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WRITING STRATEGY PROJECT AS AN INTRINSIC SKILL OF PROFESSIONAL COMPETENCES OF FUTURE MANAGERS WHILE STUDYING THE MODULE “STRATEGIC MANAGEMENT” FOR THE COURSE “BUSINESS ENGLISH”

Writing has long been recognized as a crucial skill in the acquisition of the English language. While the significance of active English for communication is well acknowledged, the role of passive English in conveying messages is equally important. Writing serves as a means to engage with our passive English, and it is not merely an exercise in describing topics without intent. In this context, writing is viewed as a progressive endeavor. The progressive nature of writing might be defined as the process that begins with a clear understanding of the topic at hand and the methods of exploration. A particular focus in writing is the transition to academic writing, which presents challenges for many college students as they undertake assignments such as essays and final projects required for their degree completion. Contrary to the belief that academic writing is simply a matter of freely composing text, it demands thorough description and comprehensive guidance to ensure that the writing meets academic standards. This is the essence of what the researcher aims to convey to readers, particularly students seeking to develop their skills in academic writing. The purpose of the article is to demonstrate the key requirements and structure of the strategy project, evaluating its limitations and advantages for university learners while acquiring writing skills during study of “Business English” course. The learning outcomes on the completion of the assignment of strategic project could suggest that students will be able to: create and formulate innovative and sustainable strategic solutions for an actual business entity; recognize investigative methodologies and choose as well as apply pertinent strategic knowledge, concepts, and theories to formulate recommendations regarding the assessment and execution of innovative strategic alternatives for real-world business challenges.

Key Words: academic writing; Business English; competences; undergraduates; skills; benefits; strategic management; business strategy; strategy project.

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**СТРАТЕГІЯ НАПИСАННЯ ПРОЄКТУ
ЯК НЕВІД’ЄМНЕ ВМІННЯ ПРОФЕСІЙНОЇ
КОМПЕТЕНТНОСТІ МАЙБУТНІХ МЕНЕДЖЕРІВ
ПІД ЧАС ВИВЧЕННЯ МОДУЛЮ “СТРАТЕГІЧНЕ
УПРАВЛІННЯ” КУРСУ “ДІЛОВА АНГЛІЙСЬКА”**

Письмо є вирішальним вмінням у засвоєнні англійської мови. Хоча значення активної англійської мови для спілкування є вагомим, роль пасивної англійської мови в передачі повідомлень є не менш важливою. Письмо слугує засобом взаємодії з нашою пасивною англійською, а не просто вправою в описі тем без певного наміру. У цьому контексті письмо розглядається як прогресивна діяльність. Прогресивний характер письма можна визначити як процес, який починається з чіткого розуміння теми, що розглядається, і методів дослідження. Особлива увага при письмі приділяється переходу до академічного письма, що створює проблеми для багатьох студентів університету, оскільки вони виконують завдання, такі як есе та підсумкові проєкти, необхідні для отримання диплома. Всупереч переконанням, що академічне письмо — це просто питання вільного складання тексту, варто зауважити, що воно вимагає ретельного опису та вичерпних вказівок, щоб гарантувати, що написаний текст відповідає академічним стандартам. Це суть того, що автор прагне донести до читачів, особливо до студентів, які прагнуть розвинути свої навички академічного письма. Мета даної статті – продемонструвати основні вимоги та структуру стратегічного проєкту, оцінити його труднощі та переваги для студентів університету у формуванні навичок письма під час вивчення курсу “Ділова англійська мова”. Результати навчання після виконання завдання стратегічного проєкту можуть свідчити про те, що студенти університету зможуть: створювати та формулювати інноваційні та стійкі стратегічні рішення для реальної бізнес організації; розпізнавати методології дослідження та вибрати, а також застосовувати відповідні фахові знання, концепції та теорії для формулювання рекомендацій щодо оцінки та реалізації інноваційних стратегічних альтернатив для реальних бізнес-завдань.

Ключові слова: академічне письмо; ділова англійська мова; компетенції; магістранти; навички; переваги; стратегічний менеджмент; бізнес-стратегія; стратегічний проєкт.

