Combining the Roles of Translator and Project Manager in A Decentralised Network: A Competency Framework

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ABSTRACT

Aim. Since technology savviness and the ability to manage challenging projects turned from an option into an imperative for an ordinary translation professional, this study focuses on the competencies of a translation project manager (TPM), aiming to develop and verify a context-specific competency framework.

Methods. The subject of this ethnographic study is the global decentralised network of translators, where the translator can avoid sharing the project management costs, i.e., undertake not solely the traditional activities of a language professional but also those of owning translation projects.

Results. Cross-competencies of the framework of European Master in Translation (EMT) and of general project management are identified and verified through a quantitative and qualitative survey of participants. Both theoretically derived and refined TPM competency frameworks are presented.

Conclusions. Although a translator's professional activity, unlike that of a project manager, does not require the development of qualities related to leadership, the study's results confirm the findings of other researchers on TPM, which emphasise the importance of well-developed interpersonal qualities.

Keywords: translation project management, competency framework, decentralised organisation, translators' network, EMT service provision competence, personal/interpersonal competence

Introduction

The emerging opportunities for remote international cooperation are transforming the language services market and challenging freelancers' and traditional translation companies' operational habits and the industry market. In a highly competitive environment, its actors are concerned not only with the quality of the translation but also with the quality of the services offered, including but not limited to digitised data management, real-time complex projects, tightly organised processes, quality control, ultra-responsiveness, and value-added services to clients (Schmitt, 2019). This means that a translator's interest in technology solutions and the ability to organise the workflow of projects has changed from an option into an imperative (Motiejūnienė & Kasperavičienė, 2019).

Continuous improvements in software tools enable the development of a new project management paradigm, where translation projects can be implemented decentralised – based on flexible project teams formed by the translators themselves. ELIS reports on the results of industry surveys indicate that translation freelancers tend to be optimistic about moving away from company intermediation and working directly with the client (ELIS Report 2022; 2023). A potential way to opt out of mediation is to cooperate in a decentralised network of translators.

This paper presents the decentralised network of translators where the translator may not share the costs of translation project management, i.e., perform the traditional activities of a language professional and those of a project manager. This means that such translators need to be able to coordinate and process their clients' orders independently, clarify and communicate the minor details of the order, bring together linguists and technical specialists, organise the project's execution and quality control comprehensively, to archive media, to ensure the remuneration of the specialists involved and, in general, to do the utmost to attract and retain the client – including added value. Here, translation project management skills (and, to some extent, entrepreneurial skills, omitted in this study) are an essential contribution and source of income for the translator, as crucial as the ability to translate professionally and expertise in a specific language domain. As a decentralised organisation, the network-type organisational model is a new phenomenon in business and scientific literature and a new field of activity for translation professionals, which requires a more detailed specification of the necessary TPM competency. Even though the project manager position is essential to any organisation, translation project management is an area that receives relatively little attention in translation studies (Walker, 2022).

Professional associations such as the Association for Project Management (APM) and the Project Management Institute (PMI) have developed the most prominent PM competency frameworks. Although universal PM competency frameworks are applicable to any industry,

studies emphasise the need for an industry-specific framework (Plaza-Lara, 2020). Based on this statement, Plaza-Lara assumes it shall include competencies from both disciplines. After a series of studies in this field (Plaza-Lara, 2020, 2021, 2022), she introduced a TPM competency framework based on the PACTE Translation Competency and the PMI framework. This study is focused on the cross-competences derived from the European Master's in Translation Framework 2022 (EMT Framework) and the extended Project Management Competency Development Framework (PMCDF) by Leandro Bolzan de Rezende and Paul Blackwell (de Rezende & Blackwell, 2019).

To assess the validity of the theoretically derived competency framework, a study was carried out in February-March 2023 on participants' experiences in the international network of translators who combine their roles of translators and project managers. The chosen ethnographic research strategy can be applied to the diverse nature of a culture made up of specific groups of people who share common interests, identities, behaviour, attitudes, worldviews, etc., and is therefore appropriate for the purpose of this study.

A Decentralised Network of Translators

In the field of translation services, we can generally find three models of translator entrepreneurship: the individual activity as a Single Language Vendor (SLV), the individual activity within a Language Service Provider (LSP), and the individual activity within a Multi-Language Vendor (MLV). The main differences between them are the capacity to manage complex, large-scale projects, usage of workflow systems, and scope of networking. The mentioned entrepreneurial models will not be discussed hereafter. Instead, a new one is introduced: the MLV-type decentralised network of translators, whose participants are the subjects of this ethnographic study.

