INTERNATIONAL MANAGEMENT ENGLISH

Managing Projects

Bob Dignen



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1. Edition 1 $^{\rm 6\ 5\ 4}$ | 2024 23 22

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Author acknowledgements

The author would like to thank Chris Hartley and Catriona Watson-Brown for their support during this project.

Text acknowledgements

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Introduction

At York Associates, we always aim to develop the skills which help professionals to do their jobs better. In recent years, we have worked hard to enrich our Business English and professional communication training with intercultural content. More recently, we have included a focus on important interpersonal and management skills for listening, building relationships and trust, influencing, etc.

Our approach is built on the premise that good communication is vital to achieving results at work. Effective international communicators need a blend of language, professional communication, intercultural and management skills to be successful.

Welcome to *International Management English*, a new series published jointly by York Associates and Delta Publishing. The four titles in this series are:

- Leading People
- Managing Projects
- Working Virtually
- Managing Change

Each book includes either one or two audio CDs.

Professional language training with a management focus

Each book consists of eight units of study, containing four main sections per unit:

- Section A: Discussion and listening Engaging and relevant content in areas of international management and teamwork
- Section B: Communication skills Opportunities for the practice of key skills in areas such as conflict management, team building and giving/receiving feedback, as well as more familiar topics such as presentations, meetings, negotiations and writing e-mails
- Section C: Professional skills

Authentic texts from leading management writers and thinkers, designed to encourage reflection and debate among readers

• Section D: Intercultural competence and Case study A focus on raising intercultural awareness, followed by illustrative case studies which are drawn from the authors' experience of the international business world

In addition, the book offers:

- a strong emphasis on vocabulary learning, with glossaries of key terms at the end of each unit
- practical tips on how to improve performance at work
- the opportunity to use a learning diary, which encourages the setting of realistic goals to implement the learning points from each unit.

At the end of the book, the Word list provides a useful list of key words, referenced to the page where the term is found.

Having worked through the book, you will have developed not only your business language skills but also your ability to communicate and manage real challenges in your international working environment.

To the teacher

The four titles in this series represent a new development in ELT. They broaden the scope of teaching to include highly relevant management topics and skills. The materials are not only engaging for teachers, allowing them to introduce and develop new management communication skills in an ELT classroom; students are also motivated as they learn how to manage real professional communication challenges which they face at work on a daily basis.

Each title is designed primarily for work with both small and larger groups, but can also be used in one-to-one situations and has many features which will support self-study.

Across the eight units of each title, there is a strong focus on developing fluency and skills to communicate effectively in real work situations. There are opportunities to practise listening, reading and writing skills. The intercultural case studies in Section D are drawn from real-life examples and provide engaging discussion and problem-solving material for the ELT classroom.

There is online support for trainers (www.delta publishing.co.uk/resources) in the form of notes for each unit, which provide background information on the management topics and skills presented. There are also podcast interviews with the authors in which they discuss the ideas in the different titles, with practical tips for teachers on how to deal with the various topics and skills in the ELT classroom.

A final word

To both learner and teacher, we would like to express the hope that you find the materials stimulating, and that they help people to communicate more effectively at work.

Learning diary

Accelerate your learning by using this 'learning diary'. Make eight photocopies of this page, one for each unit. Note down important new words and expressions from the unit as you study. Make notes to help you remember any good advice you get on how to communicate and be effective across cultures. Then decide on some actions you can take to help to consolidate the things you have learned.

Unit number: ____

1 Language

Important (new) words and expressions for me from this unit are:

2 Professional communication skills

Important (new) expressions and communication tips for me from this unit are:

3 Intercultural competence

Important information/tips to be effective across cultures for me from this unit are:

4 Actions

To help me to consolidate all the learning points above, I need to:

Needs analysis

Introduction

You can use this Needs analysis to help you think about how to make the most of this course and to maximise your learning.

communication network

Managing your 1 Mapping your network

First, think about who you communicate with in English. Draw a communication network which shows the important individuals or groups of people you communicate with. Follow the example and note down the medium of communication you use, e.g. face-to-face, phone, e-mail, teleconference, etc.



weekly team meetings, face to face, informal chats in corridor and during lunch, occasional evening social events. E-mail contact with team members in Brazil.