Problem Statement. Writing serves as a powerful medium for conveying and articulating our thoughts, emotions, and viewpoints to others. Furthermore, the writing encompasses not only the generation of ideas but also the effective organization of writing elements. A writer must possess the skill to transform ideas into coherent and meaningful content that resonates with the reader. Academic writing transcends ordinary writing;

it necessitates a series of detailed steps and critical elements that must be prioritized (Irawati, Lulus, 2024).

It represents an evaluation of how a writer thinks, analyzes, substantiates, and presents factual and scholarly information. To embark on the correct path in academic writing, it is essential to focus on its fundamental objectives. In this regard, it is emphasized that academic writing fundamentally constitutes an argument. Given the diversity of perspectives among readers globally, an argument is crucial for guiding their beliefs regarding the facts presented. Consequently, the writer must utilize numerous supporting sources to provide accurate data and comprehensive information for the audience (Irvin, Lennie, 2021).

Prewriting or planning is a vital initial step in the writing process. Prewriting activities are designed to assist students in preparing their writing by enhancing their background knowledge, selecting and refining suitable topics, brainstorming ideas, and organizing their thoughts. Additionally, the stages of learning to write are as follows: responding to the ideas generated by learners; composing process: a planning-writing-reviewing framework utilizing a dramatic structure that includes orientation, complication, sequence of events, resolution, and coda; building knowledge of field, modeling of text, and joint construction (Figure 1).

Common Challenges Faced in Academic Writing

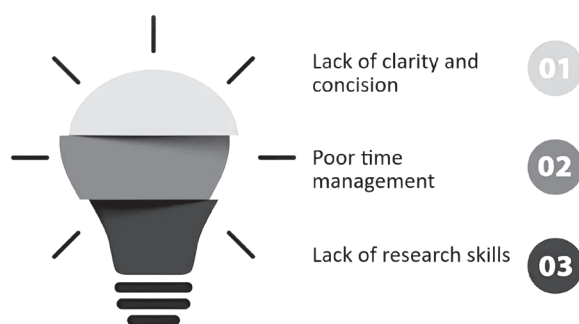


Figure 1. Common Challenges Faced in Academic Writing by University Learners

Writing is a crucial component throughout various stages of life, from early education to higher education and beyond. It enables students to express their ideas, foster creativity and critical thinking, and enhance their self-confidence. Proficient writing skills are essential for academic achievement and are regarded as valuable assets in professional environments.

However, despite the efforts made in written communication, many language learners find writing in a foreign language classroom to be particularly challenging. This difficulty arises not only from linguistic knowledge but also from the socio-cultural aspects of writing, which include prior knowledge, understanding of genre

and register, and cultural expectations. These factors can impede the transfer of writing skills from a learner's first language to a second language (Irawati, Lulus, 2024).

Research on writing instruction has led to the development of various methodologies. In language classrooms, writing is often treated as a supportive skill, approached from a product-centered teaching perspective. This means that teachers tend to focus on immediately correcting grammatical and language form errors, which can prevent learners from addressing their own weaknesses in both form and meaning.

Such an approach overlooks the process of meaning-making and fails to acknowledge that writers, regardless of their intent or the form of their writing, must navigate several stages before arriving at a polished final text (Figure 2) (Irawati, Lulus, 2024).

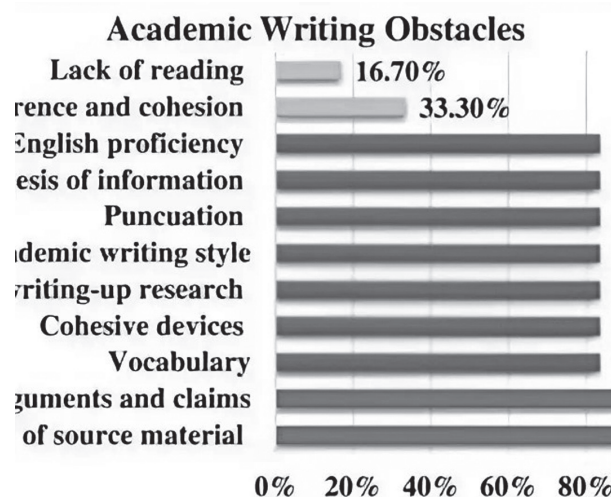


Figure 2. Academic Writing Obstacles Faced by University Learners

Academic writing fundamentally involves analysis. The results derived from academic writing stem from this analytical process, indicating that writers typically engage in analysis. When approaching a piece of writing, it is advisable for the writer to focus on the questions of "HOW" and "WHY" instead of merely asking "WHAT" (Setyowati, Lestari, 2021).

