.
- Technical issues with required tools (e.g., scheduling software compatibility or file corruption/versioning problems) might delay development of the WBS and schedule artifacts, which could delay submission of the complete Deliverable 2 package.

19. FGP main milestones

Deliverable	Finish estimated date
1.1 FGP profile	March 29, 2026
1.1.1 Introduction	March 29, 2026
1.1.2 Theoretical framework	March 15, 2026
1.1.3 Methodological framework	March 22, 2026
1.1.4 Preliminary bibliographical research	February 22, 2026
1.1.5 Annexes (FGP schedule, FGP WBS, FGP Charter)	March 1, 2026
1.2 FGP development	April 5, 2026
1.2.1 Integration Management Plan	April 5, 2026
1.2.2 Scope Management Plan	April 5, 2026
1.2.3 Schedule Management Plan	April 5, 2026
1.2.4 Cost Management Plan	April 5, 2026
1.2.5 Conclusions	April 5, 2026
1.2.6 Recommendations	April 5, 2026
1.2.7 Reference lists	April 5, 2026

1.2.8 Annexes	April 5, 2026
1.2.9 Tutor approval for reading	TBD (during tutorship)
1.2.10 Abstract	April 5, 2026
1.2.11 Executive summary	April 5, 2026
1.2.12 Indexes	April 5, 2026
1.3 Reader's review	TBD (during tutorship)
1.3.1 Assignment of reviewers	TBD (during tutorship)
1.3.2 Reviewers' reading reports	TBD (during tutorship)
1.4 Board of Examiners evaluation	TBD (during tutorship)
1.4.1 FGP completion (final approved version)	TBD (during tutorship)

20. Main stakeholders involved in the FGP development

Direct stakeholders

Stakeholder	Interest	Power	Influence	Justification
Student (FGP author)	High	High	High	Develops all FGP deliverables and manages the work plan, so outcomes depend directly on the student's execution and quality.
Graduation Seminar facilitator (Carlos Brenes Mena)	High	High	High	Defines academic requirements and evaluates progress submissions, influencing acceptance and required corrections.
Tutor (assigned during tutorship)	High	High	High	Provides expert judgement, approves readiness for reading, and guides improvements to meet the final FGP requirements.
Hiring manager / CO-OP supervisor (public-sector organization)	High	Medium	High	Primary user of the onboarding and follow-up outputs; validates feasibility and practical applicability of the proposed process.

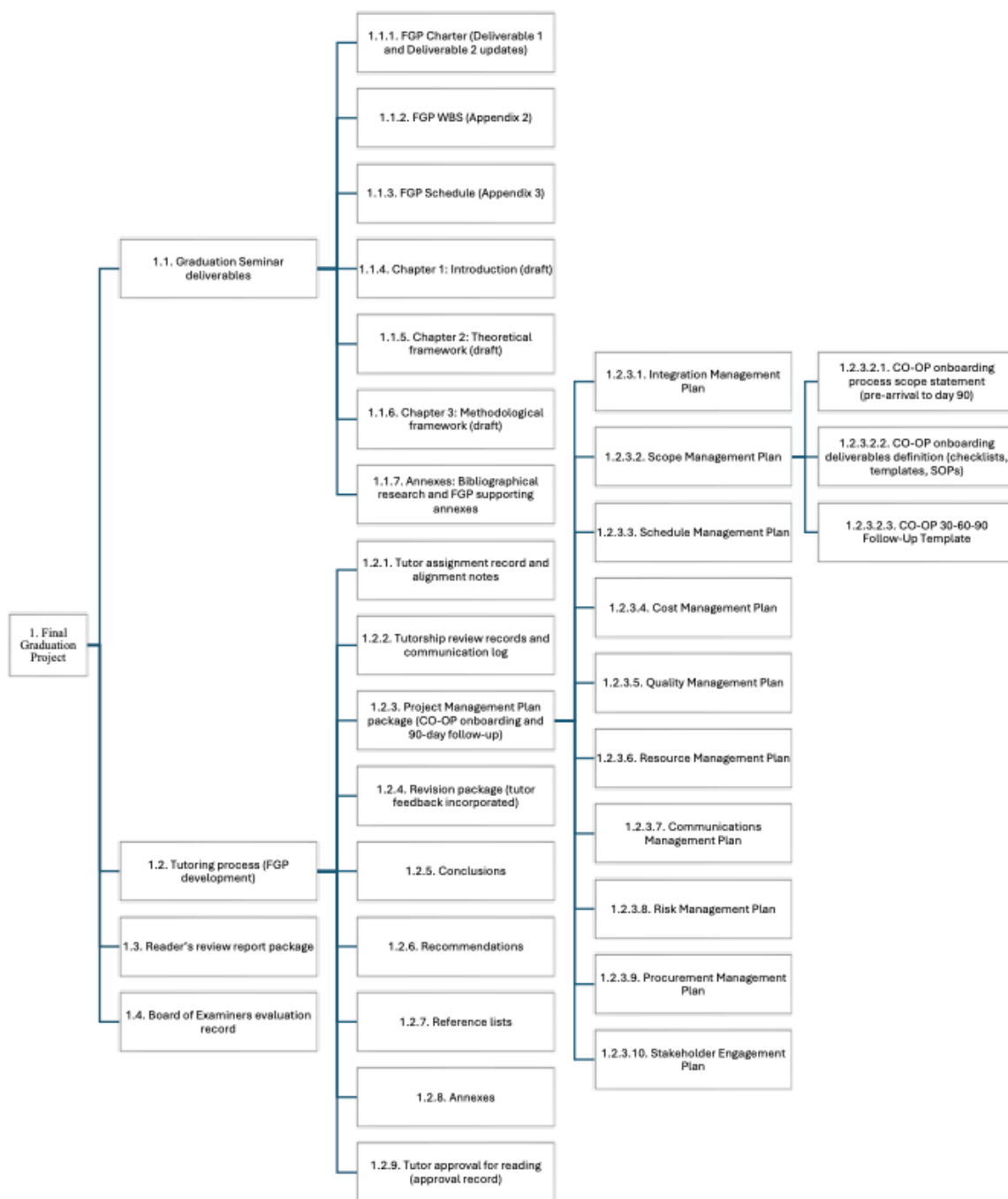
Stakeholder	Interest	Power	Influence	Justification
HR representative (staffing / student programs)	High	Medium	High	Provides process inputs, constraints, and validation for HR-related steps (letters, onboarding administration, records, etc.).
IT / Access support contact (accounts, equipment, credentials)	Medium	Medium	Medium	Validates access/setup dependencies that affect pre-arrival, Day 1, and first-week readiness for CO-OP students.

