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# Project Management: Defining Competences for Translator Training

**Abstract:** Existing research on translation project management is rather scarce, despite the fact that this professional profile has become a common career option for Translation and Interpreting graduates. However, the lack of definition regarding the competences of translation project managers makes it difficult for trainers to incorporate these contents into their classrooms. In this paper, an approach to the definition of the competences of translation project managers will be presented. To this end, the theoretical framework of translation and project management competences will be reviewed, and a proposal for a model of competences will be offered. Subsequently, taking this theoretical framework as a starting point, translation curricula in Spanish universities will be analysed in order to operationalise, from an academic point of view, the different components of the model of competences suggested. Finally, different proposals for integrating project management as a cross-curricular competence will be addressed, not only through specific modules but also through the incorporation of these contents in the translation process.

**Keywords:** project management, translator training, professional competences, translation curricula, cross-curricular competence

## 1 Introduction

In recent decades, the translation industry has undergone profound changes and, as Dunne (2013: 2) pointed out, it is a market “characterized as highly projectized, globalized, diverse, and fast-moving.” Project management, defined as the “application of knowledge, skills, tools, and techniques to project activities to meet project requirements” (PMI<sup>1</sup> 2007: 75), has a long tradition in different fields such as engineering, IT or construction. It has also recently been applied as a way of organising work in the translation field. However, project management is sometimes considered an accidental profession (Ahsan, Ho and Khan 2013: 37), a transition in which experience and organisational needs come together. In the translation industry, although there are project managers without previous experience in translation, the usual development in many companies involves the transition from translator or editor to project manager.

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1 In References, the complete name of the organisation is included: Project Management Institute.

In Translation Studies, the professional profile of the project manager (or PM, the person responsible for achieving project requirements) has received little attention from researchers, and only a few studies that will be referenced in the following section look into the role of the PM in any detail. Although many of the principles applied to project management in different disciplines can be extrapolated to translation, the temporary and unique nature of projects and the specific characteristics of the industry make it difficult to draw conclusions about the competences of the translation project manager.

Despite this lack of definition of these competences, the entry into force of the European Higher Education Area (EHEA), whose fundamental pillars are the notions of competences and employability, has contributed to the implementation of subjects or modules related to project management. As pointed out by authors such as Kelly (2005) or Calvo Encinas (2006), the curricular design process must take social and market needs as its starting point. These will allow the identification of professional profiles, as well as giving shape to the competences and the corresponding learning objectives. In this study, the professional profile is that of the project manager, but what are the competences that define it? To answer this first question, an interdisciplinary approach to the definition of the competences of project managers will be presented. Some of the most important research on project management will be reviewed and the skills mentioned in these studies will be combined with the existing models of translator competences to establish a framework of competences for translation project managers.

However, this framework of competences would be incomplete without a detailed description of the components of each competence. To obtain that information, translation curricula in Spanish universities will be examined from a technical perspective, that is, curriculum design, to assess to what extent project management competences form part of their study plans. As a simple enumeration of the subjects related to project management would only provide quantitative information, the syllabuses will be analysed to operationalise competences and break them down into specific skills for project managers (PMs). Finally, taking into account the results of this analysis, different proposals for integrating project management as a cross-curricular competence in study plans will be presented. First of all from a macrostructural perspective, different subjects related to project management will be proposed, and finally a microstructural approach will be adopted, that is, in translation subjects, to ensure that students acquire the basic competences for project management.

## 2 Defining Competences for Translation Project Managers

Project management was introduced in the business world in the early 1930s (Way 2009: 133) and has since become a way of organising work in different industries worldwide. Although it is not a recent practice, literature on this subject is scarce (Hölzle 2010: 779; Matcha Abombo 2015: 308) or, as Dunne and Dunne noted (2011: 8), in many cases it focuses on fields that have traditionally applied the principles of this discipline, such as construction or engineering. However, its implementation as a professional practice has led to the proliferation of national and international organisations and associations, which promote research in this field and formulate standards applicable to project management. Some clear examples are the Project Management Institute (PMI), which has had a solid reputation since its foundation in the USA in 1969; the Swiss International Project Management Association (IPMA), organised as an international federation, or others at national level, such as the Association for Project Management, in the United Kingdom.