Driven by the increasing pace of innovation and competing, worldwide virtual networks are emerging, where teams collaborate across borders – in time, place, cultures and/or languages – to achieve the goals of their organisations. Table 1 presents the comparison of the traditional organisational structure, where management is top-concentrated, and strategy is devolved downwards through operational and tactical decisions, and the horizontally linked structure, where management roles, responsibilities, and objectives are distributed horizontally, and the organisation's strategy is set and implemented by the community. "Traditional organisations are dominated by the 'tyranny of numbers', a strategic planning process that aims to measure results and improve productivity and efficiency. Horizontal organisations, on the other hand,

use social technologies to build, manage, and expand their network." (Avril & Zumello 2013, p. 205).

Table 1
Adapted Organisation Profiles

Function	Hierarchical links	Horizontal links
Goal	To fulfil the manager's mission	To promote the interests of collaborators
Governance principle	CEO	Trust
Decision-making	From top to bottom	Joint or harmonised
Type of service	Standard	Tailored
Basis for control	Position and rules	Experience and reputation
The basis of the relationship	Recruitment	Exchange of resources

Source. Adapted from Serrat (2017, p. 85).

Among other features of a decentralised horizontal organisation such characteristics as multifunctionality (functions are assigned according to the project's needs, not according to job title), autonomy (each project is led by its owner, responsible for all implementation stages), the primacy of teamwork, and a culture that fosters communion and cooperation, are highlighted (Ostroff, 1999).

The organisation's structure under study is horizontal – each translator and project manager is also a business partner of the whole network. Each translator project manager in the network earns a discretionary project margin (minus 10%-15% for the maintenance and development of the platform tools) by attracting clients, assembling the project teams based on language combinations, translation field, and technological solutions, managing all project phases and risks, providing feedback to language specialists, and maintaining an ongoing relationship with the clients.

Translator and Project Manager

Cristina Lara Plaza suggests that the competency framework for TPM practitioners shall combine the competencies of two distinct disciplines: translation and project management. She has developed a TPM competency framework based on the PACTE Group Competency Framework for translation studies and the PMI's Project Manager Competency Development framework (PMCD) (Plaza-Lara, 2021).

However, in 2022, following the development of translation technologies and the expansion of the translation market, the expert group of European Master in Translation under the European Commission's Directorate-General for Translation Studies (EMT) developed a

competency framework for the *translator as a service provider* (EMT, 2022), which reflects the nature of the individual activity of translators, prevailing in the translation industry. This is now one of the primary standards for training translators across the EU and beyond, both in academic and employment/entrepreneurial contexts. Plaza-Lara, comparing the PACTE framework with the EMT, argues the opinion that the PACTE framework is too theoretical (Plaza-Lara, 2022) and finds that although the competencies are given different names, a detailed examination of the multi-component framework shows that both tend to cover almost identical categories of translation competencies (Plaza-Lara, 2022). Moreover, both frameworks include the skills of a translation project manager, such as "communication skills, ability to work under pressure, organisation skills, attention to detail, motivation, autonomy, interpersonal skills, proactive and positive attitude, ability to adapt to different situations, leadership skills and the ability to assume responsibility." (Plaza-Lara, 2022, p. 4).

The main idea behind the EMT framework is the central role of translation service delivery expertise. The main objective of the EMT is to improve the quality of translator training, so that young translation professionals can better integrate into the market (Svoboda et al., 2022). Even though a translator's career does not have to be a PM (which would require an additional specialisation), the updated EMT framework includes a chapter on "Service provision." This means that a translator also needs "service provision competence." Service provision competence in translation has two dimensions specific to the project management discipline: interpersonal and operational (of project management) (Thunissen, 2015). The update of the EMT framework emphasises the need for human skills – linguistic, sociolinguistic, cultural, and transcultural skills: "This does not mean a narrower focus, but rather an awareness of human skills as a differentiator in a technologized employment market, where linguistic, critical, and ethical competences can combine to produce a transversal skill set to equip graduates for the future." (EMT 2022, p. 2). Transversal skills are essential for an individual's readiness to enter the market (Nägele & Stalder, 2017).