To conduct a thorough analysis it is important for students to include three essential components such as:

1. Identify a topic under investigation where the answer is initially unknown, allowing the writer to remain open to various possibilities.
2. Provide a clear explanation of the key points of significance.
3. Analyze the two aforementioned aspects and connect them logically (Figure 3).

While recognizing the significance of academic writing in terms of argumentation and analysis, it is equally crucial for the writer to produce content that adheres to an academic style.

In this regard, academic writing should adopt a scientific tone, advocating for the use of the third person singular instead of the first person “I.” Moreover, the use of “I” should be avoided, as academic writing must maintain a scientific and formal approach (Shahabuddin, Syed, 2023).

Furthermore, the key principles for enhancing the academic quality of writing include:

1. Integrating multiple sources, because it is essential to utilize more than one source to lend scientific credibility to the writing, presenting diverse perspectives from various sources strengthens the argument, and it is acceptable to incorporate differing viewpoints as long as they support the writer’s ideas and are relevant to the topic.

2. Balancing direct quotations with summaries of arguments. Writers may include direct quotes, provided they also paraphrase these ideas in their own words (Bailey, Stephen, 2021).

Analysis of Recent Research and Publications.

Writing is widely recognized by language users and composition scholars as an essential skill. The task of articulating the significance and role of writing within personal, educational, and social frameworks has become increasingly complex. The following sections will examine how authors such as Lindeman, Byrne, and Irmscher have endeavored to clarify the purpose of writing across different contexts. In light of the rising importance of writing proficiency, particularly in English, writing instruction is assuming a more prominent position in second language education within the global landscape.

Consequently, it is now broadly accepted that proficiency in speaking and writing a second language is vital for personal, professional, and academic success. For many students, the ultimate objective of developing writing skills is to engage comprehensively in all aspects of society, and this necessity intensifies as they progress through higher education. Writing proficiency is often regarded as an indicator that students have acquired the cognitive skills essential for both academic and professional environments, given the close relationship between writing and critical thinking. The ability to generate ideas and refine one’s writing in terms of grammar, style, organization, and other elements is crucial for the advancement of writing as a skill. Many language educators express concern regarding students’ ability to edit for grammatical accuracy. Since the inception of the Writing Process Movement in the 1970s, teachers have intervened to assist students in developing more effective writing practices.

Martiwi (2021) conducted a study titled “Error Analysis in Writing Business Email: A Case Study at PT. Nihon Denkei Indonesia.” Email has become a vital aspect of communication in the modern world. Many organizations utilize email to communicate with colleagues, business partners, and other stakeholders; however, numer-

ous business emails exhibit errors in their written form, such as the use of abbreviations and addressing individuals by their first names instead of their surnames. The aim of this research is to identify the types of errors present in business emails at PT. Nihon Denkei Indonesia and to explore strategies for mitigating these errors during the composition of business emails. Kassem (2022) authored “Developing Business Writing Skills and Reducing Writing Anxiety of EFL Learners through Wikis.” This study investigated the effectiveness of wikis in enhancing business writing skills and alleviating writing anxiety among Business Administration students at Prince Sattam bin Abdul Aziz University in Saudi Arabia. The research involved 60 randomly selected students divided into control and experimental groups. Two primary data collection methods were employed: the Test of Business Writing Skills and the Writing Anxiety Inventory (Ketabi, Saeed and Torabi, Reza, (2023).