The publication *A Guide to the Project Management Body of Knowledge*, also known as the *PMBOK® Guide* (PMI 1996/2017), can be included among the most relevant contributions in the field of project management. Since the first edition of its white paper in 1983, the PMI has sought to document and standardise commonly accepted practices in project management. In relation to competences, it published the *Project Management Competency Development (PMCD) Framework* (PMI 2002/2007), which will be taken as the reference point for this paper, given its connection with the *PMBOK® Guide*. However, the reader can also refer to other models, such as the *IPMA Competence Baseline (ICB)*, proposed by the International Project Management Association, which divides competences into contextual, technical and behavioural.

The *PMCD Framework* defines the project manager competence as the application of “project management knowledge and personal behaviours to increase the likelihood of delivering projects that meet stakeholders’ requirements” (PMI 2007: 2). This competence can be broken down into three dimensions:

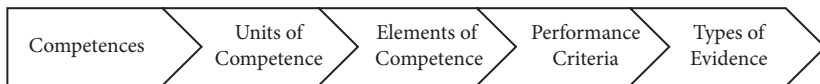
- Project Manager Knowledge Competence—What the project manager knows about the application of processes, tools, and techniques for project activities.
- Project Manager Performance Competence—How the project manager applies project management knowledge to meet the project requirements.
- Project Manager Personal Competence—How the project manager behaves when performing activities within the project environment; their attitudes, and core personality characteristics (PMI 2007: 2).

The components of the first dimension are detailed in the *PMBOK® Guide*: project integration management, project scope management, project schedule management, project cost management, project quality management, project resource management, project communications management, project risk management, project procurement management and project stakeholder management (PMI 2017). As can be inferred from the following quotation, it is considered that specific areas have a more significant impact on the achievement of the project:

however, in a recent study by Zwikael (2009), of 783 project managers from different countries and industries, it was found that the Knowledge Areas from the PMBOK® Guide (PMI, 2002/2007) with the greatest impact on project success were Project Time Management, Project Risk Management, Project Scope Management, and Project Human Resource Management (Ahsan, Ho and Khan 2013: 39).

With regard to the performance and personal competences described in the *PMCD Framework*, it should be noted that the model suggests a detailed description of these competences in accordance with the structure in Figure 1.

The different levels of definition specify the requirements that a PM must meet to demonstrate his/her competence in project management. In Tab. 1, the units of competence for the personal and performance competences are detailed.



**Fig. 1:** Structure of competences according to the *PMCD Framework* (image created for this paper)

**Tab. 1:** Units of competence for the personal and performance competences according to the *PMCD Framework* (PMI 2007)

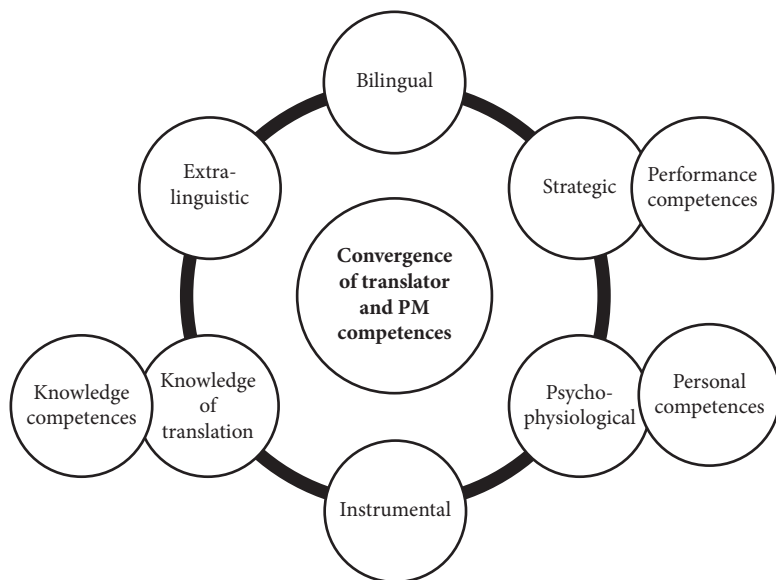
<b>Performance competences</b>	<b>Personal competences</b>
1.0 Initiating a Project	6.0 Communicating
2.0 Planning a Project	7.0 Leading
3.0 Executing a Project	8.0 Managing
4.0 Monitoring & Controlling a Project	9.0 Cognitive Ability
5.0 Closing a Project	10.0 Effectiveness
	11.0 Professionalism

This model of competences and its accuracy in the description of the different components contrast with the current situation in Translation Studies. As Dunne and Dunne (2011: 6) pointed out, project management “has been largely overlooked as an object of scholarly inquiry and critical pedagogical reflection.” The existing literature in this field is quite recent: during the first decade of this millennium, it was possible to find book chapters (Esselink 2000; Gouadec 2007) or journal articles (Arevalillo Doval 2002; Rico Pérez 2002; Torres Hostench 2002; Stoeller 2004, to mention just some examples) that revolve around the different stages of project management and the tasks to be carried out by a PM. From 2010 onwards, some new studies have approached this new professional profile in more depth (see, for example, Matis 2010; Dunne and Dunne 2011; Dunne 2013; Matcha Abombo 2014; Arevalillo Doval 2016; Ferrer Simó 2016).

