



PROJECT MANAGEMENT METHODOLOGIES



Scan to review worksheet

Expemo code:
1CKV-2259-TUD9

1

Warm up

How many of these concepts related to project management have you heard of? What do you about each one? Do you know of any others?

- Agile
- Kanban
- Scrum
- Waterfall





2

Language focus 1

Read the sentences below. Match the underlined words and phrases to their meanings. Then tell a partner whether the sentences are true for you.

1. What umbrella term can define your area of activity?
2. Do you prefer projects that have many variables, or more straightforward ones?
3. Do you receive incremental pay raises?
4. What projects are you involved in that are cross-functional? What other departments are involved?
5. Is the staff at your office close-knit, or is the relationship just professional?
6. Can you list the most important events of your last day at work in chronological order?
7. What's the difference between a task that is iterative and one that is just repetitive?
8. How often do you get into a sticky situation at work?
9. What is the biggest downside of working on projects with large teams?

1. _____ following the order in which events take place
2. _____ that increases regularly
3. _____ that involves different teams in an organisation
4. _____ repeating a process over and over and applying the result in the next stage
5. _____ difficult, unpleasant
6. _____ a broad concept that covers a category of things
7. _____ having strong relationships with each other
8. _____ disadvantage
9. _____ an element that is not fixed



3 Video

Watch both parts of the video and put the pictures in the correct order.



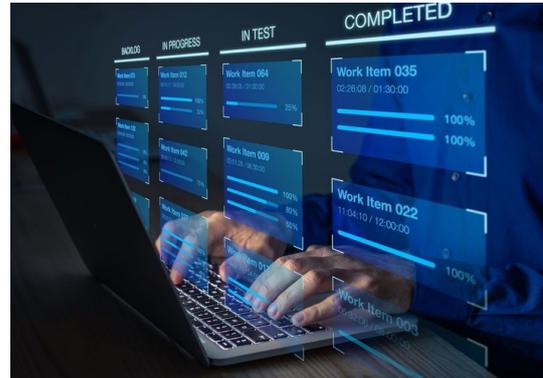
Picture A



Picture B



Picture C



Picture D

4 Video: Part 1



Watch the first part of the video again (00:00-01:40). Are these sentences true (T), false (F) or not given (NG)?

1. In the waterfall methodology, you finish one task before starting another. _____
2. The waterfall works better with reduced groups of people. _____
3. It is easier to return to previous tasks in the waterfall methodology. _____
4. In Agile, several processes take place at the same time. _____
5. The Agile framework is better than waterfall to save costs. _____
6. The author says that Agile is more than just a methodology. _____



5

Video: Part 2

Watch the second part of the video again and complete the sentences below with a word or short phrase.



1. The name Scrum comes from _____.
2. A feature in Scrum is a _____ where participants don't sit.
3. The priority in Kanban is the _____ of tasks rather than working in teams.
4. For the Kanban methodology to work well, it's important that there is _____ in the processes.
5. Which methodology to adopt depends on the _____ of each project, such as budget and resources.





6

Language focus 2

Read the sentences from the video. What do the underlined phrasal verbs mean?

- So you start a task once you've wrapped up the previous one.
- Kanban tends to go down well with those who like organisation and control...
- So, in short, it's not that one is necessarily better than the others, it really all comes down to the type of project you have and its many variables, ...

Now complete the sentences with the correct word. Then discuss in pairs if you agree with the sentences.

1. Team members should _____ any changes to the project by the scrum master.
2. In the waterfall methodology, it is easier to zero _____ on any problems and fix them.
3. It's always better to bring _____ a project meeting than put it off or cancel it.
4. In project meetings, it's a good idea to jot _____ important stuff for your tasks, even if someone's taking minutes.
5. If the project manager is holding back the team, they should _____ down and let someone else run the project.
6. It's important to weigh _____ the pros and cons of each methodology before planning a project.
7. You should pencil in the next stages of the project _____ your calendar, even if they might change.
8. A project only works if everyone _____ in and does their part.

7

Speaking

Think of a project you were involved in recently and choose one of the methodologies in the video, researching further if necessary. What would have been done differently following this methodology? Would the outcome have been more favourable? In small groups, tell the other students about your project.



