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Specification:

ProCom Language & Communication School

Within the Erasmus+ KA2 Capacity Building Project

(CBHE) CompIIT – Competences for International

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Summary

The ProCom Language & Communication School is a virtual entity for delivering the competence in English language project communication. According to the Project Management Institute (PMI), 90% of a project manager's role focuses on communication-related activities (PMBOK Guide, 2017). This package consists of four modules which each focus on critical communication skills required for managing projects in an international context. Learning materials will be in English and will be developed for hybrid delivery, combining online and on-site learning activities.

The core module focuses on a) intercultural communication for the global workplace. The three elective modules will each focus on a particular communication skill - e.g., presentation skills, dialogue skills, negotiation skills. The core objective of the module is to develop the communication competence of Armenian graduates with respect to the professional and intercultural aspects of English language communication in virtual, cross-border project settings develop the IT resources of the Armenian universities to support the project-based education. To achieve this goal, the School will therefore a) Strengthen the IT infrastructure of Armenian universities to support project-based learning; b) Enhance the digital literacy of Armenian lecturers, equipping them to work effectively in international, agile, and virtual project settings; c) Foster industry-university collaboration by offering training programs to external stakeholders, including companies. As part of its offerings, the ProCom Language & Communication School will develop and deliver the following:

- A modular training package titled **"Communication for International Project Management"** (13 ECTS in total; students typically complete modules worth 10 ECTS);
- A **Train-the-Trainer** Programme on project-based learning (5 ECTS);
- A **Professional Education Package** for lifelong learning.

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1. Introduction

ProCom Language & Communication School, focuses on preparing students for real-world communication challenges in international project environments. The mains approach is grounded in project-based learning (PBL), which becomes significantly more effective when conducted in realistic settings—such as team-based scenarios or industry case studies. These projects are especially valuable when carried out by international and interdisciplinary student teams, often collaborating virtually across borders. Given the increasing reliance on digital collaboration and the challenges of physical mobility, our programs emphasize virtual projects with cross-border teams. These online environments simulate authentic workplace dynamics and expose students to diverse cultural and professional contexts. ProCom integrates specialized training in key communication areas essential for success in international project management:

- English for Specific Purposes (ESP) – focused on the language used in Project Management
- Presentation Skills – for delivering ideas clearly and persuasively in both academic and professional settings
- Dialogue Skills – for managing effective communication in teams, negotiations, and stakeholder interactions
- Intercultural Communication – for navigating cultural differences and fostering collaboration in diverse, global teams

By combining these communication-focused modules with hands-on virtual project experience, ProCom Language & Communication School equips students and professionals with the linguistic, intercultural, and practical skills needed to thrive in international, agile, and digital work environments. In line with this, the given specification describes consecutively the concept of the ProCom Language & Communication School, the educational aspects of its delivery of communication training, the technical components, and the learning modules and their integration into the Armenian universities.

2. Concept of Virtual Project Campus

2.1. Modular Communication Training in Learning Management System

Communication is a critical success factor in international and cross-border project-based learning (PjBL), especially in virtual environments where soft skills such as clarity, intercultural awareness, and digital fluency are essential. The **ProCom Language & Communication School** addresses this need through an integrated modular communication training programme embedded within the Learning Management System (LMS) of the Virtual Project Campus (VPC)

This training focuses on developing communication competences in alignment with the demands of interdisciplinary, international project work. These competences are not taught theoretically but are embedded within realistic project tasks and professional communication scenarios.

The ProCom modular training supports the formation of essential project competences by integrating four key areas:

- English for Specific Purposes (ESP) for Project Management -Tailored language training that focuses on professional terminology, communication formats, and collaborative interaction specific to international project settings, particularly in engineering, IT, and management. ESP modules include language for documentation, reporting, giving instructions, writing project charters, and handling conflict situations.
- Presentation Skills -Modules focused on planning, structuring, and delivering presentations in English, with emphasis on virtual formats. These include training in persuasive language, visual aids (e.g. slide design), audience engagement strategies, and techniques for presenting to multicultural and remote teams.
- Intercultural Communication Competence -Modules designed to raise awareness of cultural differences in communication styles, power distance, time orientation, and decision-making. Students learn to navigate diversity in virtual teams and adapt their communication to international project partners from different cultural backgrounds.