As stated above, the definition of the competences of translation project managers is essential for trainers, who should take a model of competences as a reference point in order to define the different components of the learning process (aims, methodology, assessment, and so on). The only attempt found in this respect in the Spanish academic context is the proposal presented by the White Paper on Bachelor Degrees in Translation and Interpreting (Muñoz Raya and ANECA 2004), which offers a definition of the bachelor degree in terms of profiles and competences. However, when analysed in detail, the skills described for PMs in this white paper simply list a group of global competences that combine different aspects: declarative and procedural knowledge, linguistic skills, documentary and IT tools, and personal competences.

In contrast to this lack of definition regarding the competences of translation project managers, research in Translation Studies has focused on the translator competence since the origins of the discipline. There are many models that try to define its components and that propose different categorisation elements (Calvo Encinas 2010: 62). However, the models of Hurtado Albir and her research group, PACTE (Process of Acquisition of Translation Competence and Evaluation), Kelly (2005) and the European Master’s in Translation (EMT expert group 2009) stand out. In this paper, in order to propose a model of competences for translation PMs that can be applied in translation training, the competences identified for translators in the previous models and the proposal from the *PMCD Framework* will be merged. As indicated above, the usual development in many companies is the transition from translator or editor to project manager, so it can be stated that translation project managers are required to master skills related to both fields.

In particular, the model proposed by Hurtado Albir (2017: 39–40) will be taken as our reference point for this paper. It consists of the following



**Fig. 2:** Convergence of translator and project manager models of competences (image created for this paper)

elements: bilingual sub-competence, extralinguistic sub-competence, knowledge of translation sub-competence, instrumental sub-competence, strategic sub-competence and psycho-physiological components. From our point of view, the strategic sub-competence and the psycho-physiological components are closely related to, and can respectively be merged with, the performance and personal competences suggested by the *PMCD Framework* (see Fig. 2). Furthermore, the knowledge areas defined by the *PMBOK Guide* should be part of the knowledge of translation sub-competence suggested by Hurtado Albir. Fig. 2 represents the convergence of these two models:

Although having a degree in Translation and Interpreting is not always a requirement when applying for a project management position, sometimes PMs have to help translators with technical problems with computer-assisted translation tools, may need to carry out quality assurance tasks, and have to know the nature of texts in order to allocate the task to the appropriate translator. This confirms the fact that competences related to both disciplines should be integrated and that project management should be considered a cross-curricular competence. Before going deeper into the latter aspect, the different components

of the competences mentioned above should first be identified, and that is the goal of the following section.

### **3 Project Management Competences in Translation and Interpreting Curricula in Spanish Universities**

With the implementation of the EHEA, project management has started to be incorporated into Translation and Interpreting bachelor degrees (see, for example, Way 2009; Flores Acuña 2012; Plaza-Lara 2016), and more and more MA studies are focusing on this professional profile (Torres-Simón and Pym 2017), or are offering specific modules related to this topic. In this section, an analysis of Translation and Interpreting study plans in Spanish universities will be carried out and the syllabuses of the different subjects related to project management will be examined. The main objective is to obtain an overview of the competences promoted with regard to this professional profile.

As Hurtado Albir and Olalla-Soler (2016: 319) pointed out “[c]ompetences must be operationalised in order to plan teaching in a way that is conducive to their acquisition.” In our opinion, the model of competences proposed above would remain incomplete if the elements of the different competences are not explicitly detailed. For this reason, using the data provided by the syllabuses, an attempt will be made to break down competences into specific components.

It must be pointed out that master degree studies have not been included in this research. Although during BA studies it is impossible to promote specialisation in the various professional profiles of translators, and students may prefer to continue their postgraduate education, in our opinion it is essential to provide them with the basic tools needed to access the labour market by the end of their bachelor degree studies.

