Lecture 3. Stakeholder Communication, Leadership, and Project Team Management.

1. Project Stakeholders: Identification, Analysis, and Engagement
2. Planning and Managing Project Communication
3. Leadership and Motivation in Projects
4. Building and Developing a Project Team
5. Managing Conflict and Collaboration in Diverse Teams

1. Project Stakeholders: Identification, Analysis, and Engagement

A project brings together people who may have different priorities, expectations, and definitions of success. In a university admissions portal localisation project, the admissions office may prioritise accurate information, developers may focus on technical compatibility, translators may emphasise linguistic quality, and international applicants may expect clear instructions. Understanding these perspectives helps the project manager make decisions that support the intended project outcomes.

A stakeholder is a person, group, or organisation that can influence a project, experience its effects, or believe that the project affects their interests. Stakeholders therefore include people involved in delivering the work and those who will experience its consequences.

Stakeholders can be classified in relation to the organisation undertaking the project:

- **Internal stakeholders** belong to that organisation, such as senior managers, employees, and internal departments.
- **External stakeholders** operate outside it, such as suppliers, partner organisations, customers, and prospective users.

In our example, the university's admissions office and international relations office are internal stakeholders. Prospective international applicants and an external translation agency are external stakeholders. A project team may include both university employees and external specialists.

Several stakeholder roles deserve particular attention:

Role	Connection with the project	Example in the localisation project
Project sponsor	Provides senior support, helps secure resources, and supports major decisions	A university manager sponsoring the international admissions initiative
Client or commissioning unit	Requests the work and agrees what should be delivered	The admissions office commissioning the localised portal
End users	Use the resulting product or service	International applicants using the portal
Project team	Performs the work required to deliver the project	Translators, editors, developers, and testers
Other affected stakeholders	Experience changes resulting from the project	Staff who will answer applicants' enquiries and maintain the translated content

These roles can overlap. For example, the admissions office may commission the portal and later maintain its content. However, its expectations may differ from those of applicants, so both perspectives need to be explored.

Stakeholder identification begins with a systematic search for everyone connected with the work and its outcomes. Useful methods include reviewing project documents, discussing the project with its sponsor, interviewing representatives of

affected groups, and brainstorming with the team. Asking identified stakeholders who else should be involved can reveal overlooked relationships.

For the localisation project, the team could use the following questions:

1. Who authorises or funds the project?
2. Who provides information, expertise, technology, or other resources?
3. Who reviews and accepts the deliverables?
4. Who will use, support, or maintain the portal?
5. Who may experience additional work, difficulties, or benefits because of the project?

The fifth question can reveal stakeholders who are easy to overlook. For example, admissions staff may need to answer more enquiries in English after the portal launches. Their workload and language support needs should be considered during planning.

Broad labels such as “users” may also hide meaningful differences. Applicants with different language backgrounds or accessibility needs may experience the same portal differently. Identifying relevant groups helps the team organise more useful consultation and testing.

Stakeholder analysis examines what matters to each stakeholder and how they can influence the project. Three characteristics are especially useful:

Characteristic	Main question	Illustrative example
Power or influence	How strongly can this stakeholder affect decisions, resources, or delivery?	An IT manager may control access to the university’s website infrastructure.
Interest	How much does this stakeholder care about the project and its outcomes?	Admissions staff may have strong interest because they will use the portal every day.
Attitude or support	How does this stakeholder currently view the project?	A staff member may support internationalisation while expressing concerns about additional work.

Power and interest are separate dimensions: someone can have considerable authority while paying limited attention to the project. Attitude adds another dimension, because a highly interested stakeholder may either support or oppose a proposed change.

The team should also consider **how strongly the project affects the stakeholder**. An applicant may have little authority over the project but depend heavily on the clarity and accessibility of the portal.

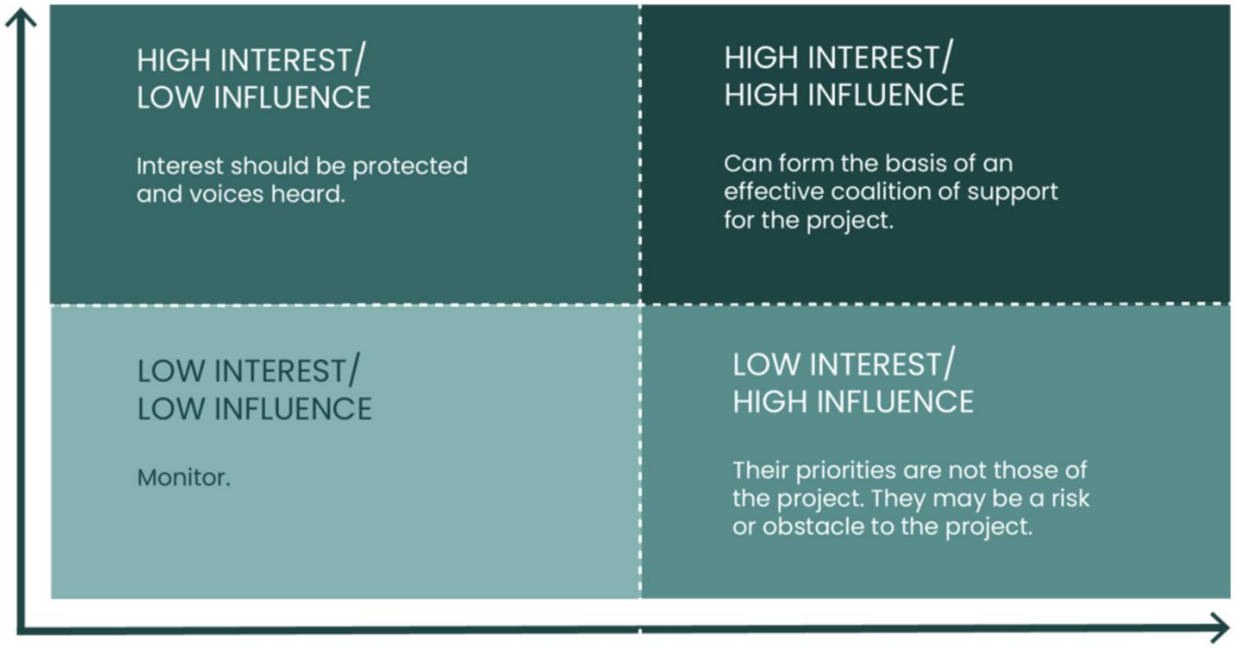
A common tool for organising this analysis is **the power–interest matrix.** It helps the team decide how to approach different stakeholders. The following table presents a conventional version of the matrix; placements in the example are illustrative and depend on actual responsibilities.

Power	Interest	General engagement approach	Possible example
High	High	**Manage closely:** involve in significant	Head of admissions responsible

Power	Interest	General engagement approach	Possible example
		decisions and maintain active dialogue	for accepting the portal
High	Low	**Keep satisfied:** provide relevant information and consult on decisions requiring their authority	Senior budget approver with limited involvement in daily delivery
Low	High	**Keep informed:** provide updates and create opportunities for consultation	Prospective applicants invited to review the portal
Low	Low	**Monitor:** maintain proportionate contact and watch for changes	A university unit only marginally affected by the launch

These categories guide the allocation of attention and engagement effort. They should be reviewed as stakeholders' circumstances change.