2 Improving your network

How effectively are you managing your network? Have you got your priorities right? Have you got the medium right in each case? Are you spending the right amount of time communicating with each individual or group?

Brainstorm some ideas below for ways in which you could handle your network more effectively.

I need to spend more time telephoning team members in Brazil, not just e-mailing them. This would build better relationships and get things done more QUICKLY.

Your communication What do you have to do in English, and how challenging is it? Build a communication *needs* profile by complete the following tables for project management skills, professional communication skills and interpersonal skills. Tick (\checkmark) which task you have to do. Then note down how challenging you find it, use a scale of 1 to 5 (1 = very easy, 2 = easy, 2 = easy)3 = sometimes causes problems, 4 = challenging, 5 = very difficult). For any score of 3 or above, note down why the task is challenging.

Project management skills

skill	1	scale of challenge
Defining a clear scope for the project		
Building relationships with team members		
Clarifying roles and responsibilities		
Getting information to complete tasks		
Communicating externally, e.g. engaging external stakeholders, and internally, e.g. with project sponsor, team members, etc.		
Completing tasks on time		
Other skills		

Professional communication skills

skill	1	scale of challenge
Presenting		
Meeting		
Negotiating		
Telephoning		
Socialising		
E-mailing		

Interpersonal skills

skill	1	scale of challenge
Building relationships		
Networking		
Building trust		
Influencing		
Making decisions		
Managing conflict		

Your language and communication challenges	Note down the three biggest language and communication challenges which you face: 1
Your intercultural challenges	What are the biggest intercultural challenges which you face? 1 2 3
	What would most help you to improve your ability to communicate effectively in an international context? 1 2 3
	As part of your learning plan, what targets can you fix for yourself? Start a learning diary (see page 5) and set targets for your future learning using this frame: In one month's time, I aim to be able to In three months' time, I aim to be able to In six months' time, I aim to be able to In one year's time, I aim to be able to

International project challenges

AIMS

- A To understand success factors in international projects
- **B** To improve presentation skills
- **C** To reflect on the skills and qualities of project managers
- **D** To develop flexible thinking for working across cultures

A Discussion and listening -

Think about it 1 Think of a major project in your own organisation or in other organisations. What were the objectives and main benefits of this project?

2 What do you think are the main challenges of managing a project?



Listen to this 3 () U Listen to an interview with Bärbel Pindl, an experienced project manager based in Hamburg in Germany, and Alessandro Pena, her team member based in Mexico City. They discuss their experiences of working on international projects together. What do Bärbel and Alessandro specify as key skills and qualities for working on international projects?

- 4 1 1 2 Listen to the second part of the interview and answer these questions.
 - a What does Bärbel say is the biggest challenge of working on international projects?
 - b What did Bärbel find difficult about working in Mexico?
 - c What does Alessandro say can be a mistake made by those coming from headquarters?
 - d Bärbel says that sometimes the Mexican way is better. What is the 'Mexican way', and why is it better?
- 5 How important is it to stick to plans in project management? Why?

Focus on language 6 Complete the text on page 9 on project management with words/phrases from this box.

final testing breakdown dependencies appoint lessons learned project overview project review report stakeholders success factors risk assessment

The five steps in the project management lifecycle

Every project management lifecycle contains five steps: Initiation, Planning, Execution, Monitoring/Control and Closure.

1 Initiation

In this first step, you provide a (a) in addition to the strategy, which you will implement to achieve the desired results. During the Initiation phase, you'll (b) a project manager, who in turn will select the project team members, based on their experience and skills.

2 Planning

3 and 4 Execution and Monitoring/Control

During the Execution and Control phases, the planned solution is implemented. As the Execution and Control phases progress, groups across the organisation become more deeply involved in planning for the **(g)**, which will happen before going to production.