The Ministry of Education’s website<sup>2</sup> was consulted to retrieve information about degrees in Translation and Interpreting in Spanish public and private universities. After querying the database, a total of 38 degrees in Translation and Interpreting were retrieved. It should be noted that some universities offer different degrees: for example, Degree in Translation and Interpreting and Degree in Translation and Sign Language Interpretation at Alfonso X el Sabio University, or Degree in Translation and Interpreting and Degree in Translation and Cultural Mediation in the European University of Madrid.

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2 See <https://www.mecd.gob.es/portada-mecd/> (accessed 25 November 2017).

The universities' websites were accessed to gather information about the subjects offered in their degrees. The majority of these websites mention translation project management among their career opportunities or competences to be developed. Nonetheless, after the first analysis, only 24 subjects related to project management were found. Three of them were discarded because, according to their syllabuses, it was concluded that their contents and competences were not directly related to project management:

- King Juan Carlos University offers an optional subject entitled “Ethical Aspects of Translation, Management, Professionalization and Standardisation” in the second year of the degree, but its content is only focused on ethical and legal aspects of translation.
- the University of Vigo offers the compulsory subject “Anthropology of Translation and Interpreting Practices” in the first year of the degree. However, although its syllabus makes reference to project management, this subject only provides a basis from which teachers can start to develop professional knowledge in subsequent courses.
- the University of Vigo offers in the second year of the degree the subject “Introduction to Specialisation Areas for Translation and Interpreting and Professional Aspects of Translation.” It should be highlighted that these subjects are the only ones found that try to initiate students into professional practices in the first and second years of the degree.

In the group of subjects that form part of this study, a distinction must also be made between subjects that only focus on translation project management and subjects that revolve around the translator's profession. In the first group a total of 10 subjects can be included, while the remaining 11 subjects are about career guidance, ethics and business creation and management. Subjects related to IT tools were not included because in these cases only instrumental skills are promoted.

As can be seen in Tab. 2, all the subjects around project management are offered in the third or fourth year of the degree, and only five of them are compulsory subjects.

The second group of subjects does not directly address translation project management, but they include a module in which these contents are taught. In this case (see Tab. 2), all the subjects are again offered in the last two years of the degree and six of them are compulsory.

Summarising the data presented so far, it can be concluded that only 16 out of the 28 universities that form part of this study offer a subject or module related to project management, and only 11 subjects out of a total of 21 are

**Tab. 2:** Subjects on translation project management in Spanish universities

University	Subject	Year	Compulsory
Alfonso X el Sabio University	Management of Translation Projects	3	Yes
Autonomous University of Madrid	Project Management	4	No
Comillas Pontifical University	Translation Project Management and Standardisation	3	No
Comillas Pontifical University	Professional Translation Management	4	No
Complutense University of Madrid	Translation, Interpreting and the Profession. Project Management	4	Yes
European University of Madrid	Business Ethics and Translation Services Management	4	Yes
Pompeu Fabra University	Language Project Management	4	No
University of Alcalá de Henares	Translation Project Management	3	Yes
University of Salamanca	Terminology and Project Management	4	Yes
University of Valladolid	Translation Project Management	4	No

compulsory for completion of the degree. Therefore, it can be stated that, although these contents are being incorporated gradually in study plans, continued efforts should be made to convert project management into a cross-curricular competence.

This quantitative discussion around study plans would not be useful for drawing conclusions on competences if the syllabuses of the subjects were not taken into consideration. The syllabus is the tool used as a guide to a course, and it informs students and teachers about aims, competences, contents, methodology and assessment. For this reason, in this study they have been used as a tool for analysis, and the different skills mentioned in this document were categorised according to the framework of competences presented above. This analysis allows the operationalisation of the elements of competences and makes it easier for trainers to incorporate these skills into their classrooms. Before proceeding with the enumeration of the components of competences identified in the syllabuses, it must be pointed out that sometimes it was not easy to distinguish between specific competences and learning aims.

**Tab. 3:** Subjects on the translation profession in Spanish universities

University	Subject	Year	Compulsory
Alfonso X el Sabio University	Creation of Translation Companies	4	Yes
King Juan Carlos University	Creation of Translation Companies	3	Yes
Pablo de Olavide University	Career Guidance for Translation	4	No
Pompeu Fabra University	Translation Practice and Ethics	4	No
San Jorge University	Management and Organisation of Multinational Companies	3	No
San Jorge University	Business Fundamentals	3	Yes
University of Granada	The Professions of the Translator and the Interpreter	4	Yes
University of Las Palmas de Gran Canaria	Translation, Interpreting and Profession	3	Yes
University of Valencia	Translator's Professions	4	No
University of Valladolid	Professional Aspects of Translation	4	No
University of Vic	Business Creation and Management	4	Yes