The study also benefited from the fact that, recently, there has been a knowledge gap concerning transversal skills in translation studies, as well as in project management. Hence, the chosen project management competency framework had to meet the criterion of "transversal skills" visibility. Leandro Bolzan de Rezende and Paul Blackwell reviewed the project manager competencies, aiming to fill the gap and develop a comprehensive competency framework that describes project managers in their full complexity and goes beyond technical competencies, arguing that "despite the efforts of professional associations and researchers to uncover many different perspectives on project management competency, a broad but also fragmented body

of knowledge has emerged." (de Rezende & Blackwell, 2019, p. 35). The researchers analysed 658 articles on project management, development programmes, and project managers' competencies. They identified 11 core project manager competencies and 81 of their components (PMCDF).

EMT Translator and Project Manager Competencies: Underpinnings

For the comparative study, a table listing the PMCDF competencies and their components on the left and the equivalences of the EMT framework on the right was drawn up. The components of the translation discipline, the interdisciplinary components, and the components attributable to project management were marked in different colours.

Translation disciplinary competencies and their components:

At least the *sociolinguistic-intercultural* and *translation* competencies, if not all the skills in the EMT framework, are necessary for a translator's career. ISO 17100:2015 states that these competencies are considered mandatory for a translation project manager; thus, they were primarily ranked.

Interdisciplinary competencies and their components:

– *Communication competence:* In the category of communication competence, only two of the eight components – engaging communication and presentation skills – did not overlap, and these were classified under the project management discipline.

– *Teamwork competence:* Seven components were compared here, but the EMT pair was found only for collaboration skills, while components such as professional support, creating conditions for the growth of others, team building, delegation, mobilisation, and trust-fostering were attributed to the project management discipline.

– *Emotional competence:* EMT matches found for stress management and interpersonal skills. However, interpersonal sensitivity, mindfulness, intrinsic motivation skills, and empathy are attributable only to the project management discipline.

– *Contextual competence:* Here, adaptability, strategic alignment, and responsible networking skills are considered interdisciplinary. Discipline and political awareness fall under the heading of project management.

– *Management competence:* One of the five components, prioritising skills, has not been identified as a match in the EMT.

– *Cognitive competence:* Interdisciplinary components include critical analysis, strategic and systems thinking, and continuous learning. The components of problem-solving,

creativity and innovation, decision-making, visioning, and intuitiveness are attributable only to the project manager.

- *Professional conduct:* The equivalent of professional ethics has been found in the EMT, but accountability is attributable to the project management discipline.

- *Knowledge and experience competence:* Of the four, only the technology savviness component overlaps, while project management experience, business experience, and administrative knowledge are all attributable to project management.

- *Expression of personal qualities:* The skills of a translator include only openness. The remaining components, such as efficiency, commitment, initiative, self-confidence, diligence, courage, sense of humour, multitasking, and professional discipline, are subject to project management.