5 Closure

The Closure phase typically involves a formal (h) ______, which usually includes: a formal acceptance of the final product (by the client); a match between the client's initial requirements and the final delivered product; (i) ______, to summarise what has been discovered during the project; and the identification of (j) _____, which will be of benefit to future projects.

7 Which verbs can you use to complete these short sentences describing different activities within a project? If you can, think of more than one verb for each sentence.

We ...

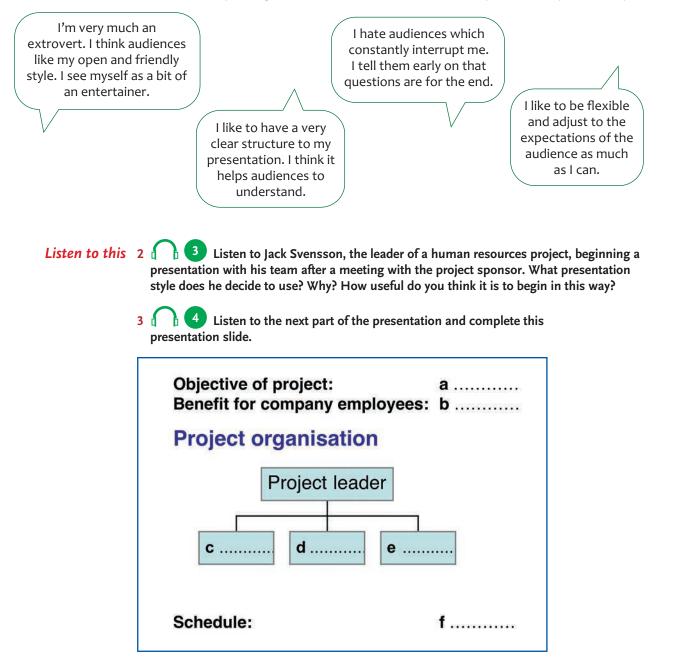
- a set / agree / fix a budget.
- **b**a feasibility study.
- d the green light.
- ea team.
- fresponsibilities.
- gresources.
- ha schedule.
- ja few problems.
- **k** the problems quickly.
- 1 the project on time and on budget!
- 8 How far do projects in your organisation follow a similar project lifecycle? Which of the phases is the most challenging? Why?
- Let's talk 9 Take a few minutes to think about major projects with which you have been involved or are involved. Complete this chart, then share your project experiences with a partner. Collect as many good tips as you can from others about successful project management.

MY PROJECT EXPERIENCE			
Types of project			
Your role in the projects			
Major successes/challenges in the projects (which stages went well or badly)			
From your experience, what you think are key success factors for projects			

B Communication skills: Presenting in projects



Think about it 1 Look at what different people say about their presentation style. How effective do you think these styles might be in different cultures? How would you describe your own style?



4 🎧 5 Listen to the third part of the presentation and answer these questions.

- **a** Which major challenges does Jack predict for the project?
- b Which actions does he recommend to deal with these challenges?

Focus on language 5 a During the presentation, Jack demonstrated a number of useful techniques for presenting an overview of a project. Look at these examples, then match the expressions below with the correct headings (a–d).

- a Using structure
- I'd like to begin by ...
- **b** Highlighting key information Our objective is to ...
- c Describing project organisation We've divided the project into three parts.
- d Dealing with questions So, any questions on that so far?

Does that answer the question? What I want to do now is to ... OK. If there are no more questions, I'll finish there. So, just to conclude, ... If you want me to clarify anything, just stop me. I'd like to say something important at the outset. We need to realise that ... I'd like to highlight/emphasise/stress that ... This part of the project is headed by ... As for project organisation, you can see ... The training team is responsible for ... So, you're asking if Is that right?

b Can you think of more phrases which you could use under these headings?

Let's talk 6 Use this framework to prepare a short project presentation (3–5 minutes) using some of the language from this section. You can describe a real project or invent one!

presenting a project		
Project name		
Main objectives and benefits of the project		
Project structure organisation schedule 		
Main challenges and recommended actions to deal with these challenges		

When you are ready, go into small groups and give your presentation. Get feedback from your colleagues on how effective they thought it was.