It must be pointed out that only 14 syllabuses were included in the analysis, because this document is not always made available to the general public. However, most agreed on the following components of the project manager competences:

- **Bilingual sub-competence.** Quality (linguistic) control and review.
- **Extralinguistic sub-competence.** Ability to understand specialised texts, knowledge of cultural conventions.
- **Knowledge of translation sub-competence and knowledge areas proposed by the *PMBOK Guide*.** Costs, deadlines, risks, productivity and profits, confidentiality, rates, taxes, quotes and invoices, standards and regulations, ethics and professional associations, agents involved in a translation project.
- **Instrumental sub-competence.** Documentary and IT resources, computer-assisted translation tools, project management tools.
- **Strategic sub-competence and performance competences proposed by the *PMCD Framework*.** Stages of a translation project, development of project

plans, management of human resources and application of knowledge (costs, risks, productivity, and so on) to translation projects.

- **Psycho-physiological components and personal competences proposed by the *PMCD Framework*.** Organisational and planning skills, communicative and interpersonal skills and ability to work under pressure.

As can be seen, syllabuses only include the most important competences for project management. Further research should be undertaken to outline the different components of the competences of translation project managers. It must also be noted that some of the syllabuses also mention global or transversal competences applicable to different professions: autonomous learning, teamwork, self-assessment, troubleshooting, leadership, decision-making, and so on. These skills have not been included above because they are categorised within the syllabuses as general competences, not specific competences for PMs. Nonetheless, all these skills could be included as psycho-physiological components or personal competences.

Taking into account the framework of competences presented above, in the following section, different proposals for integrating project management as a cross-curricular competence will be addressed.

#### **4 Integrating Project Management as a Cross-Curricular Competence**

The earlier curricular analysis has shown that, although the basics of project management are starting to be incorporated in Translation and Interpreting degrees, much remains to be done, maybe because translator trainers do not have an established framework of competences as a reference for this professional profile. As stated above, the White Paper on Bachelor Degrees in Translation and Interpreting (Muñoz Raya and ANECA 2004) outlines some global competences, but does not provide further information on how to integrate these contents in subjects or modules. This fact makes it difficult for trainers to include this type of competences in their classrooms.

In this section, taking into consideration the model of competences for PMs and the components presented above, different proposals will be addressed for incorporating translation project management in the curriculum from a macro and microstructural perspective, that is, across the curriculum in specific subjects and in translation modules in which project management can be applied.

From a macrostructural perspective, it must be pointed out that, in order to successfully teach project management, students first need to know of

the existence of such professional profile and other career opportunities for translators. As Calvo Encinas (2010: 282) remarked, most students decide to study a degree in Translation and Interpreting because they love languages. At the beginning of their studies, they are not aware of many of the occupations of translators and interpreters. Therefore trainers must present the scenario they will meet when they finish their studies. For this reason, in the first year of the degree, a compulsory subject should be offered about the translation profession. This subject should provide information on the different career opportunities that exist in the translation and interpreting industry. Such contextualisation of their studies will allow them to start exploring different fields and take decisions that could shape their professional future.

In the second and third year of the degree, two different subjects covering professional aspects could be offered on the following topics:

- business ethics;
- agents in the translation industry: translation companies, agencies, freelancers, and even publishers or international organisations.

Unlike the subject proposed for the first year of the degree, in this one they should be taught how to establish professional links with different stakeholders and how to develop their own professional career.

This background information is required to offer a subject covering translation project management in the final years of the degree. The knowledge areas defined by the *PMBOK® Guide* should be the cornerstone of this module, to provide students with the necessary tools to manage complex projects from start to finish: scope, time, costs, quality, human resources, risks, stakeholders, and so on. Nonetheless, apart from these knowledge areas, the *PMCD Framework* distinguishes between performance and personal competences. From a cross-curricular perspective, these two types of skills should also be promoted in previous translation modules, and this subject on project management should only serve as an instrument to consolidate these skills and integrate them with more complex concepts, such as productivity or profitability, directly related to project management.

Before going into detail regarding the proposal for microstructural organisation of the curriculum with regard to project management, it must be pointed out that close collaboration between teachers would be required to incorporate complementary skills in the translation process. It must also be remarked that the following examples of activities are based on the model of competences presented above, which combines translator and project manager competences.

It is considered that only by applying those skills in a real translation project will the students be able to understand the principles of project management.