The **ProCom Communication Training Programme** is integrated into the **VPC's Learning Management System (LMS)** and forms a key component of the digital education infrastructure. The LMS supports structured delivery, monitoring, and assessment of the communication modules. Key components include:

1. **Modular Course Design**-Each communication competence area is offered as a standalone module with clear learning outcomes, assessment criteria, and application-based tasks. Modules can be flexibly combined according to the student's project role and competence profile.
2. **Competence Tracking and Assessment**- The LMS supports formative and summative assessment using rubrics aligned with CEFR levels and project-based performance indicators. Peer feedback and self-assessment are embedded as reflective tools within the learning process.

3. **Interactive Learning Materials** - Modules use a variety of formats including videos, case-based dialogues, simulations, digital storytelling, and quizzes. Tasks are designed to be completed in asynchronous and synchronous settings, often linked to the students' ongoing projects.
4. **Project-Integrated Practice** -Communication modules are not taught in isolation. They are directly tied to tasks and deliverables in the students' virtual project work—e.g., writing a project update email, presenting a milestone report, conducting a team retrospective.
5. **Language Support Tools** -Integrated language support tools include glossaries, writing templates, automated feedback tools, and AI-powered writing assistants. These tools enable students to work independently and build professional English skills over time.
6. **Personalised Feedback** -Instructors provide individualized feedback through audio, video, or annotated text comments within the LMS, guiding learners on how to improve their communication in real-world project contexts

2.2. Competences & Learning Outcomes

Competences & Learning Outcomes for Intercultural Communication for the Global Workplace

- Ability to understand cultural differences
- Ability to understand intercultural communication in global project settings
- Ability to apply cultural frameworks in communication
- Develop Skills for overcoming communication barriers
- Techniques for active listening and conflict resolution in multicultural teams
- Develop empathy, adaptability, and soft skills for cross-cultural communication

Competences & Learning Outcomes for Presentation Skills in Intercultural Communication

- Ability to understand cultural differences: audience expectations and presentation delivery
- Ability to enhance comprehension and collaboration in intercultural presentations.
- Develop audience engagement skills
- Ability to use clear language, structured communication, and culturally appropriate examples.
- Develop transition usage skills

Competences & Learning Outcomes for Communication for International Project Management (ESP)

- Ability to understand cultural differences: audience expectations and communication delivery
- Ability to use clear language, structured communication, and culturally appropriate examples.
- Ability to present ideas and collaborate with peers and stakeholders in English-speaking environment
- Ability to be effective in demonstrating proficiency in conflict resolution by effectively navigating disagreements
- Master key vocabulary, expressions, and terminology used in international project management contexts.
- Enhance language proficiency to navigate formal and informal communication in an international professional environment.

Competences & Learning Outcomes for Negotiation skills in Intercultural Communication

- Identify key negotiation strategies that are effective in intercultural contexts, including integrative and distributive bargaining approaches.
- Develop the ability to plan and prepare for negotiations by analyzing cultural, emotional, and contextual factors.
- Use negotiation as a tool for conflict transformation, turning potential cultural misunderstandings into opportunities for mutual gain.
- Develop strategies to make decisions that take into account both the negotiators' needs and cultural expectations.
- Understand the role of consensus-building and individual decision-making in different cultures and how to manage both during negotiations.

3. Communication Training for International Project Management in the ProCom School

3.1. Didactic Concept

The development of this training package follows a didactic concept that integrates a toolbox of didactic formats to facilitate competence development in intercultural communication and international project management. The goal is to design an engaging, flexible, and learner-centered module that supports the development of knowledge, skills, and attitudes required to succeed in global project environments. The following terminology is used to guide the development of the module:

• **Competence Development Path**: A sequence of steps aimed at guiding learners from their current level of competence to a desired future state. This path encompasses the development of both theoretical knowledge and practical skills in intercultural communication and international project management.