Indirect stakeholders

Stakeholder	Interest	Power	Influence	Justification
CO-OP students (end users)	High	Low	Medium	Directly affected by onboarding quality and follow-up cadence; provide feedback that can validate whether the process meets needs.
Team members / peers working with CO-OP students	Medium	Low	Medium	Their support and day-to-day collaboration affect integration and learning, and their feedback can inform improvements.
Learning & Development / Orientation provider (if applicable)	Medium	Low	Low	May supply materials or sessions that can be referenced in the standardized process, but has limited decision authority.

Stakeholder	Interest	Power	Influence	Justification
Security / Facilities (building access, ID badge)	Medium	Medium	Medium	Controls physical access steps that can delay Day 1 readiness; influences feasibility of pre-arrival readiness activities.
Program/Department leadership (directorate/management)	Medium	Medium	Medium	May sponsor standardization efforts later; can influence adoption if the organization decides to implement the designed process.
Reviewers / Readers (assigned later)	High	Medium	Medium	Provide formal feedback during the reading stage, influencing required revisions before final approval.

APPENDIX 2: FGP WBS



APPENDIX 3: FGP SCHEDULE

[illegible]

APPENDIX 4: PRELIMINARY BIBLIOGRAPHICAL RESEARCH

Association of Professional Executives of the Public Service of Canada (APEX).

(2024). *Onboarding playbook: Rethinking executives' integration*. <https://apex.gc.ca/wp-content/uploads/2024/07/Onboarding-Playbook-Rethinking-Executives-Integration-Final-English-1.pdf>

Justification: This playbook provides structured onboarding practices within the Canadian federal public service context, including recommended onboarding stages and integration actions. It will be used to define practical onboarding components, roles, and follow-up checkpoints that can be adapted to support HR professionals during the first 90 days.

Cornerstone OnDemand. (2025, September 28). *Onboarding best practices: A 30-60-90-day new hire plan*. <https://www.cornerstoneondemand.com/resources/article/onboarding-best-practices/>

Justification: This source provides a practical 30-60-90 framework and onboarding best practices that can be adapted to a standardized process design. It will inform the structure of the proposed onboarding timeline, recommended manager-employee check-ins, and measurable outputs aligned with early performance and integration.