The experiment was conducted during the second semester of the 2015–2016 academic year, and a t-test was used to compare pre- and post-intervention mean scores. The results indicated that the post-test mean scores for Business Writing Skills in the experimental group were significantly higher than those in the control group. Additionally, the experimental group experienced a notable reduction in writing anxiety compared to the control group. The findings suggest that wikis can enhance the business writing skills of EFL learners while also reducing their writing anxiety. It is recommended that instructors receive adequate training in the integration of wikis. Al Muslimi (2022) investigated “The Effect of Using Portfolio on the Development of Students’ English Business Writing and Their Attitudes towards the Course at Sana’a Community College.” This research focuses on the impact of portfolios on the development of English business writing skills among students (Setyowati, Lestari, 2021).

Caron et al. (2013) conducted a study titled “Business Writing on the Go: How executives manage impressions through e-mail communication in everyday work life.” This research investigates the methods by which CEOs utilize paratextual signals to uphold professional perceptions in their business emails, whether sent from smartphones or office computers. The study involved semi-structured, audio-recorded telephone interviews with a sample of 60 leaders from various Canadian industries. The interviews focused on analyzing the email writing practices of CEOs for business purposes on both their smartphones and office PCs. Following transcription, the data were examined through both quantitative and qualitative approaches.

The research specifically contrasts the ways in which CEOs initiate and conclude business emails on their smartphones compared to their office computers. It was found that they frequently use folk categories to differentiate between formal and informal relationships, as well

as internal and external communications, along with the identities of the recipients. Executives demonstrate an awareness of the social implications of paratextual signals, with the absence of such signals often serving as a significant cue.

Despite the critical role of email in business communications, there are few studies that compare the email writing practices of organizational executives on smartphones versus office computers (Figure 3).

This research highlights that the email writing behaviors of CEOs play a crucial role in shaping their professional identities and relationships, even as they maintain a task-oriented communication style (Ketabi, Saeed and Torabi, Reza, 2023).

Purpose of the Article. Language learning strategies have been identified as key indicators of successful language acquisition. Learners who effectively utilize appropriate strategies are better equipped to navigate uncertainties, such as those related to task requirements, the expression of their ideas, or their own capabilities. A significant challenge for non-native speakers is the simultaneous process of learning to write while acquiring the language itself. The focus on strategies, particularly in the context of academic writing, has often been overlooked, especially among learners with lower proficiency levels. In the realm of second and foreign language education, both practitioners and researchers have concentrated their efforts on the selection and implementation of language learning strategies employed by successful learners. The notion that proficient language learners may possess unique strategies that can be beneficial for others. It is believed that language learning strategies can significantly improve the

current state of academic writing, which poses various challenges for university students.

The purpose of the article is to demonstrate the key requirements and structure of the strategy project, evaluating its limitations and advantages for university learners while acquiring writing skills during study of “Business English” course.

Presentation of the Main Research Material.

Projects must play a vital role in realizing the strategic objectives of the organization. At the corporate level, a corporate strategy is articulated through a strategic plan. The business strategy is encapsulated within the business plan, while the marketing plan is derived from the marketing strategy. Similarly, the operational plan stems from the operations plan. All strategies culminate in plans; however, the project plan exists independently. There is an absence of a defined Project Strategy. It is crucial that all strategies and plans integrate and build upon their predecessors. Unfortunately, the project plan does not incorporate or enhance the other strategies or plans. Instead, it concentrates on the tactical execution of tasks and the completion of deliverables. This raises the question: for what ultimate purpose? Completing the project on schedule, within budget, and according to specifications represents a short-term viewpoint. A long-term perspective would involve ensuring that the project generates competitive advantage or value for the organization.

A Project Strategy is vital for achieving superior outcomes and maximizing the value derived from projects. We define Project Strategy as the perspective, direction, and guidelines for determining what actions to take and how to execute them to attain the highest competitive ad-