• **Learning Trajectory:** Focuses on the learner's journey as they acquire new competences. This includes how learners engage with the content, reflect on their learning, and apply it to real-world scenarios. The learning trajectory is learner- centric, promoting active involvement and self-directed learning.

• **Student Journey:** Describes the teaching and learning process from an organizational perspective, detailing what learners do, when and where they engage with the content, and which methods and tools are used. The student journey ensures that the module is structured in a way that supports optimal learning experiences.

The Educational and Didactic Concepts serve as the foundation for the development and delivery of the eLearning modules within this training package. The modules are created by Open Communities of Practice (OpenCoP), which focus on key topics related to intercultural communication and international project management. These modules are designed to cater to different learning trajectories, target groups, and competence goals, allowing for adaptability and customization based on learners' needs.

Step 1: Competence Definition

The first step in module development involves defining the competences to be acquired, aligning them with targeted competence profiles for successful graduates. The underlying competence model is structured according to the European Qualifications Framework (EQF) and European Standards and Guidelines (ESG), covering a combination of technical, professional, and global competences. For this training package, competences span the following areas:

• Knowledge: Understanding intercultural communication principles, project management in multicultural teams, and the role of language in global projects.

• Skills: Developing practical communication strategies for international project teams, including conflict resolution, and effective presentation skills across cultural contexts.

• Attitude: Cultivating an inclusive, open-minded approach towards cultural diversity and fostering professional intercultural communication.

Step 2: Target Group Analysis

The target groups for the modules are primarily students (particularly those in Master's

programs in Linguistics, Management, and IT), as well as professionals seeking to enhance their intercultural communication skills for global project management. The module content is tailored to accommodate various competence needs and prior knowledge levels, ensuring that all participants—whether students or professionals—can benefit. The following profiles are considered:

•Students: Those pursuing advanced academic degrees, aiming to enhance their theoretical understanding and practical application of intercultural communication in the context of international projects.

• Professionals: Individuals working in multinational teams, interested in improving their communication strategies and team management skills for global work settings.

Step 3: Selection of Content and Teaching/Learning Methods

The next step involves selecting the content and corresponding teaching/learning methods tailored to the identified competences. The teaching/learning methods are varied to match the goals of each competence:

- **Knowledge Delivery**: Virtual lectures, online courses, eBooks, and distance learning modules are used to deliver theoretical content. These methods ensure that students gain a solid understanding of intercultural communication, project management principles, and related topics.
- **Skills Development**: Projects, case-based learning, and challenge-based approaches are incorporated to encourage problem-solving and practical application. Simulations, role-playing, and group work are utilized to develop communication strategies for international teams, conflict resolution, and team dynamics.
- **Attitude & Reflection**: Reflective practices, individual assignments, and peer assessments are integrated to encourage self-awareness and personal growth in intercultural communication. Students are guided to reflect on their own communication behaviors and biases to foster an open, inclusive mindset.
- **Project-Based Education**: This method contributes to team competencies, particularly in international, intercultural, and interdisciplinary contexts (3 x i). Students will engage in group projects and simulations that mirror real-world international project scenarios, enhancing both their teamwork and leadership skills.

Step 4: Educational Tracks

The student journey can follow various tracks, each designed to align with different career aspirations and educational goals:

- **Practical Track:** This track integrates strong industry involvement, where students will engage with real-world project scenarios and collaborate with professionals from multinational companies.
- **Academic Track**: This track focuses on the theoretical aspects of intercultural communication and project management, providing students with the necessary academic depth and research opportunities.

- **Entrepreneurial Track:** Focused on innovation and business, this track encourages students to apply intercultural communication in the development of business strategies and entrepreneurship, particularly in international markets.

Each track allows students to adjust their learning journey to suit their individual needs, creating a flexible and personalized learning experience.