Low formal power does not make a stakeholder's needs unimportant. Applicants may have limited decision-making authority, yet their feedback is essential to understanding whether the portal works. The matrix should therefore be supplemented by consideration of affected groups, communication needs, and cultural differences. APM specifically highlights these limitations of traditional power–interest mapping.



Power/interest model of stakeholder mapping. The origin of this matrix is a conference paper presented by Mendelow and it appeared in the highly influential book Exploring Corporate Strategy by Johnson and Scholes in the 1990s.

Source: https://www.apm.org.uk/resources/whitepapers/communication-planning/

The findings are recorded in a stakeholder register. This working document brings together information about stakeholders, their roles, interests, influence, concerns, and relevant contact arrangements. It develops as the team learns more about the people involved. Government Project Delivery

A simplified register for our project might look like this:

Stakeholder	Main interest or expectation	Influence	Initial concern to explore
Project sponsor	Successful launch within agreed resources	High	Whether the project is ready for the admissions campaign
Admissions office	Accurate requirements and fewer avoidable enquiries	High	Who will approve and update translated information
Translation team	Clear terminology and stable source content	Medium	Late changes to the original text
IT team	Reliable integration and maintainable content	High in technical decisions	Compatibility with the existing website
International applicants	Clear, accessible guidance on how to apply	Low formal power	Unfamiliar terminology and confusing instructions

A register helps make uncertainty visible. For example, "Who approves translated admissions requirements?" should lead to an explicit decision about approval responsibilities.

Stakeholder engagement turns this understanding into purposeful interaction. It includes consultation, participation in decisions, joint problem-solving, and relationship building. APM emphasises early and repeated consultation, together with an effort to understand stakeholders' perspectives before attempting to influence them.

For each important stakeholder or group, the project team should establish the purpose of engagement and the contribution it needs. In our project, this could mean:

Stakeholder	Purpose of engagement	Suitable activity
Admissions office	Agree terminology and confirm the accuracy of admissions information	A review workshop using sample translated pages
Translation and IT teams	Identify language and interface constraints before full implementation	Joint review of a small prototype
International applicants	Understand whether instructions are clear and usable	Testing representative tasks, such as finding entry requirements
Project sponsor	Resolve a decision beyond the team's authority	A focused discussion of options, consequences, and a recommendation

The timing matters. Reviewing terminology before translating the entire portal can prevent extensive rework. Testing a prototype allows applicants' feedback to influence the design while changes are still manageable.

In a small project, an engagement plan may be a short table identifying the stakeholder, intended contribution, activity, timing, and responsible team member.

Managing expectations requires agreement about what success means and what the project will deliver. The team should clarify the intended outcomes, scope, acceptance criteria, responsibilities, and process for considering changes. Expectations should be revisited when circumstances change, with the reasons and consequences explained to the relevant stakeholders.

For example, the admissions office might request an additional language version shortly before launch. The project manager should clarify the underlying need, assess the implications for time, cost, and quality, and present feasible options. These might include approving additional resources, adjusting the launch date, or scheduling the new language for a later release. The authorised decision and its consequences should then be recorded and communicated.

Concerns can also reveal weaknesses in the proposed solution. If admissions staff question the introduction of an online assistant because no one has been assigned to maintain its answers, the team has identified an operational issue that needs resolution.

Stakeholder engagement continues throughout the project. New stakeholders may emerge, priorities may shift, and previously supportive people may develop concerns. The team should update its analysis and examine evidence of engagement, including feedback, participation in decisions, and unresolved issues.

For our project, useful checks could include whether content owners have approved the terminology, whether representative applicants have tested the portal, and whether responsibility for maintaining each language version has been accepted.

Short application task. Identify one stakeholder missing from the example register. Explain their main interest, assess their power and interest, and propose one engagement activity. Justify when this activity should take place and how its results could influence the project.

2. Planning and Managing Project Communication

Stakeholder analysis helps the project team understand whose interests and expectations need attention. Communication planning uses this understanding to organise the exchange of information: *what people need to know, when they need it, and how they can respond.*

Project communication involves exchanging information and establishing shared understanding. It supports coordination, informed decisions, and agreement about objectives, responsibilities, and progress. The choice of message and communication method should reflect the audience and the intended result.

In our localisation project, translators need approved source texts and terminology, developers need information about interface requirements, and the sponsor needs an overview of progress and decisions requiring attention. Communication should provide each group with information that helps them fulfil their role.

Communication is a process in which meaning is created, interpreted, and checked. A simple model includes:

- **Sender**: the person initiating the communication.
- **Encoding**: expressing an idea through words, symbols, or other signals.
- **Message and channel**: the information and the medium used to convey it.
- **Receiver and decoding**: the person receiving and interpreting the message.
- **Feedback**: a response that helps establish whether the intended meaning has been understood.

The process can be affected by **noise**: anything that interferes with communication, including unclear terminology, distractions, technical problems, or different assumptions. Acknowledging receipt of a message provides limited evidence of understanding; meaningful feedback helps the sender check how the message has been interpreted.

For example, the instruction *"Please review the translated pages"* may be interpreted differently. A translator might check linguistic accuracy, an admissions officer might verify entry requirements, and a developer might inspect the layout. The request becomes clearer when it identifies the required review, relevant document, deadline, and expected response.