- *PM knowledge and experience:* Project management is included in the EMT as "Organisation, budgeting and managing translation projects involving single or multiple translators and/or other service providers" (EMT 2022, item 31). However, the competence group for project management as a distinct discipline comprises eighteen components focusing on specialised knowledge, methods, and practices, mostly grouped into traditional bodies of knowledge. Additional demands, such as change management, customer data management, supply chain management, etc., only reinforce the claim that project managers must master more than the traditional project competencies described in the existing bodies of knowledge (de Rezende & Blackwell, 2019).
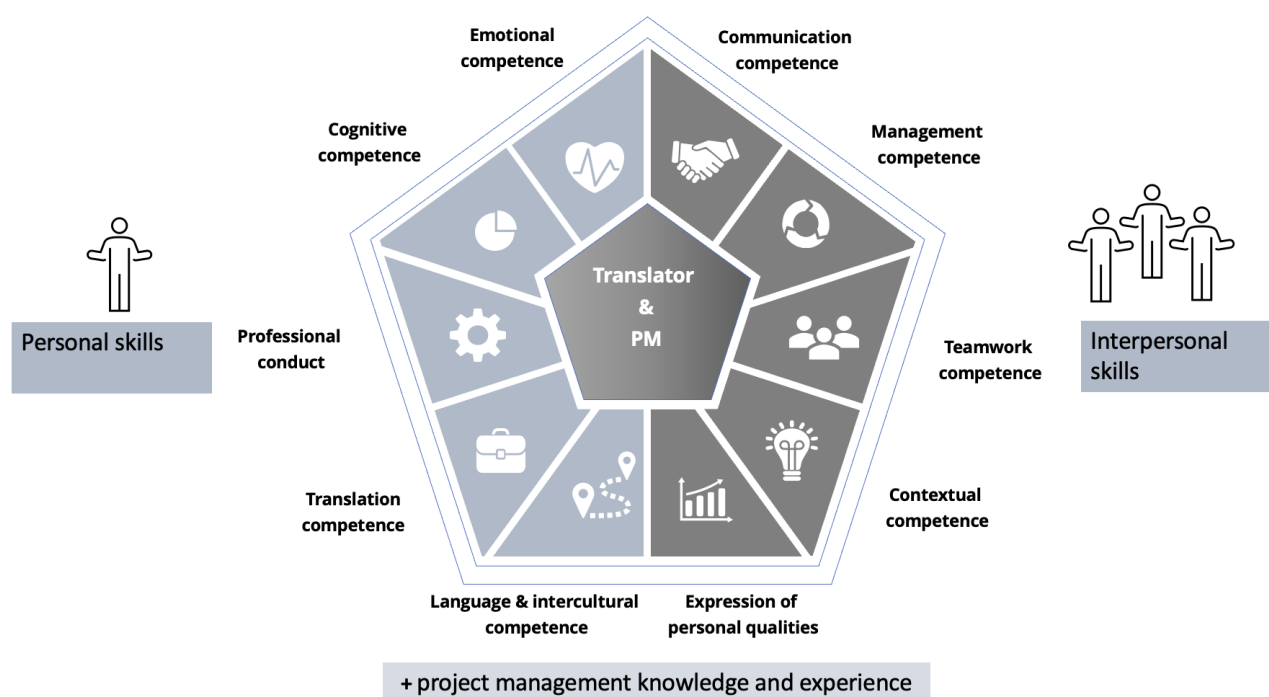
PM disciplinary competencies and their components:

- *Impact competence:* This includes leadership, conflict management, influencing, motivating others, and negotiation skills.

Given that the disciplines of translation and project management have many overlapping components, with the most significant differences in interpersonal interaction and the expression of personal qualities, it can be assumed that a translator's activities are more personalised and those of a project manager more interpersonal. Therefore, the distinction between personal and interpersonal skills proposed by Bolzan de Rezende and Paul Blackwell (2019) can be applied to developing a new, integrated visual framework. The framework below is based only on the competencies and their content consistent with EMTs.

The analysis of the underpinnings between EMTs and PMCDFs revealed three core competence groups:

- *personal skills (of language professional)* consisting of five competencies,
- *interpersonal skills (of TPM),* which also comprise five competencies, and
- *project management knowledge and experience (managerial skills),* defining skills and experience in various phases of managing projects and PM's activities. PM knowledge and experience are essential for a TPM, thus have been identified as a distinct core group (project management activities): a non-debatable, interdisciplinary link that is no longer figurative but very specific to managing project stages and domains.

Figure 1
TPM Competency Framework

Source. Ana Masiliūnienė, 2023

The personal competency group consists of five competencies directly related to technical-professional translation skills:

- *Linguistic and intercultural competencies* cover intercultural and sociolinguistic awareness and communication skills.
- The *translation competence* of the EMT includes strategic, methodological, and domain competencies and their components.

- *Professional conduct* means "critical assessment and work within the ethical principles (such as confidentiality, fair competition, impartiality) defined in codes of ethics and guides of good practice" (EMT 2022, item 34). The PMCDF proposes adding accountability, which defines the professional's responsibility and contribution to the project's success.
- *Cognitive competence* includes the "analysis and critical review of language services and policies and suggesting improvement strategies as an extension to their social and economic responsibility" (EMT 2022, item 36); "monitoring and taking account of new societal and language industry demands, new market requirements and emerging job profiles" (EMT 2022, item 27); "the continuous self-evaluation, updating, and developing competences and skills through personal strategies and collaborative learning and acknowledge the importance of lifelong learning" (EMT 2022, item 26). The PMCDF includes problem-solving, creativity and innovation, decision-making skills, imagination and vision, and intuitiveness.
- *Emotional competence* refers to "managing workload, cognitive load, stress and critical professional situations" (EMT 2022, item 22). The PMCDF adds interpersonal sensitivity (emotional support for others), mindfulness, intrinsic motivation skills, and empathy.