Step 5: Methodology for Competence Assessment

Assessment methods for this training package are designed to evaluate the acquisition of knowledge, skills, and attitudes in a comprehensive manner:

- **Knowledge:** Written exams, quizzes, and individual assignments that test theoretical understanding.
- **Skills:** Group projects, practical exercises, and presentations that assess the application of communication strategies, conflict resolution, and leadership in international teams.
- **Attitude:** Peer assessments, self-reflections, and participation in group discussions that evaluate the student's ability to work inclusively and adapt to multicultural settings.

Additionally, the grading criteria and certification (ECTS credits) will align with the standards of the European Credit Transfer and Accumulation System (ECTS), ensuring the module's compatibility with academic programs across Europe.

3.2. Educational Resources

For this module the following educational resources are worth using:

Digital education course materials

- **Handbook:** Many people prefer a printed version of a handbook in which they can add notes and mark text. A simple way of providing this information is by distribution of a written book in PDF format, using the online platform (e.g., Moodle).
- **eBook:** eBooks differ from traditional handbooks by being available only online. eBooks offer the opportunity to incorporate hyperlinks to additional exercises or information (like Wiki's, videos and so on). At the end of each chapter, hyperlinks could be provided which refer to an online test that should be completed before the next chapter of the Book becomes available.
- **Online (live) lectures or YouTube videos:** Online live lectures or YouTube videos are in principle identical to the traditional way of teaching. It's a form of (mostly) one-way communication where a teacher is narrating the course material which is basically already provided in both handbook and slides. After each topic, a s
- **Presentation (without lecture)-** A variant on the online live and recorded lectures, is to only provide the presentation itself without the teacher explaining every slide in detail. Instead, a similar concept to the already described eBook can be used where hyperlinks could be incorporated at multiple locations during the slides. It could be linked to a page in the eBook for instance to which

the student can navigate automatically by clicking on the formula (or the icon next to it). Small videos (a couple of minutes) could be used as well to provide further explanation about a certain topic (but no full lectures). This requires the student to be more active while learning instead of just listening to somebody talking for a couple of hours.

- **Peer-teaching** -Lectures can be given on certain topics by students themselves. In international or interdisciplinary modules, each student can have a different educational background. These backgrounds (and their corresponding competence levels) can be estimated by using a pre-modular test (see later). Students can be asked to provide small knowledge clips on certain topics which they know a lot about in order to make the course material a. Varied (not always the same teacher who gives explanation) b. Interesting (everybody can share their own experience with their own insights and remarks.

Evaluation of the students that follow the course. The additional information is part of the course material and can be evaluated in an exam where the knowledge competences are assessed. - Evaluation of the students that are giving the information session. The additional information is not part of the course material for everybody following the course. However, this can still be used to evaluate the communication (and social) skills of the presenters.

3.3. Educational Formats

The educational formats selected for this module aim to provide a diverse, learner-centered approach to achieving the final competences in intercultural communication, project management, and virtual teamwork. By combining traditional methods (e.g., lectures) with interactive and practical formats (e.g., case-based learning, workshops, and simulations), the module creates a dynamic and engaging learning experience. These formats support personalized learning paths, enabling students to develop both the knowledge and the practical skills necessary to succeed in an international, intercultural, and digitalized work environment.

The following didactic formats will be used throughout the module:

Lectures and Online Presentations

• Purpose: To deliver foundational knowledge and theoretical content, such as cultural norms, values, and communication styles, and to provide an overview of global communication practices.

• Format: Lectures will be delivered either in-person or through digital platforms (e.g., video lectures or webinars). Students can engage with the content asynchronously by accessing recorded sessions or interact synchronously in live lectures.

• Method: Interactive lectures with opportunities for real-time Q&A and polls to encourage engagement and ensure comprehension.

Case-Based Learning

• Purpose: To promote critical thinking and problem-solving by analyzing real-world cases where intercultural communication plays a key role. This format will help learners apply theoretical knowledge to practical situations.

• Format: Students will analyze case studies in small groups or individually. These cases will be based on international teams facing communication challenges, conflict resolution issues, and project management hurdles in a global context.

• Method: Discussion, analysis, and group collaboration. Students will present solutions and recommendations based on the case study analysis, demonstrating their ability to apply the knowledge acquired.