Best Practices for Academic Writing

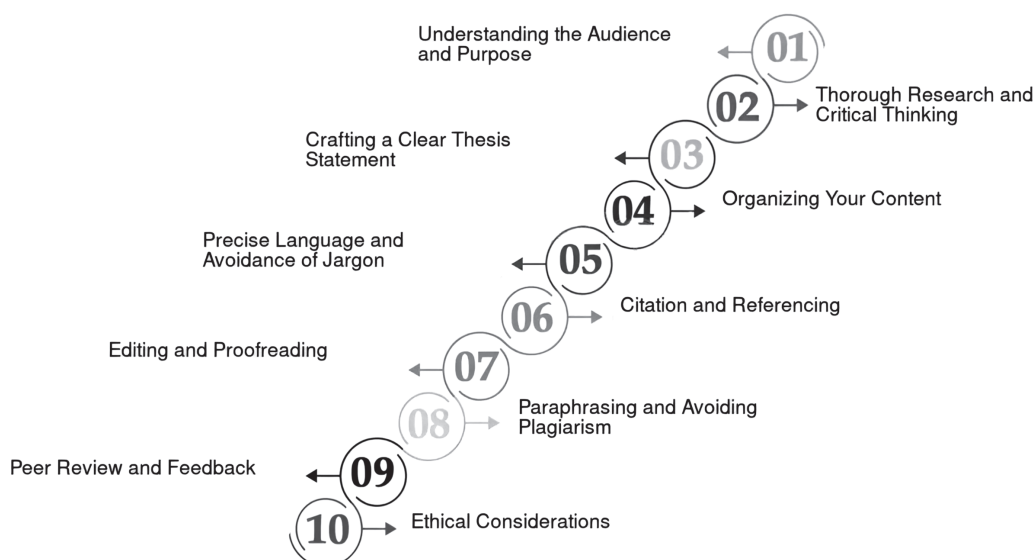


Figure 3. Activities for Shaping Academic Writing Skills

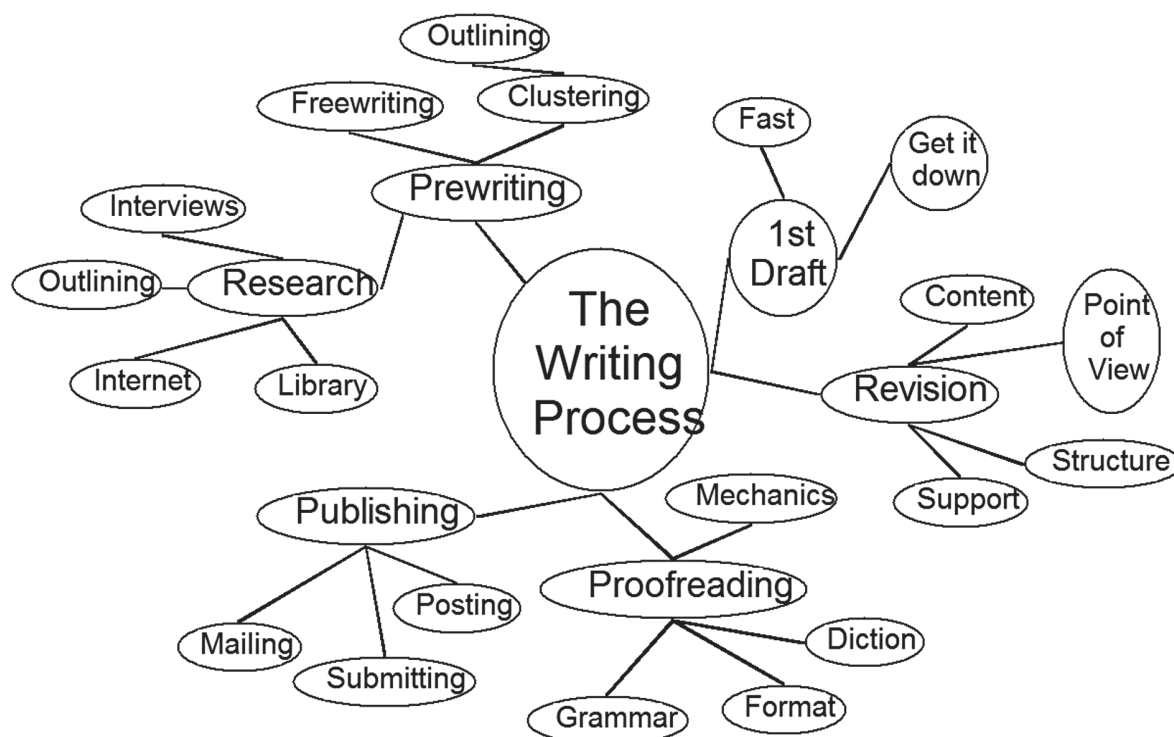


Figure 4. Strategies for Writing Business Project

vantage and optimal value from the project. Project Strategy serves as a comprehensive set of guidelines that the project team can utilize in decision-making and actions throughout the project lifecycle, aligning with corporate, business, marketing, and operational strategies (Figure 4).