The group of interpersonal competence consists of five components related to personal and transferable skills and the expression of personal qualities in communication and cooperation:

- *Communication competence* is manifested by the abilities to "summarise, rephrase, restructure, and shorten a message and adapt it to market needs rapidly and accurately in at least one target language" (EMT 2022, item 2); "to approach existing clients and find new clients through prospecting and marketing strategies using the appropriate written and oral communication techniques" (EMT 2022, item 28); "to clarify the requirements, objectives and purposes of the client, recipients of the language service and other stakeholders and offer the appropriate services to meet those requirements" (EMT 2022, item 29); "to interact at all stages with the client (negotiate deadlines, rates/invoicing, working conditions, access to information, contracts, rights, responsibilities, language service specifications, tender specifications, offer feedback

etc.)" (EMT 2022, item 30). The PMCDF formulations additionally cover inclusive communication and presentation skills.

– *Management competence* includes "application of the quality management and quality assurance procedures required to meet pre-defined quality standards and manage client feedback and complaints" (EMT 2022, item 33), "time planning and management (including complying with deadlines)" (EMT 2022, item 21), "understanding and implementing the standards applicable to the provision of a language service" (EMT 2022, item 32); and, as an additional component of the PMCDF, prioritisation skills.

– *Teamwork competence*, in addition to the ability "to work both autonomously and in virtual, multicultural and multilingual teams, using appropriate communication technologies" (EMT 2022, item 23), includes the PMCDF component of expressing professional support, promotion of the growth of others, team-building skills, delegation, mobilisation and the trust-fostering.

– *Contextual competence* includes "taking account of and adapting the organisational and physical ergonomics of the working environment" (EMT 2022, item 25), "monitoring and taking account of new societal and language industry demands, new market requirements and emerging job profiles" (EMT 2022, item 27), "analysing and critically reviewing language services and policies and suggesting improvement strategies as an extension to their social and economic responsibility" (EMT 2022, item 38), "using social media responsibly for professional purposes" (EMT 2022, item 24); PMCDF adds to this contextual intelligence and political awareness, which are particularly important in a polarised world.

– *Expression of personal qualities* succeeds by establishing relationships and "networking with other translators and language service providers, including via professional associations, events and social media so as to improve individual and collective professional visibility" (EMT 2022, item 35). PMCDF additionally proposes the manifestation of personal qualities through the individual's performance, commitment, initiative, self-confidence, thoroughness, courage, sense of humour, multitasking skills, and work discipline.

– *Knowledge and experience in project management* include "application of the quality management and quality assurance procedures required to meet pre-defined quality standards and manage client feedback and complaints" (EMT 2022, item 33). The

PMCDF Project Management Competence Group comprises eighteen components focusing on specialised knowledge, methods, and practices.

The translator-project manager competency framework (Figure 1), developed based on theoretical considerations, was refined by conducting an empirical study in the form of a survey of participants in a decentralised network of translators who combine the roles of a translator and project manager. For refinement, the respondents were also presented with non-overlapping components of project management, absent in the EMT framework.

Methodology

Ethnographic empirical research was conducted to test the framework's applicability, which was developed in the theoretical part. It consisted of a quantitative research survey addressing the significance ranking of the competencies and components, followed by subsequent content analysis to identify the ratio between the competencies highlighted by the statistical analysis and the participants' practical experience.

An original questionnaire was created using an online questionnaire development tool. All competency components were ranked, regardless of whether they overlap with EMT (for instance, components not attributed to the EMT framework and specific only to the project management/entrepreneurship, e.g. leadership, administrative knowledge, team building skills, etc.).

Statistical analysis and content analysis methods used:

- For *statistical analysis*, a 5-point Likert scale was used to rank significance, where 5 is "very important," 4 is "important," 3 is "fairly important," 2 is "not important enough," and 1 is "not important." Coding was applied, and the data averages were calculated using Microsoft Excel. The method was chosen to identify whether the competencies need to be complemented by mismatches described in the theoretical part and, if so, which competencies not found in EMT could be significant for practitioners.

- For *content analysis,* each ranking question is supplemented by an open question on personal opinion.

A convenience sampling strategy was chosen for the data collection strategy. The selection criterion for the study participants was their role as translators and project managers in a translator network organisation. Nine respondents took part in the survey. Three

respondents are novice network participants with 1-2 years of experience in the organisation, and six respondents have been working here for more than 5 years.

Questionnaire structure:

– Demographic type: the duration of work in the organisation.

– Ranking questions to determine the significance of each competency component.