Workshops and Interactive Sessions

- Purpose: To allow students to engage actively with course content, practice new skills, and receive feedback. These sessions will focus on skills such as adapting communication styles, managing conflicts in intercultural teams, and effective virtual communication.
- Format: Workshops will be conducted in-person or virtually, where students can participate in role-playing exercises, simulations, or skill-building activities. Peer feedback and instructor guidance will play a key role.
- Method: Facilitated discussions, role-plays, group exercises, and simulations. These sessions encourage practical application of skills in a controlled, supportive environment.

Group Projects and Collaborative Work

• Purpose: To develop teamwork, collaboration, and intercultural competence. This format emphasizes the ability to work with diverse teams, which is essential for project management in international settings.

• Format: Students will be assigned group projects that simulate international or multicultural team settings. The projects will require students to apply communication, negotiation, and conflict resolution strategies.

• Method: Collaborative work, with group tasks such as designing solutions to problems, presenting findings, and providing feedback to peers. Digital tools (e.g., project management platforms) will also be used to facilitate collaboration across time zones.

Simulations and Role-Playing

• Purpose: To immerse students in realistic, dynamic learning environments where they must navigate intercultural communication challenges and decision-making scenarios in real-time.

• Format: Students will participate in simulations or role-playing activities that replicate the challenges of working in international teams. These could include negotiating across cultures, managing virtual teams, or resolving conflicts.

• Method: Active participation in structured role-play scenarios where students take on different roles within a simulated international team. Debriefing sessions afterward will reflect on the learning outcomes and key takeaways.

Self-Assessment and Reflection

• Purpose: To develop self-awareness and reflective thinking, enabling students to assess their own intercultural communication strengths and areas for improvement.

• Format: Students will be encouraged to engage in self-assessment activities throughout the course, reflecting on their communication styles, cultural biases, and areas for personal growth. Reflection journals, peer evaluations, and self-assessment quizzes will be used.

• Method: Written reflections, guided questions, and self-assessment tools. This approach helps students become reflective practitioners, learning to adapt and adjust their behaviors in real-world settings.

Digital Learning Tools and Platforms

• Purpose: To support the acquisition of knowledge and skills in a flexible and accessible manner, particularly in global and virtual environments.

• Format: The module will utilize various digital learning platforms such as Moodle, Zoom, or Google Meet, along with project management tools (e.g., Trello or Asana) to support collaboration and communication.

• Method: Asynchronous and synchronous activities, including online discussions, quizzes, virtual team collaborations, and multimedia resources (e.g., videos, eBooks, and online assessments).

3.4. Evaluation and Assessment

The evaluation process will be multi-faceted to ensure that all competences (knowledge, skills, and attitudes) are adequately assessed:

1. **Formative Assessment:** Ongoing assessments throughout the module, including quizzes, reflections, and participation in activities (e.g., role plays, group projects). These assessments will be used to monitor progress and provide timely feedback.
2. **Summative Assessmen**t: At the end of the module, a final evaluation will take place, combining:

- Individual or Group Project: A case study or project that requires students to apply their acquired competences in a real-world or simulated scenario. This will test both knowledge and skills.
- Presentation: Students will present their findings and demonstrate their ability to communicate effectively in an intercultural context.
- Peer Review: In group projects, peer reviews will be used to assess collaboration and teamwork.

3. **Rubrics**: Clear evaluation rubrics will be provided to guide students on what is expected for each assignment and to ensure consistency in grading.

4. Technical Components of the ProCom Language and Communication School

4.1. Learning Management System of the ProCom School

Tools of the Procom Schools are the tools which are required to use during the class and training. For the course open-source learning management system (LMS), Moodle is being used. Moodle is an open-source LMS that provides a platform for online education and course management.

The fundamental unit in Moodle is a course, which contains learning materials and activities. People who use the system have different roles (administrators, teachers, students) with different permissions. Teachers upload materials like documents, presentations, and videos and the content can be organized into logical sections or weeks.