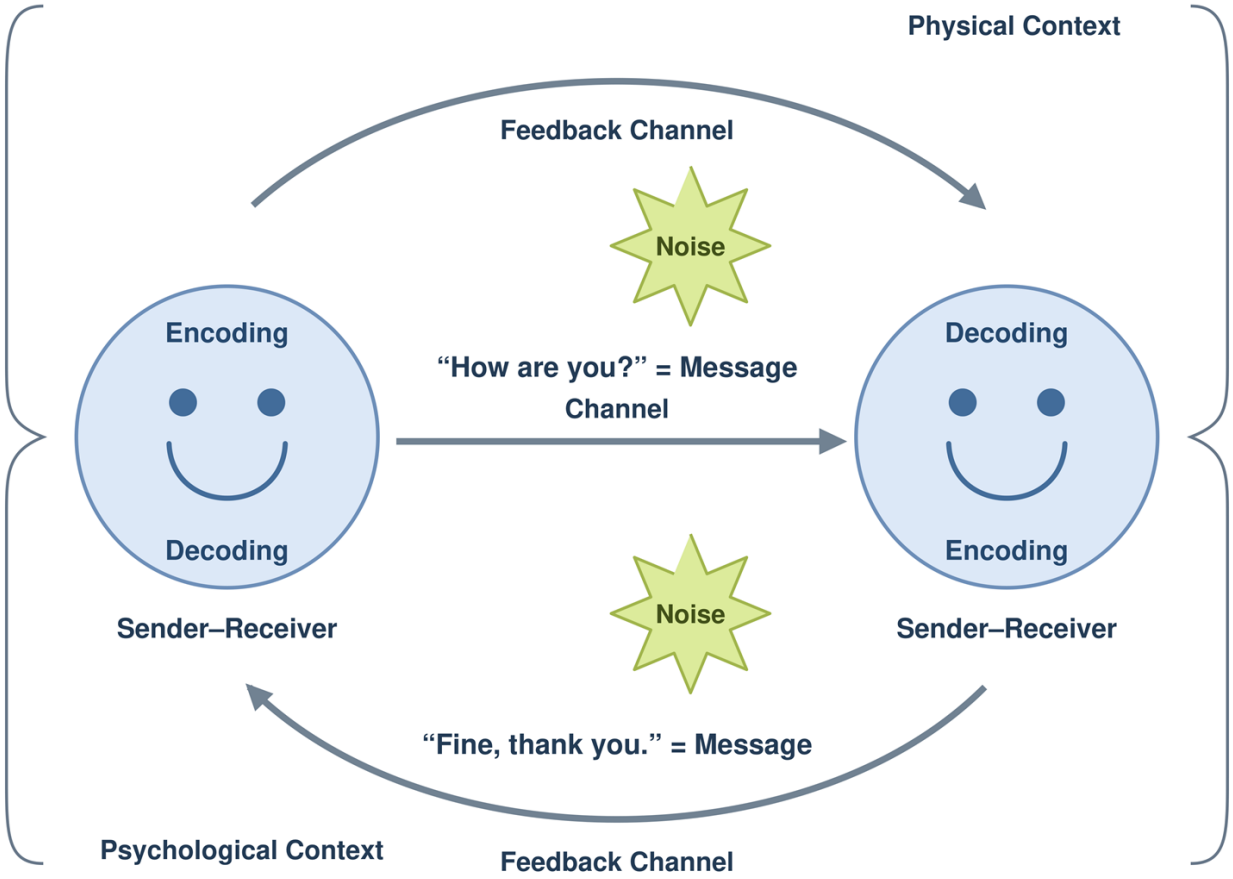


Fig. The Interaction Model of Communication

Source:https://socialsci.libretexts.org/Courses/College_of_the_Canyons/COMS_246%3A_Interpersonal_Communication_%28Leonard%29/1%3A_Introduction_to_Communication/1.2%3A_The_Communication_Process

Communication planning begins with an understanding of information needs. For each stakeholder group, the team should consider the decisions or activities that communication must support. A sponsor may need a concise explanation of a potential delay, while developers may need detailed information about the technical problem causing it.

The required level of detail, urgency, accessibility, and opportunity for discussion should guide the choice of channel. For example, an unresolved disagreement about terminology may benefit from a short discussion with relevant specialists. An approved glossary can then be stored where everyone can retrieve the current version.

Three commonly used communication methods are **interactive, push, and pull communication**:

Method	How information is exchanged	Example in the localisation project
Interactive communication	Participants exchange information and respond to one another	A workshop where translators and admissions staff agree terminology
Push communication	Information is sent directly to selected recipients	An email notifying reviewers that a translation is ready
Pull communication	Information is available for people	An approved glossary or project

Method	How information is exchanged	Example in the localisation project
	to access when needed	schedule in a shared workspace

These methods can be combined. The team may discuss a terminology issue interactively, record the agreed term in the shared glossary, and send a notification about the update.

Communication can also be **synchronous**, with participants interacting at the same time, or **asynchronous**, with contributions made at different times. A live call is synchronous; comments added to a shared document over an agreed review period are asynchronous. Asynchronous work requires clear deadlines and arrangements for resolving unanswered questions.

Formal and **informal** communication both have a role. Formal communication includes documented approvals and scheduled reports. Informal communication includes brief clarifications and spontaneous discussions. When an informal exchange affects agreed work, its outcome should be recorded and shared with those affected.

A communication plan translates information needs into practical arrangements. It should establish:

1. **Purpose**: What should the communication achieve?
2. **Audience**: Who needs the information or should contribute?
3. **Content**: What information is required?
4. **Channel and format**: How will it be communicated?
5. **Timing**: When, how often, or following which event?
6. **Responsibility**: Who prepares and delivers it?
7. **Response**: What feedback, action, or approval is expected?

The plan should connect communication activities with their intended results and identify any necessary approval arrangements.

The following is an illustrative communication plan for our project:

Audience	Information and purpose	Channel or format	Timing	Responsible person	Expected response
Project sponsor	Progress, significant risks, and decisions required	Short status report and discussion when needed	Weekly; urgent decisions when they arise	Project manager	Review the report and decide on flagged requests
Admissions office	Translated content requiring factual approval	Shared document with a targeted email	After each review batch	Translation lead	Approve or provide corrections within two working days
Translation and IT teams	Interface constraints and implementation issues	Issue tracker and focused discussion	When an issue is identified	Technical lead	Agree a solution, action owner, and deadline
Project team	Upcoming work, dependencies, and	Task board and short	Board updated as	Project manager	Confirm responsibilities and

Audience	Information and purpose	Channel or format	Timing	Responsible person	Expected response
	blockers	coordination meeting	work changes; meeting twice weekly		raise blockers
Applicant testers	Testing instructions and requests for feedback	Written brief and testing session	When the prototype is ready	Testing coordinator	Complete agreed tasks and report difficulties

Both scheduled and event-based communication are necessary. A weekly report supports regular oversight, while an issue threatening an imminent deadline may require immediate attention.

Where approval is needed, the request should identify the authorised reviewer and response deadline. If no response arrives, the team should follow the agreed reminder or escalation procedure. Silence should not be interpreted as approval unless an explicit, applicable procedure provides for this.

When	Who	What	Objective	Evaluation and measurement
March 2021	Finance department, line managers.	Live webinar with project sponsor and project manager.	By end of April, all finance line managers will understand their team's role in implementing the system.	KPI: number of attendees and downloads of recording. Understanding tested through follow up survey.

Fig. Example of Communication Plan for the Localisation Project

Source: https://www.apm.org.uk/resources/whitepapers/communication-planning/

Communication protocols establish consistent ways of working. The team should agree where approved documents are stored, how versions are identified, which channels serve different purposes, and who may approve changes. Version control and clear approval arrangements help prevent repeated circulation of inconsistent drafts.

For our project, a practical arrangement might be to keep the approved glossary in one shared location, record technical problems in the issue tracker, and use email for formal review requests. Urgent blockers could be raised through a direct call and then documented in the relevant record.

Project meetings should produce a clear result. Their purpose may be to coordinate work, resolve a problem, review a deliverable, or make a decision. Participants should know the intended outcome and receive the necessary information in advance.

A useful approach is to organise meeting management around three stages:

- **Before the meeting:** define the purpose, invite relevant participants, distribute an agenda, and identify any preparation required.
- **During the meeting:** keep the discussion focused, invite contributions, clarify decisions, and assign actions.
- **After the meeting:** circulate a concise record and follow up on actions, owners, and deadlines.

Each action should have a named owner and an agreed completion date. Issues requiring detailed specialist discussion can be assigned to a separate session involving the relevant people.

The meeting record should distinguish between decisions and actions. A decision records what has been agreed; an action records what someone must do next.