– Each ranking question is complemented by an open-ended "explain your choice" question for qualitative content analysis.

The following ethical research principles were considered in the empirical study's planning, organisation, and implementation: beneficence, convenience, and confidentiality. All the participants' data are encrypted. (Žydžiūnaitė, 2011).

The results of the quantitative study are not intended to generalise the experiences of all translation project managers. The content analysis results should also be viewed critically, as they do not reflect the views of all the participants in the study.

An ethnographic strategy guided the theoretical and empirical research objectives, but it is acknowledged that the sample is not significant. Further research would benefit from a larger sample size, with the study's validity being ensured by triangulation.

Findings

It is observed that the mean score for the group of *project management knowledge and experience* is less significant than the fundamental group of *personal* or the highly preferable group of *interpersonal skills*. The most important competences for respondents are those of a translator as a translation professional, with largest average scores for professional conduct and translation competence. In the group of interpersonal skills, the most important is teamwork competence.

Further analysis determined which components respondents consider essential for working in a translators' network.

– Linguistic (sociolinguistic) and intercultural competencies were not included in the ranking as mandatory for a translator. However, all respondents belong to a multinational organisation and work in intercultural teams, so it can be assumed that these competencies are unquestionable.

– As the PMCDF universal PM components are applied here to the specific discipline of translation, the components of translation competence were formulated according to the

EMT framework: transfer of meaning into another language, transfer of meaning in the same language, knowledge of the language domain, machine translation literacy, and the ability to carry out the final quality control.

- The wording of all the remaining components overlaps with the PMCDF and does not necessarily have an EMT correspondence (e.g., trust-fostering, intrinsic motivation skills, empathy, etc.).

The table below shows only the most important components selected by respondents. Respondents' choices indicate that credibility/accountability, trust, and active listening are critical qualities for entering networking. This is reflected by the mean scores in the ranking: trust fostering (5), accountability (4.89), and active listening (4.89).

Other important skills are: final quality control (4.67), cooperation skills (4.67) and initiative (4.67), written communication (4.56), adaptability (4.56), management and coordination (4.56), interpersonal skills (4.56), lifelong learning (4.56), technology savviness (4.56), intrinsic motivation skills (4.44), empathy (4.44), self-confidence (4.44), and project communication management (4.44).

Table 2
Significant Components

Competence	Components
Professional conduct (4,89)	Accountability (4.89)
Teamwork competence (4,83)	Trust fostering (5)
	Cooperation (4,67)
Translation competence (4,67)	Final quality control (4.67)
Communication competence (4,61)	Active listening (4.67)
	Written communication skills (4.56)
Cognitive competence (4,56)	Lifelong learning (4,56)
Contextual competence (4,56)	Adaptability (4.56)
Management competence (4,56)	Organisation and coordination skills (4.56)
	Technology savviness (4.56)
Personal qualities (4,55)	Initiative (4.67)
	Self-confidence (4.44)
Emotional competence (4,48)	Interpersonal skills (4.56)
	Intrinsic motivation skills (4.44)
	Empathy (4.44)
Project management knowledge and experience (4.44)	Communication Management (4.44)

Source. Ana Masiliūnienė, 2023.

Based on these results, the theoretical TPM competency framework can be refined.

Personal Skills (of Language Professional):

– *Sociolinguistic and intercultural competencies* are compulsory and were not included in the ranking as not optional.

– *Translation competence.*

In this area, respondents were able to rank five components: translation of meaning into another language, translation of meaning into the same language, knowledge of the domain, machine translation literacy, and the ability to carry out final quality control. Here, only the 'final quality control' succeeded in the ranking with a mean of 4.67. However, it can be argued that the respondents consider this component all-encompassing, as the final translation evaluation requires the translator to have higher professional competence.

– *Professional conduct.*

The EMT associates professionalism with ethics ("Critically assess and work within the ethical principles (such as confidentiality, fair competition, impartiality) defined in codes of ethics and guides of good practice" (EMT 2022, item 34)). Although respondents completely overlooked professional ethics, they highlighted 'Accountability'. Accountability is a prerequisite for trust, given that cooperation in the network occurs mainly at a distance. Moreover, it enables discipline without external control.

– *Cognitive competence.*

The following components were proposed for ranking by respondents: problem-solving, creativity and innovation, decision-making, critical analysis, strategic thinking and systemic assessment, imagination and visioning skills, intuitiveness, and lifelong learning. Only the 'lifelong learning' made it into the calculated significance average of 4.56 – PM should seek information and invest in self- and lifelong learning to be prepared to deal with project-related issues.