Within the Moodle the following communication tools can be found:

- Forums for discussions between students/trainees and teachers/trainers
- Messaging system for private communication
- Announcements for course-wide updates

The Moodle learning management system incorporates a sophisticated assessment infrastructure designed to facilitate diverse evaluation methodologies across educational contexts. This robust framework enables instructors to implement evidence-based assessment practices aligned with pedagogical objectives and institutional learning outcomes. The platform's quiz functionality represents a highly configurable assessment tool capable of deploying multiple question typologies, including but not limited to: Multiple-choice interrogatives, Free-text response mechanisms, Matching exercises, Numerical calculation problems, Embedded answer (Cloze) structures, Drag-and-drop interactive elements. These diverse question formats support both formative and summative assessment strategies while accommodating various cognitive taxonomies and learning objective classifications. The assignment submission framework provides a structured methodology for the collection, evaluation, and archiving of student-generated artifacts. Key functionalities include:

- **Temporal parameter configuration**: Precise specification of submission windows with configurable deadline enforcement protocols
- **Digital artifact repository**: Secure storage infrastructure for diverse file formats including documents, multimedia presentations, and computational deliverables
- **Submission status verification**: Automated confirmation mechanisms documenting successful artifact transmission
- **Plagiarism detection integration**: Optional interface with text-matching software to support academic integrity protocols

- **Batch download capabilities**: Efficient retrieval mechanisms for evaluator access to submitted materials

4.2. Collaboration Tools

Collaboration tools are online tools for communication and joint editing of documents. The following are the most widely used ones:

- MS Teams
- Zoom
- Google Meet
- Google docs (open source)

5. Integration Into Armenian University Ecosystem

Integrating the ProCom modules into the Armenian university ecosystem involves tailoring the curriculum, teaching methodologies, and support systems to fit the unique educational context in Armenia. This can be achieved through collaboration between Armenian universities, faculty members, and the ProCom module developers, ensuring the modules meet the needs of both the local context and the global workplace. Here's how the integration process can be structured:

- Curriculum Alignment and Adaptation
- Faculty Training and Development
- Curriculum Delivery and Teaching Methods
- Creating an Intercultural Learning Environment
- Student Engagement and Support

5.1. ProCom Core and Elective Learning Modules

The Modular Training Package **Communication for International Project Management** is designed to equip students with the essential skills needed to navigate the complexities of intercultural communication in virtual, cross-border project settings. As businesses increasingly operate on a global scale, effective communication across diverse cultures has become a critical aspect of successful project management. This training package focuses on enhancing the ability to communicate in English while acknowledging and respecting cultural differences that influence communication styles, norms, and values. Learners will learn how to effectively engage in discussions, present ideas and collaborate with peers and stakeholders in an English-speaking environment. This may also lead to demonstrating deep listening by critically reflecting on and responding to what others have said, demonstrating proficiency in conflict resolution by effectively navigating disagreements, addressing divergent opinions, and finding mutually acceptable solutions through open dialogue and negotiation within risk management scenarios. As a result, they will be directed on how to maintain the formality and structure typical of official correspondence. Learners will learn to distinguish between high and low power distance cultures and understand how these influence communication and presentation styles. They will learn to develop skills to captivate and interact with their audience, ensuring a connection that fosters effective communication. The learners will also learn how to use non-verbal communication, including gestures, eye contact, and body language for having persuasive and powerful communication. The module involves a wide range of competencies, including clarity of speech, structured communication, confident body language, and the effective use of visual aids.

5.2. Integration of the ProCom Modules into the Curricula of Armenian Partner Institutions

To integrate the ProCom modules into the curricula of Armenian partner institutions, the following steps can be taken, considering the key aspects of global communication and project management highlighted in the provided module specifications:

Curriculum Design and Mapping

- **Incorporate Core and Elective Modules**: The core module on *Intercultural Communication for the Global Workplace* (4 ECTS) should be integrated into the foundational courses related to international business, project management, or communications. Additionally, the two elective modules, *Communication for International Project Management* and *Presentation Skills in Intercultural Communication* (each 3 ECTS), can be offered as elective subjects, allowing students flexibility in selecting modules that align with their career goals.
- **Alignment with Program Objectives**: The curriculum should ensure that these modules complement existing courses related to project management, business communication, and international relations. The content should align with the broader learning outcomes of the program, focusing on improving students' ability to navigate cultural differences in a global workplace.