Government of Canada, Employment and Social Development Canada. (2021, November 25). *Onboarding at ESDC*. <https://www.canada.ca/en/employment-social-development/corporate/employees/onboarding.html>

Justification: This is a Canadian federal department example of onboarding information and resources for employees. It will be used to identify common onboarding information

needs and typical public-sector onboarding content that can be converted into standardized deliverables and readiness criteria for HR professionals.

Government of Canada, Shared Services Canada. (2024). *Audit of Shared Services Canada personnel onboarding and offboarding*. <https://www.canada.ca/en/shared-services/corporate/about-us/publications/2024-25/audit-ssc-personnel-onboarding-offboarding.html>

Justification: This audit provides evidence of onboarding-related gaps and improvement opportunities in a Canadian federal organization. It will support the justification and problem definition, and it will help identify realistic risks, constraints, and governance considerations when designing a standardized onboarding and 90-day follow-up process.

Government of Newfoundland and Labrador, Treasury Board Secretariat. (2025, March 27). *Onboarding*. <https://www.gov.nl.ca/exec/tbs/working-with-us/onboarding/>

Justification: This government onboarding page describes responsibilities and available onboarding resources within a Canadian public-sector context. It will be used as a benchmark to validate key elements that should exist in a standardized onboarding process and to inform stakeholder roles (employee, manager, HR).

Government of Newfoundland and Labrador, Treasury Board Secretariat.

(n.d.). *Onboarding – Manager resource guide*. <https://www.gov.nl.ca/exec/tbs/files/Onboarding-MANAGER-Resource-Guide.docx>

Justification: This manager-focused guide includes concrete onboarding actions and

expectations that can be translated into process steps and templates. It will be used to define practical deliverables (e.g., manager checklist, communication cadence, early feedback activities) that support consistency during the first 90 days.

Government of the Northwest Territories. (n.d.). *New manager's guide to onboarding*. [https://my.hr.gov.nt.ca/sites/myhr/files/MgrOnboarding%20\(July%2023\).pdf](https://my.hr.gov.nt.ca/sites/myhr/files/MgrOnboarding%20(July%2023).pdf)

Justification: This guide references onboarding activities that begin before arrival and extend through the first 90 days, aligning directly with the follow-up horizon of this FGP. It will be used to inform a feasible 90-day structure and to capture onboarding elements relevant to Canadian territorial public-sector contexts.

People Alliance. (2025). *30/60/90-day onboarding plan template* (PDF). https://www.peoplealliance.com/content/files/2025/06/30_60_90-day-onboarding-plan-template.pdf

Justification: This template provides a structured way to plan onboarding goals, actions, and checkpoints across the first 90 days. It will be used as an input to design standardized onboarding deliverables and to align the project's outputs with a practical follow-up mechanism for HR professionals.

Public Service Commission, Prince Edward Island. (n.d.). *Onboarding booklet* (PDF). <https://psc.gpei.ca/sites/test-psc.gpei.ca/files/Onboarding%20Booklet.pdf>

Justification: This booklet offers a public-sector onboarding framework and practical guidance that supports structured integration over time. It will be used to justify why

onboarding should be designed as a defined process with clear responsibilities, and to strengthen the proposed approach for HR professionals' early integration.

University of British Columbia, Faculty of Medicine. (2025, October). *Manager's onboarding guide* (PDF). <https://med-fom-mednet.sites.olt.ubc.ca/files/2025/10/Manager-onboarding-guide-Oct-2025.pdf>

Justification: This guide provides practical onboarding guidance and manager actions that can be adapted into a standardized process and monitoring points. It will be used to refine the proposed onboarding activities, clarify expectations, and strengthen the follow-up approach for the first 90 days.

APPENDIX 5: REVISION DICTUM SIGNED - PHILOLOGIST

Chanelle Kristine Lizarraga
 #5 Jamaica Street
 Orange Walk Town
 Orange Walk District
 Belize C.A

July 22nd, 2026

Academic Advisor
 Master's Degree in project Management
 Universidad para la Cooperación Internacional (UCI)

RE: Declaration as a Certified Translator

To Whom It May Concern:

I, Chanelle Kristine Lizarraga, a Certified Translator in Belize for the English and Spanish languages, hereby declare that I have reviewed the work entitled ***“Project Management Plan For The Design Of A Standardized Onboarding And 90-Day Follow-Up Process For Co-Op Students In A Public-Sector Organization”*** by Mr. Freddys Antonio Sanchez Nesha.

The final graduation project has been thoroughly revised and proofread. I confirm that all corrections noted during the review process have been made by Mr. Sanchez Nesha and that the work meets the literary and linguistic standards required for a Master's-level degree.



Chanelle K. Lizarraga
 Certified Translator