– *Emotional competence.*

Respondents ranked the following components: stress management, interpersonal skills, interpersonal sensitivity, awareness, intrinsic motivation skills, and empathy. Two subsets of skills can be identified here: first one – expression of support for others – includes interpersonal skills, interpersonal sensitivity, and empathy. The other one refers to the self-regulation, related to achieving professional goals, for instance, mindfulness, stress management, and intrinsic motivation (de Rezende & Blackwell, 2019).

Interpersonal Skills (of TPM):

– *Communication skills.*

These are some of the most frequently mentioned competencies in project management literature. The components include oral communication, written communication, active listening, simultaneous, multidirectional communication, openness, clarity, brevity and direct communication, inclusivity, intercultural and contextual communication, and presentation skills. Respondents identified 'active listening' as necessary for their practice focused on offering unique, tailored services to clients. Ranked as necessary 'written communication skills' respondents assign to conflict prevention and resolution.

– *Management skills.*

Here, monitoring and control, planning, targeting, managing and coordinating, prioritising skills and technology savviness were ranked. The essential for the respondents are 'management and coordination skills', enabling teamwork and project activities. In this context, significant for respondents 'technology savviness', means not just mastering tools for everyday work, but also suggestions for improving the collaboration platform.

– *Teamwork competence.*

The following components were proposed for ranking: cooperation, providing professional support, creating conditions for the development of others, team building, delegation, mobilisation, and trust fostering. The absolute leader of the survey is the 'trust fostering' component. Trust relates to credibility, belief, cooperation, commitment, expectation and risk, familiarity, and interaction (Olohan & Davitti, 2017) and requires commitment, attitudes, and personal effort, providing the foundation for networking at a distance.

– *Contextual competence.*

From the proposed components: adaptability, contextual awareness, strategic alignment skills, political awareness, and responsible social networking, only 'adaptability' was ranked, as necessary for collaboration in flexible, non-homogeneous teams and for offering a unique, tailored service to the client.

– *Expression of personal qualities.*

This section proposed the following components for ranking: efficiency, engagement, initiative, self-confidence, openness, diligence, courage, sense of humour, multitasking, and discipline. The most important aspects for the respondents are 'initiative' and 'self-

confidence'. Initiative relates to entrepreneurship, which is omitted in this study. Self-confidence is the belief in one's ability to achieve the project's objectives.

Project Management Knowledge and Experience:

– Suggested components for ranking: systemic interaction of the project, management of tasks, deadlines, costs, quality, staffing, communication, risk, and resources. The respondents gave the highest importance to 'project communication management'.

A more detailed analysis allows to identify differences in ranking, made by respondents who have been working in the organisation for less than 2 years and longer than 5 years. Comparing the groups' choices, it can be assumed that developing interpersonal skills such as communication, transfer of experience, and management of processes become essential later, with work experience gained in this organisation.
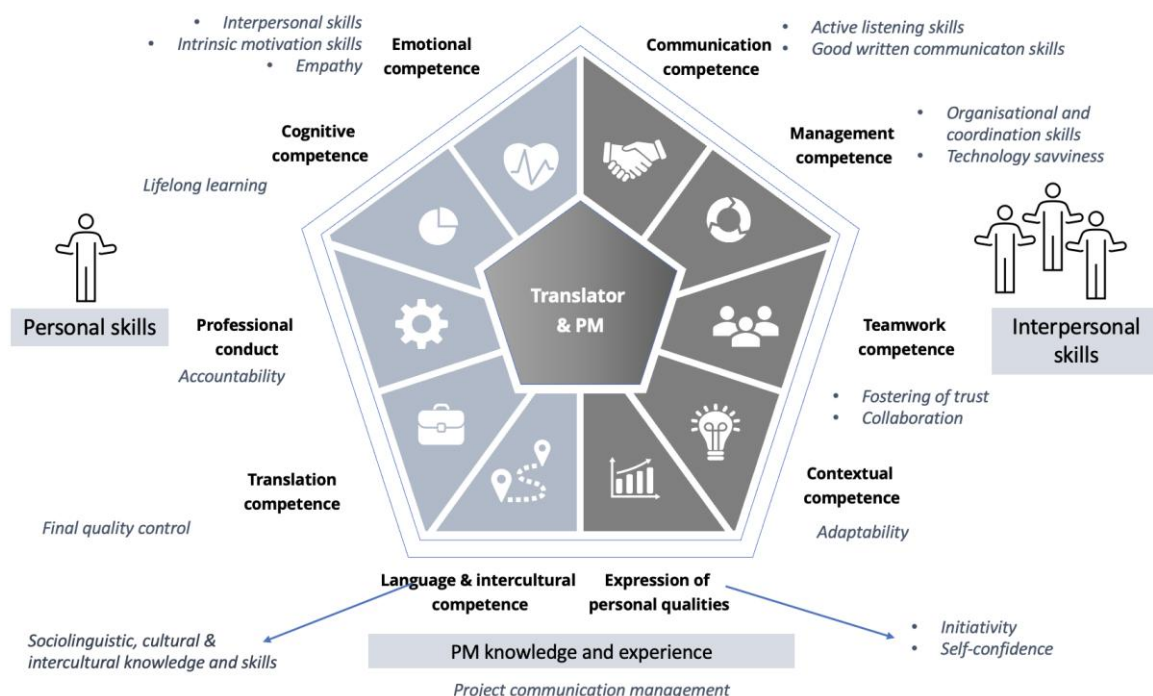
The content analysis sought to confirm the conclusion that in a decentralised network of translators, the professional development of the translator and project manager manifests through the development of the interpersonal group of competencies.