For example:

Decision: Use the approved English programme titles consistently across the portal.

Action: The translation lead will update the glossary and identify affected pages by the agreed deadline.

A decision log can also record the decision-maker, date, and rationale, helping the team understand why a particular approach was chosen.

Progress reporting provides a shared view of the project's current position and outlook. A useful report explains progress against the agreed plan, upcoming milestones, significant risks and issues, and any decisions or support required. It should state the reporting date and distinguish confirmed information from forecasts or assumptions.

This update connects completed work with the remaining issue, its possible consequence, and the next action.

Escalation means referring an issue or decision to the level of authority able to resolve it. The team should agree when escalation is required, who receives it, and what information accompanies it. A useful escalation explains the issue, likely impact, available options, recommendation, and decision deadline.

For example, if the admissions review cannot be completed before launch, the sponsor may need to decide whether to adjust the launch date or authorise additional support.

Active listening helps participants establish what others mean and what matters to them. It involves giving attention, asking clarifying questions, paraphrasing important points, and checking the accuracy of a summary. APM's facilitation guidance includes structured questioning and summarising feedback to help project teams understand stakeholders' perspectives.

Useful questions in our project might include:

- "When you say the translation is ready, which reviews have been completed?"
- "Which terms are still awaiting approval?"
- "What information do you need before you can complete the review?"
- "Let me check my understanding: the language review is complete, and factual approval is still pending. Is that correct?"

Feedback should be specific enough to support action. For example, “The instructions are unclear” identifies a concern but provides limited direction. A more actionable comment would be: “On the document-upload page, applicants cannot tell whether a certified translation is required. Please clarify this requirement before the next test.”

Communication also needs to accommodate language, cultural, and accessibility differences. Clear wording, explained abbreviations, accessible documents, and captions or written summaries can help participants understand and contribute.

In a multilingual team, practical habits include using an agreed glossary, specifying dates and time zones, avoiding unexplained idioms, and checking the meaning of words such as review, approve, and complete. These habits are particularly relevant to applied linguists, who may help different professional groups interpret each other’s terminology.

Communication effectiveness should be reviewed throughout the project. Evaluation should examine whether information reached the intended audience, how it was understood, and whether it supported the intended response or action. Findings should inform adjustments to the communication approach. Government Project Delivery

For our project, the team could check whether reviewers can find the correct document version, whether approval requests receive timely responses, and whether repeated misunderstandings are causing rework. If reviewers repeatedly miss requests, the team should investigate the cause: unclear ownership, excessive messages, unrealistic deadlines, or an unsuitable channel.

Short application task. The admissions office has changed an entry requirement after the translation team completed its review. Prepare three rows of a communication plan covering the translation team, developers, and project sponsor. Specify the purpose, message, channel, timing, responsible person, and expected response. Then write one short message requesting a clearly defined action.

3. Leadership and Motivation in Projects

A communication plan helps project participants exchange information and coordinate their work. Leadership helps them understand the purpose of that work, make decisions and remain committed when difficulties arise. In projects, leadership involves establishing direction, influencing people towards shared objectives and enabling them to contribute effectively. APM emphasises that leaders should adapt their approach to both the people involved and the work to be completed.

Consider the university admissions portal localisation project. Translators, editors, developers and admissions officers bring different expertise and priorities. Completing their individual assignments requires coordination; producing a clear and usable portal also requires a shared understanding of what international applicants need.

Project management and leadership are complementary activities. Management provides the plans, responsibilities and controls needed to organise delivery. Leadership helps people develop a shared purpose, contribute their knowledge and take responsibility for progress. A project manager normally performs both functions, often within the same conversation or decision.

The following examples show how these activities work together.

Project situation	Management contribution	Leadership contribution
Planning the translation work	Estimate the workload and establish deadlines.	Explain how clear admissions information will help prospective students.
Addressing inconsistent terminology	Introduce a glossary and review procedure.	Encourage translators and admissions specialists to agree on terminology together.
Responding to a delay	Assess the impact and revise the schedule.	Listen to concerns and help the team agree on achievable priorities.
Completing a milestone	Check the deliverables against acceptance criteria.	Recognise contributions and discuss what the team has learned.

Leadership may involve influencing people without formal authority over them. Project participants can belong to different departments or organisations, and the project manager may not be their line manager. Leadership therefore depends partly on professional credibility, reliable relationships and the ability to explain why cooperation matters. Leadership can also emerge from team members who have relevant expertise, regardless of their job title.

For example, a developer supporting the admissions portal may also have urgent maintenance responsibilities. The project manager can explain the dependency between website configuration and language testing, discuss the developer’s availability and agree on a realistic delivery date. If priorities remain incompatible, the relevant managers or sponsor may need to resolve them.

For an applied linguistics specialist, influence may come from demonstrating how a translation affects the user's understanding. Showing that an ambiguous instruction could lead applicants to upload the wrong document provides a concrete reason to revise it.

Leadership styles should reflect the needs of a particular task and person. Blanchard's SLII model distinguishes four approaches: directing, coaching, supporting and delegating. It considers a person's competence and commitment for a specific assignment, including their skills, motivation and confidence. The table applies these approaches to the localisation example.

Leadership style	Typical need	Illustrative action in the localisation project
Directing	Clear guidance for someone beginning an unfamiliar task.	Demonstrate the translation platform, explain the workflow and review the first entries.
Coaching	Direction and encouragement while skills and confidence develop.	Work through difficult terminology with a junior translator and explain the reasoning behind revisions.
Supporting	Confidence and participation for someone who already has relevant skills.	Help an experienced editor discuss alternatives and decide how to resolve an unfamiliar wording issue.
Delegating	Autonomy for someone who is capable and committed to the assignment.	Let an experienced reviewer organise the terminology check within agreed quality requirements and deadlines.

These descriptions concern a person's readiness for a task. An experienced translator may need direction when using a new content management system while working independently on linguistic revision. Delegation still includes agreed review points and access to help. The model provides a starting point for discussion; project risk, urgency and organisational constraints also require judgement.