8 Talking point

In pairs, discuss the questions below.

1. Do you have any experience with these methodologies? What was it like?
2. Which methodology would you prefer to use as a project manager? Why?
3. Which methodology would you prefer to use as a team member? Why?
4. What skills and qualities does a project manager need to have in each of the methodologies?

9 Extension activity 1

Complete the extract from the script with one word in each gap. Then watch the first part of the video again and check.

Hello, and thanks _____¹ coming today. Project management is a very complex activity, with many methodologies and frameworks. We're going to be looking at four of these in _____², with their strengths and weaknesses.

The first project management framework I want to talk about today is Waterfall. It's a more classic _____³ of managing projects, essentially with tasks following a strict chronological _____⁴. So you start a task once you've _____⁵ up the previous one. In _____⁶ of pros, it's fairly straightforward, so easy to implement, especially with large teams. However, _____⁷ the name suggests, once the water's flowing on that waterfall, there's no _____⁸ back, meaning you can't really go back to previous stages. Therefore it's essential to plan carefully _____⁹ and keep thorough documentation of each stage.

Then we have the Agile framework. When you think Agile, think incremental, collaborative and cross-functional. _____¹⁰ Waterfall, it allows for simultaneous workflows and course corrections mid-way _____¹¹. That's because it breaks projects into smaller cycles, which are iterative. So if you've got a sticky project, with _____¹² of variables and constant changes, Agile might be your best _____¹³.

Agile is often referred _____¹⁴ as a methodology in its own _____¹⁵, but I prefer to see it as an _____¹⁶ term that comprises different methodologies. In _____¹⁷, the next two concepts I'm going to talk about can be considered to be situated within that umbrella.



10

Extension activity 2

The notes below refer to the second part of the video. In small groups, rebuild the script using the words. Then watch the video again to check.

first methodology / Agile framework / Scrum.

Rugby / idea quickly: concept / moment, / not familiar / sport, / when / gather closely / forward.

basic idea / Scrum: / close-knit / communication channels.

common feature / Scrum / stand-up meeting / report / progress made / steps.

last framework / Kanban.

methodology / visual nature / task completion / teamwork / other aspect / .

term / storyboard / format of columns / work is divided: / to be done, in-progress / completed sections.

Kanban / down well / organisation and control / when well-implemented, it / time and resource-saving.

downside, / Waterfall, / not / most flexible / process stability.

short, / not / one / necessarily better / others, / comes down / type of project / many variables, / budget and resources, / human and material.

recommend / thought / best methodology / particular project / hands dirty.





Transcripts

3. Video

Part: - 1 -

Speaker: Hello, and thanks for coming today. Project management is a very complex activity, with many methodologies and frameworks. We're going to be looking at four of these in particular, with their strengths and weaknesses.

Speaker: The first project management framework I want to talk about today is Waterfall. It's a more classic way of managing projects, essentially with tasks following a strict chronological order. So you start a task once you've wrapped up the previous one. In terms of pros, it's fairly straightforward, and easy to implement, especially with large teams. However, as the name suggests, once the water's flowing on that waterfall, there's no turning back, meaning you can't really go back to previous stages. Therefore it's essential to plan carefully ahead and keep thorough documentation of each stage.

Speaker: Then we have the Agile framework. When you think Agile, think incremental, collaborative and cross-functional. Unlike Waterfall, it allows for simultaneous workflows and course corrections mid-way through. That's because it breaks projects into smaller cycles, which are iterative. So if you've got a sticky project, with loads of variables and constant changes, Agile might be your best shot.

Speaker: Agile is often referred to as a methodology in its own right, but I prefer to see it as an umbrella term that comprises different methodologies. In fact, the next two concepts I'm going to talk about can be considered to be situated within that umbrella.

Part: - 2 -

Speaker: The first methodology within the Agile framework is Scrum. Rugby fans will get the idea quickly: the concept comes from that moment, if you're not familiar with the sport, when the players gather closely together to push forward. That's the basic idea in Scrum: small close-knit groups with strong communication channels. In fact, a common feature in Scrum methodology is a stand-up meeting every day to report on progress made and the next steps.