The qualitative data was collected through open-ended questions that were not mandatory. Experienced (code B) informants (code I) are likelier to answer the optional questions. The topic of interpersonal relations emerged most clearly in the content analysis, regardless of the survey section in which the informants (N4) responded.

The content analysis results confirm the study's primary conclusion that the development of interpersonal competencies is essential for the success of a translator and project manager.

Figure 2
Revised Competency Framework for Translator and PM

Source. Own research.

Personal Skills

- *Linguistic and intercultural competence* is implicitly included in the framework, on the one hand as mandatory for the translator, and on the other hand as part of a global network of translators who work in mixed teams and propose services in different countries.
- *Translation competence* was understood by the participants as the ability to carry out final quality control of texts in the target language.
- The participants perceive *professional conduct* as accountability—without accountability, an environment of trust cannot be established, especially when working remotely.
- *Cognitive competence* is linked to lifelong learning, which enables them to deal with new problems as they arise.
- *Emotional competence* emphasises the importance of empathy, interpersonal skills (such as emotional support for others), and intrinsic motivation.

Interpersonal Skills

- *Communication competence* reflects the importance of active listening and good written communication skills.

– *Management competence* refers to organisational and coordination skills and, of course, technology savviness.

– *Teamwork competence* includes trust fostering and collaboration skills.

– *Contextual competence* is, above all, adaptability.

– In *expressing personal qualities,* initiative and self-confidence stand out.

Project Management Knowledge and Experience

– *Project communication management* is crucial in the management of project stages and domains.

Conclusions and Discussion

Refining the theoretically derived framework showed that the translator and project manager's activities are based primarily on the translator's competencies as a translation professional (the survey highlights the ability to carry out the final quality control of a translation). The competencies of the translator as a service provider are linked to various aspects of interpersonal communication and attach more importance to this group than to the project management knowledge group, which is rather the result of professional practice in the respondents' view. However, the project management knowledge competencies group prioritises project communication management. The results of the content analysis support the conclusions of the statistical analysis that developing interpersonal competencies, including the personal qualities of a leader who can build and inspire teams, is essential for the success of a translator and project manager.

Respondents' preferences indicate that accountability, trust, and active listening are critical qualities for entering a decentralised network of translators. Other qualities for success are good collaboration skills and initiative. Good written communication skills, organisation and coordination, interpersonal awareness, continuous learning, intrinsic motivation, adaptability, technology savviness, empathy, and self-confidence are also ranked as advisable.

Novice translators and project managers focus more on the personal group of translator competencies, such as translation competence, purposefulness and efficiency, engagement, presentation skills, and attention to detail. However, in the long term, the focus of the organisation's actors shifts to communication, leadership, and process management.

Although a translator's professional activity, unlike that of a project manager, does not require the development of particular personal qualities related to leadership, the study's results

confirm the findings of other researchers on TPM, who emphasise the importance of well-developed communication skills and related personal qualities oriented towards building interpersonal trust.

Acknowledgements

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