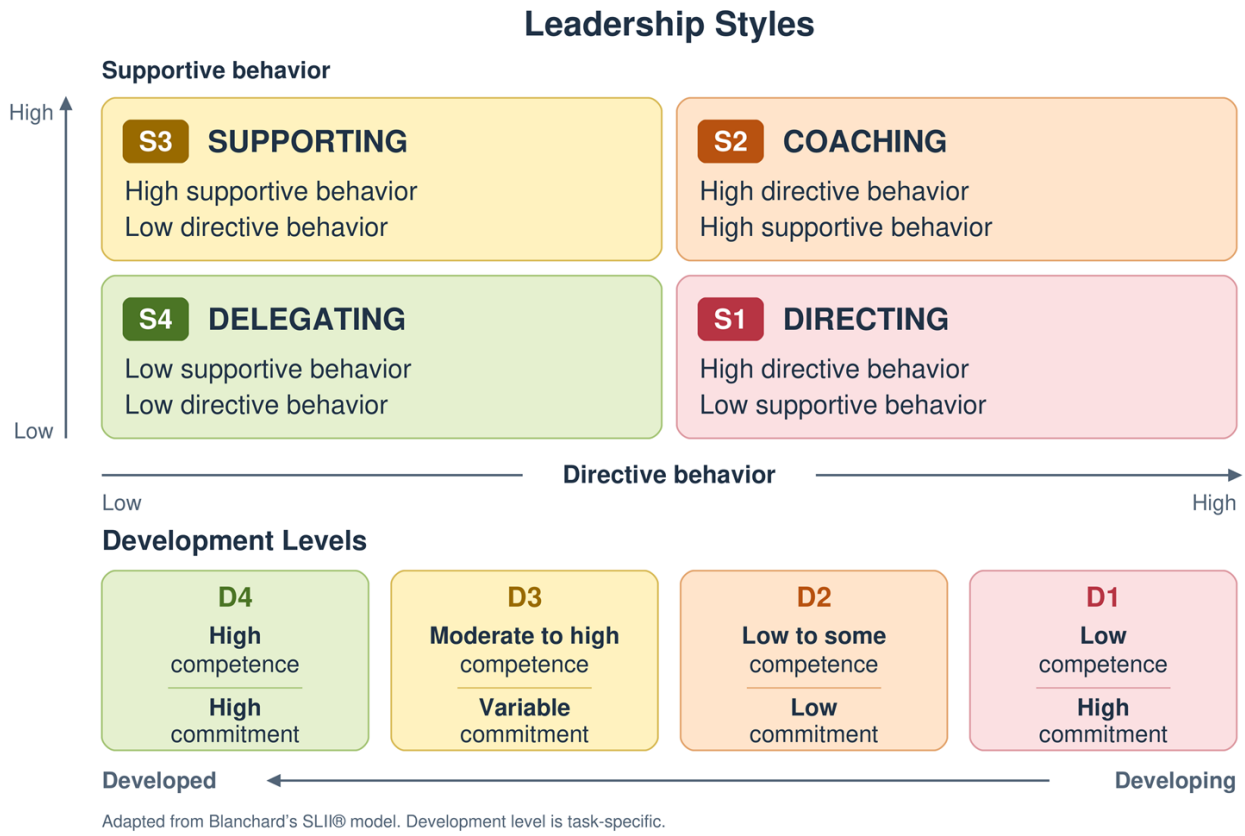


Fig. Leadership Style

Source: https://www.blanchard.com/blog/a-situational-approach-to-effective-leadership

Servant leadership focuses on helping people develop and contribute. Associated with Robert K. Greenleaf, this philosophy places particular emphasis on the growth and well-being of the people being served. It encourages leaders to share power and create conditions in which others can perform effectively.

Applied to the portal project, a servant leadership approach could involve obtaining access to approved source documents, arranging support from an admissions specialist or resolving competing requests that interrupt translation work. The leader listens to difficulties and helps remove obstacles while maintaining clear expectations.

Servant leadership can inform any of the four approaches above. For example, providing detailed guidance to a beginner can support their development, while giving an experienced editor greater decision-making authority can help them take ownership.

Motivation concerns why people invest effort and continue working towards a goal. Team members may complete the same assignment for different reasons. One person enjoys solving linguistic problems; another wants professional experience; another values the project's contribution to international students.

A useful distinction is between **intrinsic motivation**, where the activity itself is interesting or enjoyable, and **extrinsic motivation**, where the activity serves a separate outcome. Extrinsic motivation includes external rewards, but it can also involve goals that a person has accepted as personally meaningful.

For example:

- A translator who enjoys comparing possible equivalents demonstrates intrinsic motivation.

- A student who participates to obtain a course grade has an external incentive.

- A reviewer who checks repetitive instructions because they value fair access to education demonstrates a more internalised form of extrinsic motivation.

These reasons can coexist. A person may enjoy translation, value the project and expect fair payment for their work.

Self-Determination Theory provides a useful framework for supporting motivation. Developed by Edward Deci and Richard Ryan, it identifies three basic psychological needs: autonomy, competence and relatedness. Conditions that support these needs can encourage more autonomous motivation and sustained engagement.

Psychological need	Meaning	Illustrative leadership action
Autonomy	Experiencing choice and ownership in one's actions.	Let translators choose their working method within the agreed glossary, quality requirements and deadline.
Competence	Feeling capable of making progress and handling challenges.	Provide a model translation, access to specialist advice and feedback on an initial sample.
Relatedness	Feeling respected, connected and included.	Involve translators in discussions with admissions staff and acknowledge their contribution to the final portal.

Autonomy can exist alongside clear boundaries. For example, a translator may choose how to research terminology while following the university's approved degree titles. Clear requirements and meaningful discretion can therefore support each other.

Motivational practices should reflect individual needs and actual working conditions. APM's practical guidance recommends asking people what matters to them, involving them in planning, supporting their development and establishing shared milestones. A training opportunity, public recognition or additional responsibility will have different value for different people.

In the localisation project, a useful milestone might be the approval of one complete admissions section. This makes progress visible and gives the team an opportunity to review its approach before continuing.

Recognition should describe a contribution and its value. For instance: "Your comparison of the two language versions helped us identify conflicting application deadlines before publication." This acknowledges a specific achievement and connects it to the project's purpose.

When performance declines, the project manager should investigate the circumstances. Unclear instructions, unavailable information, competing assignments or an unrealistic workload may require changes to the work arrangements. A motivational conversation should include questions about these practical barriers.

Delegation connects leadership, motivation and professional development. It involves assigning responsibility for work together with appropriate authority, resources and support. Effective delegation gives people an opportunity to exercise judgement and develop their capabilities.

Before delegating an assignment, the project manager should consider the person's skills, interests and available capacity. The discussion should establish the purpose of the task, the expected result and how progress will be reviewed.

A practical delegation brief can answer six questions:

1. What result is required? Identify the deliverable and its purpose.
2. What does acceptable quality mean? Agree on standards and acceptance criteria.
3. What decisions can the person make? Clarify authority and limits.
4. What support is available? Identify information, tools, time and specialist assistance.
5. When will the work be completed and reviewed? Agree on a deadline and proportionate checkpoints.
6. When should a problem be escalated? Specify issues that require additional approval or assistance.

For example, the project manager could delegate a glossary review to an experienced linguist:

Review the 60 entries in the admissions glossary by Friday. Check consistency with the approved English programme descriptions and record the source for each recommendation. You may resolve spelling and formatting inconsistencies independently. Refer disputed degree titles to the admissions officer. We will review the first ten entries on Wednesday to confirm the approach.

This brief gives the reviewer room to make decisions while making the boundaries visible. The reviewer is responsible for the agreed work; the project manager retains their responsibility for coordinating delivery and ensuring that the review fits the wider project.

Trust develops through consistent behaviour and professional example. Keeping commitments, communicating honestly and respecting colleagues' capabilities help establish the confidence needed for cooperation and delegation. Open discussion of mistakes and concerns also supports trust.

In everyday project work, this means that the leader follows the agreed document procedures, explains changes in priorities and acknowledges their own mistakes. If the project manager supplies an outdated source text, they should recognise the resulting rework and help adjust the plan.