Speaker: And the last framework I want to talk about is Kanban. This methodology has a very visual nature and prioritises task completion, rather than teamwork or any other aspect of the project. The term Kanban refers to a storyboard, which often comes in the format of columns into which work is divided: work to be done, in progress and completed sections. Kanban tends to go down well with those who like organisation and control and, when well-implemented, it can be particularly time and resource-saving. On the downside, like Waterfall, it's not the most flexible approach and requires process stability.



Speaker: So, in short, it's not that one is necessarily better than the others, it really all comes down to the type of project you have and its many variables, including of course budget and resources, both human and material. So I'd recommend putting some thought into the best methodology for that particular project before you get your hands dirty.



Key

1. Warm up

5 mins.

In small groups, students compare their current knowledge of the concepts that they will watch a video about. Elicit some ideas as a whole class but avoid providing any further information at this point so as to not pre-empt the video.

2. Language focus 1

5 mins.

Ask students to read the underlined words and phrases in the box and think of their meanings. Students then match the words and phrases to their meanings. Ask them to compare answers in pairs, then correct them as a whole class. Then, in pairs, students discuss if the sentences are true for them or not, giving reasons. Encourage students to use the words and phrases when answering.

- | | | |
|------------------|----------------|---------------------|
| 1. chronological | 2. incremental | 3. cross-functional |
| 4. iterative | 5. sticky | 6. an umbrella term |
| 7. close-knit | 8. downside | 9. variable |

3. Video

7 mins.

Ask students to look at the picture and think of how they relate to project management. Students then listen and put them in order. Correct as a whole class.

Correct order:

- 1 - Picture B
- 2 - Picture D
- 3 - Picture C
- 4 - Picture A

4. Video: Part 1

9 mins.

Students read the sentences and try to remember if they are true or not. Remind them that some are not mentioned. They then listen again to complete the task. When correcting, play the recording again and pause at the key parts.

- | | | | | | |
|------|------|------|------|-------|------|
| 1. T | 2. F | 3. F | 4. T | 5. NG | 6. T |
|------|------|------|------|-------|------|

5. Video: Part 2

9 mins.

Students read the sentences and try to complete them based on what they remember. They then listen again to check and complete the remaining ones. When correcting, play the recording again and pause at the key parts.

- | | | | | |
|----------|------------|---------------|--------------|--------------|
| 1. rugby | 2. meeting | 3. completion | 4. stability | 5. variables |
|----------|------------|---------------|--------------|--------------|



6. Language focus 2

10 mins.

Go over the sentences with the students and elicit the meanings of the three phrasal verbs (finish, be popular with and depend on a single point, respectively). Students then complete the sentences with one word in each gap. Correct as a whole class, eliciting the meaning of the phrasal verbs (below). Then, in pairs, students discuss if they agree with the sentences. Encourage them to use the phrasal verbs when discussing.

run by = check with someone before doing something

zero in on = fix your attention on something

bring forward = move to a closer date or time

jot down = write down quickly

step down = leave a job

weigh up = consider

pencil in = schedule something provisionally

chip in = contribute

- | | | | |
|---------|-------|------------|----------|
| 1. run | 2. in | 3. forward | 4. down |
| 5. step | 6. up | 7. in | 8. chips |

7. Speaking

10 mins.

Students recall a project they were involved in and think how it would be different if one of these methodologies had been used. If one of these was actually used in the project, they should choose a different one. They then talk about their project and their considerations in small groups.

8. Talking point

10 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

9. Extension activity 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from watching the video, as well as which words fit grammatically. They then listen again and check. After correcting, you can use the extract to practise shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | | | |
|----------|---------------|-----------|--------------|-------------|-----------|
| 1. for | 2. particular | 3. way | 4. order | 5. wrapped | 6. terms |
| 7. as | 8. turning | 9. ahead | 10. Unlike | 11. through | 12. loads |
| 13. shot | 14. to | 15. right | 16. umbrella | 17. fact | |

10. Extension activity 2

15 mins.



Students use the notes to rebuild the script of the second part of the video. You might want to let them watch the video mid-way through the task, but without them making any notes, to assist them. Once they have completed their scripts, they watch the video again to compare.