There are two categories of projects: those aimed at delivering products or services to external customers and those focused on internal customers. Projects for external customers are designed to secure a competitive advantage for the organization, generating revenue, cash flow, and profits. Conversely, internal customer projects aim to create business value for the organization, enhancing cost efficiency, productivity, and response times, thereby contributing indirectly to competitive advantage (Shenhar, A., Poli, M. and Lechler, T., 2021).

This assessment of writing strategy project is designed to be flexible and individualized. Students have the option to choose between two alternatives:

Option 1: Students may prepare and submit a Strategy Project Analysis Infographic Report on Blackboard, with a written component equivalent to a maximum of 1500 words.

Option 2: Students may opt to write and submit a Strategy Project Analysis Infographic Report on Blackboard and also engage in a business meeting where they will present their Strategy Project Analysis in person, with a duration of up to 10 minutes.

Both assessment options necessitate that students conduct a thorough analysis of a strategy project, utilizing relevant concepts, theories, and frameworks covered in the module. Students may either continue their work

on the Forage Tata ESG strategy project from Assessment 1, incorporating feedback received from the evaluators, or they may choose to develop a strategic solution for one of the following projects: Forage Accenture UK; Forage X Venture and Business Builds; Forage PwC US Management Consulting (Bailey, Stephen, 2021).

To simulate the experience of working on a strategy project in a real-world context, students will develop a comprehensive strategic solution presented as a professional business document that incorporates infographic elements. This creative design will feature graphs, images, tables, and other components typical of a professional business report. The inclusion of infographics in this assessment is crucial, as the dynamic nature of the business environment demands reports that provide swift and easily accessible insights. Infographics convert extensive narratives into concise, visually engaging formats, thereby improving the efficacy of written communication and promoting rapid reading and comprehension.

Proposed Framework for the Strategy Project

"Introduction

This section will provide a concise overview of the consultancy project that serves as the focal point of this report, along with an outline of the report's structure.

Assessment of the Current Strategy

In this section, utilize a strategy theory covered in the module (either at the business or corporate level) to elucidate the current strategy as presented in the Forage project.

Recommendation for Future Strategy and Evaluation via SAF Framework

In this section, recommend the strategy that the organization should pursue in the near future. Your recommendation should be based on one of the following three options:

1) The organization should maintain its current strategy (provide justification for its effectiveness and the absence of necessity for change);

2) The organization should retain the existing strategy (i.e., the academic strategy remains unchanged, but the practical actions undertaken by the company should be modified);

3) The organization should entirely revamp its strategy (i.e., the organization should implement a fundamentally different strategy in academic terms).

Select one of the options above, apply a relevant strategy theory (either business or corporate level), and substantiate your choice using the SAF (Suitability, Acceptability, and Feasibility) framework. Further guidance on the application of the SAF theory will be provided during lectures and in the videos available on Blackboard.

Conclusion

This section will succinctly recap the proposed future strategy for the organization, highlighting the key points from your research and analysis that support the strategic recommendations” (Barker, Alan, 2023).

Writing Quality & Standards Statement for the Strategic Project

Plagiarism represents a specific type of academic dishonesty that must be strictly avoided. Students who violate these regulations, regardless of intent, will face consequences. It is imperative that you comprehend the principles of proper referencing. As a student at the university level, you are expected to utilize suitable references and maintain meticulous records of all sources, including any materials obtained from the internet.