Modular Training Structure

- **Hybrid Learning Approach**: Since the training package will be delivered in a hybrid format (combining online and on-site activities), Armenian partner institutions should invest in the necessary infrastructure to support e-learning and virtual collaboration tools. This includes ensuring that both students and instructors are equipped with the necessary technology for online learning, and offering on-site sessions to facilitate practical applications of intercultural communication theories and practices.

  Teaching Methodology and Materials: The training modules should use a mix of teaching methods such as experiential learning, blended learning, and critical incidents. Teachers and trainers at Armenian institutions should be trained on these methodologies to ensure they can engage students actively in the learning process, both in online and classroom settings.

Focus on Key Learning Outcomes

- **Cultural Competence Development**: The curriculum should emphasize the importance of cultural competence, ensuring that students understand how cultural differences impact communication, decision-making, and collaboration in international project management. This can be achieved through case studies, group projects, and discussions that explore real-world scenarios of intercultural challenges.

- **Language Proficiency and Communication Strategies**: Given the importance of English as the global business language, students should be trained in English for Specific Purposes (ESP) focused on project management. This will involve developing the technical language skills necessary for project planning, risk management, stakeholder communication, and other project management contexts. Students should also be trained to adapt their communication strategies to accommodate diverse cultural contexts.

- **Presentation and Negotiation Skills**: The *Presentation Skills in Intercultural Communication* module should focus on refining students' abilities to deliver presentations tailored to international, multicultural audiences. This includes training in non-verbal communication and other cultural nuances that affect presentations, helping students to adapt their presentation styles to suit diverse stakeholder needs.

- **Conflict Resolution and Negotiation**: Given the role of communication in conflict resolution, the curriculum should also emphasize the development of negotiation skills that account for cultural differences. Students should be taught how to identify and address communication barriers that may arise from these differences, including varying conflict perceptions and negotiation strategies.

Facilitating Intercultural Understanding

- **Real-World Application**: To ensure the effective application of the theoretical content, Armenian institutions should integrate experiential learning opportunities such as virtual international team projects, where students can collaborate with peers from other countries and cultures. This will provide practical experience in navigating cultural differences, using technology for collaboration, and communicating effectively across time zones and cultural barriers.

- **Workshops and Role-Playing**: Workshops focused on intercultural communication can be integrated into the curriculum to give students hands-on experience with real-world challenges. Role-playing exercises, where students simulate project management situations with culturally diverse teams, can help them better understand the practical aspects of intercultural communication in project management.

Teacher Training and Support

- **Professional Development for Trainers**: Teachers at Armenian partner institutions must undergo training to effectively deliver these modules. The training should focus on the theoretical foundations of intercultural communication, the methodologies used in the modules, and the specific needs of Armenian students who may need additional support in adapting to international project management contexts.
- **Continuous Assessment and Feedback**: Since the modules will require students to demonstrate cultural competence and communication skills, continuous assessment methods (e.g., through group projects, presentations, and case studies) should be used. Feedback should focus on improving both technical and soft skills, such as cultural sensitivity, clarity in communication, and adaptability in managing global projects.

Assessment and Evaluation

- **Flexible Assessment Methods**: Given the diverse learning styles and cultural backgrounds of students, assessment methods should be flexible and adaptable. This can include a mix of written assignments, online discussions, project-based assessments, and presentations. The assessments should test students' abilities to apply their intercultural communication skills in project management scenarios.
- **Monitoring and Continuous Improvement**: The integration of the ProCom modules should be regularly evaluated for effectiveness in achieving the desired learning outcomes. Feedback from students, faculty, and industry professionals can help refine the modules over time to better suit the needs of Armenian students and the expectations of the global workplace.

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