Leaders can also encourage initiative by inviting suggestions and giving them a clear response. If a translator proposes testing instructions with international students, the manager can discuss the expected benefit, time required and approval needed. Explaining the decision shows that the suggestion has received serious consideration.

Short application task

You are leading the university admissions portal localisation project. A new translator is enthusiastic but unfamiliar with the translation platform. An experienced editor has strong linguistic skills but feels discouraged because several terminology decisions were changed without explanation. A glossary review must be completed within one week.

For each person, choose and justify a leadership approach. Suggest one action that supports autonomy, competence or relatedness. Then prepare a short delegation brief for the glossary review, including the expected result, decision limits, deadline and checkpoint. Identify one action through which the project manager could strengthen trust.

4. Building and Developing a Project Team

Project leadership helps people work towards a shared purpose. Building and developing a project team creates the practical conditions for that cooperation: the necessary capabilities, clear responsibilities, agreed working practices and opportunities to learn together.

A project team consists of people who work together to deliver the project's objectives. Members may come from different departments or organisations, contribute for different periods and work in different locations. Understanding their capabilities, expectations and relationships is therefore an essential part of project management.

In the university admissions portal localisation project, translators, reviewers, developers and admissions specialists contribute different kinds of expertise. Their work is interdependent: a translation may depend on clarification from an admissions officer, while a developer needs approved text before preparing the final pages.

Building a team begins with identifying the capabilities required by the work. The project manager should examine the planned deliverables and activities, identify the necessary skills and determine when people will be needed. Resource planning must consider both capability and availability: having an experienced specialist involved is useful only if they have sufficient time to complete their assignments.

For the localisation project, the main requirements could include the following.

Capability	Contribution to the project
Linguistic and cultural expertise	Translate and adapt content for the intended audience.
Admissions knowledge	Confirm requirements, deadlines and official programme terminology.
Technical expertise	Integrate content into the portal and resolve display or functionality problems.
Quality assurance	Check linguistic consistency, usability and accessibility.
Project coordination	Coordinate dependencies, priorities, reviews and delivery.

These capabilities do not necessarily require five separate people. One person may perform several roles, while a specialist may participate only in a particular activity. The allocation should make the workload manageable and allow appropriate checking of the work.

For example, an experienced translator who is available for two afternoons each week should receive assignments that reflect this capacity. If the team lacks experience with website accessibility, the manager could arrange specialist support and a focused learning session.

Clear roles connect individual contributions to shared results. A role describes the contribution expected from a person, while responsibility identifies the work they undertake. Accountability identifies who is answerable for its satisfactory completion.

These distinctions become especially useful when several people contribute to the same deliverable.

A responsibility assignment matrix, commonly presented as a **RACI matrix**, connects activities or deliverables with the people or roles involved:

Responsible (R): carries out the work.

Accountable (A): is answerable for the result and its satisfactory completion.

Consulted (C): provides relevant expertise or input through two-way communication.

Informed (I): receives updates about progress or decisions.

The following illustrative matrix assumes that the admissions representative has authority to approve admissions content and authorise publication.

Activity	Project manager	Translator	Language reviewer	Admissions representative	Web developer
Confirm source information	C	C	I	A/R	I
Prepare translated content	A	R	C	C	I
Review linguistic quality	A	C	R	C	I
Prepare the release for approval	R	I	C	A	C
Publish approved content	A	I	C	I	R

Each activity should have one clearly identified accountable role and at least one responsible role. A person may hold both responsibilities, shown as A/R. Where several people are responsible, their contributions should be clearly distinguished. The matrix should be discussed with participants so that everyone understands the assignments.

In this example, the developer publishes the approved content, while the admissions representative authorises its release. This distinction helps prevent technical access to the website from being mistaken for authority to approve its content.

The matrix also makes concentration of work visible. If one person receives most assignments, the project manager should check their capacity and consider redistributing work.

A team charter establishes how people will work together. It records the team's shared purpose, roles and operating agreements. It complements the project charter by making expectations about teamwork explicit. Developing it together gives members an opportunity to discuss their preferences and responsibilities.

For a small project, the charter can be brief. It should address the team's purpose, decision-making arrangements, working practices, quality expectations and approach to raising concerns.

Possible agreements for the localisation team include:

- We record agreed terminology in the shared glossary.

- We explain substantial revisions by referring to the source text, audience or quality requirements.

- We report a likely delay as soon as we recognise it.

- We confirm which version is ready for review before handing work to another person.

Such agreements translate general values into observable behaviour. For instance, “We respect each other’s expertise” becomes practical when reviewers explain their reasoning and translators can ask questions about proposed changes.

A team charter should remain open to revision. In a documented GOV.UK example, newly formed teams jointly agreed their values and working practices, then used retrospectives to review and improve them.

A project kick-off and effective onboarding help members begin with a shared understanding. The kick-off should clarify the project’s purpose, expected deliverables, roles, major dependencies and immediate priorities. Onboarding also includes practical preparation: access to tools, relevant documents, approved terminology and the people who can answer questions.

For example, a translator joining halfway through the portal project needs the current glossary, style guidance and decision history. A short review of an approved page can demonstrate expectations more effectively than a large collection of unexplained files.

Teams develop their ways of working over time. Bruce Tuckman’s original model described four stages: forming, storming, norming and performing. Tuckman and Mary Ann Jensen subsequently added adjourning, addressing the ending of a group’s work.

The model provides a useful framework for recognising changing team needs.

Stage	Main development need	Illustration from the localisation project
Forming	Understand the purpose, colleagues and responsibilities.	Members discuss the intended users, review the project brief and clarify their roles.
Storming	Work through differences in priorities, expectations and methods.	Translators and admissions staff disagree about wording and need agreed criteria for resolving terminology questions.
Norming	Establish shared expectations and reliable working routines.	The team adopts a glossary, review procedure and consistent method for recording decisions.
Performing	Coordinate work effectively and respond flexibly to problems.	Members anticipate dependencies, resolve routine issues and support colleagues without waiting for instructions on every step.
Adjourning	Complete the team’s work and preserve useful knowledge.	Members hand over the portal, organise final files, document lessons and acknowledge contributions.

The time spent in each stage varies. Teams may revisit earlier issues when membership, responsibilities or circumstances change. The framework should therefore guide observation and discussion, while leadership responds to the team’s actual needs.

For example, adding a new language may introduce new terminology questions and require the team to reconsider established procedures. A team that previously worked smoothly may need another period of clarification and adjustment. Disagreements should receive attention when they arise, with discussion focused on the task and shared objectives.

Useful resource: https://hr.berkeley.edu/sites/default/files/bpm_team_building_toolkit_6-5-2024.pdf

Psychological safety supports learning and timely problem identification. It concerns whether team members feel able to take interpersonal risks, such as asking a basic question, admitting uncertainty or challenging an assumption. Amy Edmondson's research associated team psychological safety with learning behaviours, including seeking feedback and discussing problems. web.mit.edu

In the portal project, a junior translator may notice that two source documents contain different application deadlines. If they expect a dismissive response, they may remain silent. A constructive response would be: "Thank you for identifying this. Let us check which document is authoritative and record the correction."