Plagiarism is characterized as the submission of work (whether written, visual, or oral) that was originally created by someone else, without proper acknowledgment, leading to the assumption that the work is your own. This may include the uncredited use of another individual’s work, ideas, opinions, theories, facts, statistics, graphs, models, artistic works, computer code, drawings, direct quotations, or paraphrased content from another’s spoken or written expressions (Shahabuddin, Syed. (2023).

Plagiarism encompasses both verbatim copying and paraphrasing with minimal alterations:

1) Direct quotations must be clearly indicated using quotation marks (or by formatting the text as an indented italicized paragraph for longer excerpts), along with the citation of the source (including title, author, page number, and publication date).

2) A paraphrased summary must include proper attribution to the original author, along with the date and source of the material, including page numbers for the sections that have been summarized.

Generative AI in Strategic Project Writing

The academic integrity mandates that students produce original work, emphasizing the importance of independent thought and accurate source citation. Delegating assignments to machines or external parties is considered cheating, as it undermines critical thinking abilities, impedes personal development, and reduces the potential for meaningful contributions in both academic and professional contexts.

Research Results. Upon completing their strategy project, students are presented with a valuable opportunity: the choice to either articulate and discuss their findings in a meeting or convey their analysis through written submission. This decision not only grants flexibility but also simulates real-world business practices, where professionals often resort to written communication in lieu of personal attendance. Opting for either path allows students to adeptly demonstrate their analytical skills, although students will choose their preferred method of communication. Engaging in this exercise not only sharpens their ability to analyse and report but also prepares them for the nuanced communication demands of the professional world. Whichever route is chosen, it is an assurance that the students’ analytical and academic skills will be showcased, honed, and appreciated (Fujieda, Yutaka, 2022).

The learning outcomes on the completion of the assignment of strategic project could suggest that students will be able to:

1) create and formulate innovative and sustainable strategic solutions for an actual business entity;

2) recognize investigative methodologies and choose as well as apply pertinent strategic knowledge, concepts, and theories to formulate recommendations regarding the assessment and execution of innovative strategic alternatives for real-world business challenges (Figure 5).

Understanding the Importance of Business Writing

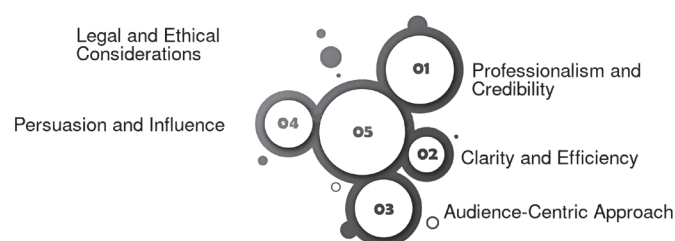


Figure 5. Business Writing Skills Benefits

Prospects for Further Issue Exploration. Projects present a significant opportunity for gaining a competitive edge and delivering value to the organization. Effective management of projects requires a strategic approach. It is suggested that a Project Strategy is essential for capitalizing on these opportunities. This paper utilizes established frameworks to articulate the

concept of Project Strategy and to demonstrate how it can be aligned with corporate, business, marketing, and operational strategies to fulfill strategic objectives. By addressing the high-level questions of Why, What, How, Who, When, and Where, the Project Strategy enables a focused approach towards achieving the desired strategic outcomes, thereby maximizing competitive advantage and optimizing project value (Shenhar, A., Poli, M. and Lechler, T., 2021).

To create effective writing, it is essential for every writer to engage in a thorough exploration of ideas, articulate their thoughts on paper or digitally, organize their content, draft an initial version, revise that draft, and ultimately produce a polished final copy. Continuous progression through each stage of the writing process is crucial for enhancing the quality of the work. A particular focus for many is the challenge of crafting academic writing, which is a common hurdle for college students when completing assignments such as essays and final projects, necessary for their academic progression. Contrary to the belief that academic writing is merely a matter of freely expressing thoughts, it actually requires a comprehensive understanding and adherence to specific guidelines that define its scholarly nature. This is the insight the researcher aims to convey to readers, particularly students seeking to refine their academic writing skills.

In addition, the future prospects of ongoing research could be streamlined into exploration of artificial intelligence application into shaping academic writing skills for university learners aimed at increasing Business English competencies necessary them to be competitive at their future workplaces.

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