Project managers and team members can support this environment by inviting questions, listening before judging, acknowledging uncertainty and responding respectfully to reported mistakes. Quality expectations remain clear: an identified error still requires correction, and the team examines how similar problems can be prevented.

The team's culture develops through these repeated interactions. If concerns receive attention and people can see what happened after they raised an issue, speaking up becomes a useful part of the workflow.

Team effectiveness involves several connected conditions. Google's Project Aristotle identified five dynamics associated with effectiveness in the teams it studied: **psychological safety, dependability, structure and clarity, meaning, and impact.** These findings offer useful questions for reflection, although their importance and expression may vary across organisational settings.

For our project, these questions could be:

- Can members raise concerns about unclear or inaccurate content?
- Do colleagues complete agreed work reliably?
- Are responsibilities and decision-making arrangements clear?
- Do members find value in their contribution?
- Can they see how the portal helps prospective students?

Team development should be integrated into everyday project work. Useful activities include reviewing a sample together, explaining specialist decisions, pairing colleagues on unfamiliar tasks and sharing practical knowledge across roles.

For example, a translator and a developer could examine one completed portal page together. The translator explains why a phrase needs additional space; the developer demonstrates how the layout behaves on a mobile device. Both gain knowledge that can improve subsequent work.

A short retrospective after a milestone can help the team identify one or two practical improvements. Participants discuss what helped delivery, what created difficulty and what they will change. Each agreed improvement should have an owner and a review

point. If unclear review comments repeatedly cause rework, the team might introduce a shared format for explaining corrections and assess its usefulness at the next milestone.

Team development also includes preparing for transitions and closure. When someone leaves, their work, decisions and outstanding questions should be understandable to the person taking over. At project completion, the team should identify who will maintain the deliverables and where supporting knowledge will be kept.

For the admissions portal, this may include handing over the approved glossary, style guidance, unresolved issues and instructions for updating translated pages. A final discussion can capture lessons for the next localisation project and recognise the contributions that made delivery possible.

Short application task

Your localisation team includes a project manager, two translators, a language reviewer, a developer and an admissions representative. Members have begun work, but they use different terminology sources, some pages are reviewed twice, and nobody is certain who approves the final version.

Prepare a RACI matrix for four key activities and propose three working agreements. Identify which stage of team development best explains the situation and recommend one action that would help the team progress while encouraging members to raise concerns.

5. Managing Conflict and Collaboration in Diverse Teams

Project teams bring together people with different professional backgrounds, experiences, languages, and expectations. These differences can expand the team's knowledge and improve its understanding of users. However, working effectively together requires members to explain their assumptions, negotiate priorities, and address disagreements.

In the university admissions portal localisation project, translators, admissions officers, reviewers, and developers may understand quality differently. Translators may emphasise readability, admissions officers may prioritise accurate institutional terminology, and developers may focus on technical constraints. Effective collaboration enables these concerns to inform a shared decision.

Conflict arises when people perceive that their goals, interests, expectations, or approaches are incompatible. Conflict management involves identifying and addressing differences that could affect project objectives. It requires attention to both the immediate disagreement and the conditions that produced it, such as unclear responsibilities, competing priorities, or incomplete information.

Disagreement can reveal weaknesses in a proposed solution. Nevertheless, it becomes disruptive when participants stop examining the issue and begin questioning one another's competence or intentions. A project manager should therefore make it possible to challenge ideas while maintaining respectful working relationships.

Understanding the type of conflict helps the team choose an appropriate response. Research by Karen Jehn distinguishes task, process, and relationship conflict. These categories identify what the disagreement concerns, although several types may occur together.

Type of conflict	Central issue	Example from the localisation project
Task conflict	The content of the work, ideas, or proposed solutions	A translator and an admissions officer disagree about how to explain an entry requirement.
Process conflict	Responsibilities, resources, procedures, or the allocation of work	A translator and a reviewer disagree about who should resolve terminology queries.
Relationship conflict	Personal tension, distrust, or perceived disrespect	A reviewer's comments are interpreted as an attack on the translator's competence.

These distinctions matter because different problems require different interventions. A terminology disagreement may need evidence and discussion. Unclear review responsibilities may require an explicit allocation of authority. Personal tension may require a conversation about behaviour and its effects.

Task conflict should not automatically be considered beneficial. Its consequences depend on how participants handle the disagreement, including its emotional intensity and their ability to resolve it. Before attributing conflict to personality or cultural

differences, a manager should check whether workload, deadlines, missing information, or unclear expectations explain the situation.

The Thomas–Kilmann model describes five ways of handling conflict. It uses two dimensions: assertiveness, meaning the extent to which a person pursues their own concerns, and cooperativeness, meaning the extent to which they attempt to satisfy the other person's concerns. The modes describe available behaviours; individuals can use different modes in different situations.

Conflict-handling mode	Main approach	Illustrative project application
Competing	Pursuing one's concerns with limited accommodation of the other party's concerns	An authorised manager stops the publication of unverified admissions information despite pressure to meet the launch date.
Collaborating	Exploring a solution that addresses both parties' concerns	The team preserves an official programme title and adds a clear explanation for international applicants.
Compromising	Finding a settlement through mutual concessions	Two workstreams accept smaller shares of limited review capacity than they initially requested.
Avoiding	Postponing or withdrawing from the disagreement	The team postpones a minor wording dispute while resolving a critical publication error.
Accommodating	Giving priority to the other party's concerns	A translator accepts a colleague's preferred wording when both alternatives satisfy the agreed quality criteria.

The choice depends on the importance and complexity of the issue, available time, trust, and the working relationship. Collaboration is useful when both parties' concerns matter and there is time to explore them. A temporary pause can help when emotions prevent productive discussion, provided the team agrees when to return to the issue.

Compromise also has limits. Dividing available review time may be reasonable; accepting partially accurate admissions information would fail the project's quality requirements.

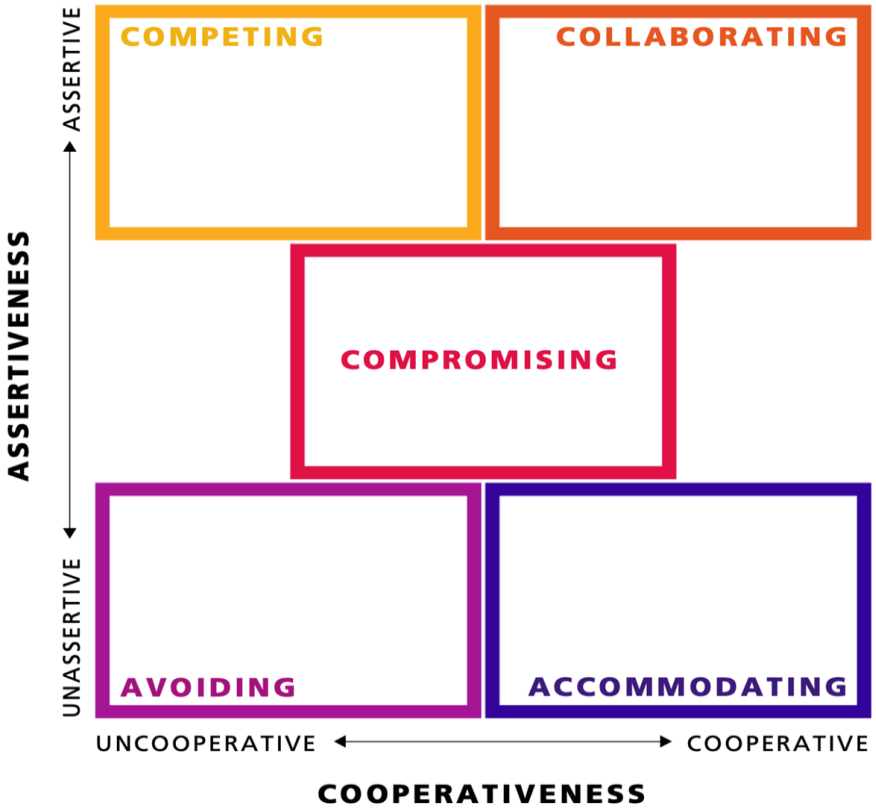


Fig. Modes for responding to conflict situations

Source: https://kilmanndiagnostics.com/wp-content/uploads/2018/03/TKI_Sample_Report.pdf

Constructive negotiation begins by distinguishing positions from interests. A position is the solution a person says they want. An interest is the concern, need, or priority behind that demand. Exploring interests can reveal alternatives that are difficult to see when participants defend fixed positions. Principled negotiation also encourages parties to assess options using agreed criteria rather than relying only on pressure or personal preference.

Consider the following illustrative disagreement:

Participant	Stated position	Underlying interest
Admissions officer	“The official programme title must remain unchanged.”	Consistency with institutional records and accurate identification of the programme.
Translator	“We need a clearer expression for international applicants.”	Reader comprehension and avoidance of misleading interpretations.

Once these interests are understood, the team can consider retaining the approved title and adding a short explanation. The proposed solution should then be checked against terminology requirements, available screen space, and feedback from intended users.

This process does not guarantee that every concern can be fully satisfied. It does help participants explain trade-offs and make a defensible decision.

A structured conversation helps turn a disagreement into an actionable agreement. The following sequence can guide a project discussion:

1. Describe the issue using observable facts. For example: “The same term has changed in three successive versions, and the page is awaiting approval.”

2. Hear each perspective. Ask participants to explain their reasoning and summarise it to check understanding.

3. Identify the interests involved. Ask: “Which requirement or user need are you trying to protect?”

4. Compare possible solutions. Use relevant evidence, approved terminology, acceptance criteria, or a small user test.

5. Agree on action and follow-up. Record the decision, responsible person, deadline, and any remaining question.

The language used during the conversation affects whether others can participate constructively. “What evidence would help us choose?” invites joint investigation. “You always make unnecessary changes” shifts attention towards blame.

Active listening includes checking interpretations. A useful response is: “If I understand correctly, your concern is that applicants might confuse this programme with another one. Is that accurate?”

Some conflicts require facilitation, mediation, or a decision at a higher level. A facilitator can organise discussion and ensure that participants have opportunities to contribute. In mediation, an impartial third party helps participants seek their own agreement; participation is voluntary.

Escalation is appropriate when resolution requires authority the team does not possess, such as changing a deadline, assigning additional resources, or approving a requirement. The escalation should explain the issue, its project impact, the options considered, and the decision required.

Bullying, discrimination, and persistent disrespect require an appropriate institutional response. They should not be excused as cultural differences or treated as problems that a less powerful participant must solve through compromise.

Collaboration in diverse teams requires curiosity about individuals and awareness of one’s own assumptions. Diversity includes differences in professional expertise, language, cultural experience, age, accessibility needs, and working arrangements. Cultural intelligence concerns the capability to work effectively across cultural differences. A practical starting point is to ask people about their expectations and preferences instead of assuming that a group label explains their behaviour.

For example, one reviewer may consider direct comments efficient, while another may experience the same wording as unnecessarily harsh. The team can agree that feedback should identify the problem, explain its effect, and suggest an improvement.

Similarly, “Please finish this soon” leaves the deadline open to interpretation. “Please upload the reviewed version by 14:00 Kyiv time on Thursday” establishes a shared expectation.

Silence also requires careful interpretation. A participant may be thinking, processing a second language, or reluctant to challenge a senior colleague. Before treating silence as agreement, the meeting leader should invite responses and provide a written opportunity to comment.

Language inclusion helps the team use the expertise it already has. Research on multinational teams shows that language barriers can influence perceptions of trustworthiness and the development of trust. This makes language differences a team-management concern as well as a communication issue.

In the localisation project, the most fluent English speaker may not have the strongest knowledge of admissions requirements. Likewise, a colleague who needs more time to formulate an answer may have identified an important error.

Useful practices include:

- Share questions and materials in advance. This gives participants time to examine the issue and prepare their contribution.

- Use plain language and explain specialised terms. A shared glossary can support consistent interpretation.

- Allow spoken and written contributions. Comments in a shared document can complement discussion.

- Check meaning through paraphrasing. Ask participants to explain the agreed action in their own words.

- Make relevant decisions accessible to everyone. If a discussion occurs in another language, record its conclusions in the agreed working language.

Language support should preserve professional standards while making participation more accessible. Team members remain responsible for clear reasoning, accurate work, and agreed commitments.

Remote and hybrid collaboration requires explicit arrangements for participation and availability. Guidance from the Center for Creative Leadership emphasises clear procedures, realistic working-hour expectations, advance agendas, and opportunities for all participants to contribute.

For the portal project, routine terminology queries can be collected in a shared document before a meeting. A sensitive misunderstanding may benefit from a live conversation, followed by a written record of the agreement.

When members work in different time zones, the team should establish reasonable response windows and share the inconvenience of unavoidable early or late meetings. In hybrid meetings, remote participants need access to the same materials and decisions as colleagues in the room.

Work handovers also need enough context to prevent avoidable disagreement. “Translation completed” is less useful than a record identifying the file version, unresolved queries, next owner, and review deadline.

Resolved conflicts can also reveal improvements to the team’s working arrangements. After a disagreement, a short retrospective can examine what made it

difficult: an unclear approval rule, conflicting file versions, an unrealistic review window, or feedback without explanation.

For example, repeated disputes about terminology may lead to a shared glossary and a named terminology decision-maker. Repeated tension over late revisions may lead to an agreed review deadline and a procedure for handling essential changes after that point. The team should then check whether the adjustment reduces repeated problems.

Short application task

A multilingual team is preparing the university admissions portal for launch. During a fast-paced meeting in English, a reviewer raises no objections. Afterwards, they change several approved terms. The translator considers this disrespectful, while the reviewer explains that they did not have enough time to formulate their concerns during the meeting.

1. Identify the task, process, and relationship issues that may be present.

2. Explain one underlying interest of each participant.

3. Choose a conflict-handling mode and justify its suitability.

4. Write two sentences to open a constructive discussion and propose two working agreements that could prevent recurrence.