For some time now, the translation classroom has been leaving behind the classical “read and translate” method (González Davies 2004) to give way to new methodologies in which the student is the centre of the learning process. Providing students only with a text to be translated does not offer them a complete picture of the translation process. Furthermore, the personal competences or, as Hurtado Albir names them, the psycho-physiological components, could be considered as general or transversal competences applicable to various professions. For this reason, it must not be forgotten that these skills should be present throughout their studies.

In the first translation modules customarily offered during the second or third year of the degree, special attention should be paid to linguistic and extralinguistic knowledge. However, some project management concepts can be incorporated: the teacher can initiate the task, providing information on the scope, delivery date and special instructions. Students can work on their own, but it is advisable to promote teamwork in subsequent tasks to raise awareness of the importance of communication, interpersonal skills, planning, troubleshooting and decision-making in a group.

Furthermore, some tasks related to project management and the linguistic and extralinguistic competences can also be introduced in these first courses. PMs are usually faced with queries or quality assurance tasks, so once students have dealt with the first translation assignments, these duties could also be assigned.

The development of linguistic and personal competences should go hand in hand with the gradual implementation of the new skills that students acquire during the degree. For example, once the students have understood how a translation project is handed off and organised, the different members of the group can perform different roles, ensuring that they play each role at least once during the course: project manager, translator, terminologist, reviewer or layout designer. All these roles provide potential PMs with an overview of all the tasks they may manage in the future, so it is not enough to monitor the process, they must also put the different tasks into practice. In this way, the development of the strategic sub-competence (or performance competences according to the *PMCD Framework*) is promoted.

Another activity that could provide students with a global overview of the process is the elaboration of instructions or reference material for a specific project. For this purpose, they will need to collect the information on the project and its scope, pay attention to details, take into consideration linguistic and procedural

standards and develop their organisational abilities. In this case, practically all the sub-competences proposed by Hurtado Albir are put into practice.

The use of computer tools in the translation classroom should also be considered. Project managers should be able to cope with different tools and formats, so once they have been taught to use CAT tools, they could be asked to deliver a translation in different formats, export or import translation memories, use quality control tools and carry out word counts. Doing so, they will develop their instrumental skills, but also their linguistic and strategic competences. Furthermore, although the use of translation project management software could be limited to specific subjects in the final years of the degree, general planning tools used in different fields could be introduced in previous courses.

Other additional tasks that could be included in advanced courses are quoting or invoicing. These skills will allow students to learn how their job is measured (words, lines, pages or even hours) and how it is paid, providing them with notions of rates and professional practices. Furthermore, commercial skills could be promoted by asking them to prepare project plans with the intention of selling a service to a potential client. For this task, students will have to collect information about that client and carry out a small piece of market research in order to be able to compete with other companies.

However, it must be noted that translation projects are unique in nature and even professionals with years of experience may find new unpredictable situations when they receive a new assignment. Students should be exposed to this uncertainty, so trainers should act as an external agent who adds new factors, risks and problems to the translation process. For example, the teacher as client can send new parts of the text to be translated, can change terminology in the middle of the translation process or can move deadlines. In this way, students will have to tackle these situations and apply creative solutions.

## 5 Concluding Remarks

It cannot be denied that project management has become a cornerstone of the translation industry and this way of organising work only serves to further highlight the interdisciplinary nature of Translation Studies. However, it has been noted that, although project management has been incorporated as part of the new study plans in Spanish universities after the entry into force of the EHEA, the limited research available for trainers around translation project management hinders the incorporation of these contents as a cross-curricular competence in study plans, and some universities still do not offer these contents in their curricula.

The model of competences here proposed offers a framework of competences based on the traditional translator competence. This framework is simultaneously merged with the competences defined for project managers in other fields. It is thus a first attempt to define the competences of translation project managers for training purposes, taking into account references from both disciplines with the aim of laying the foundations for future research on a comprehensive competence model for translation PMs. Thanks to its interdisciplinary approach, the basic translation skills will not be forgotten; instead, they will be complemented by the new competences that are being required by employers.

Furthermore, the review of the syllabuses of subjects covering project management in Spanish universities has allowed to operationalise different components of competences. Thanks to this analysis, the components that trainers consider most important for project management have been identified, for example, knowledge about the stages of a translation project or organisational skills. However, it must be kept in mind that only 14 syllabuses were found, so this information is not conclusive and further research should be carried out that includes, for example, international study plans. Finally, the proposal for the integration of project management as a cross-curricular competence gives trainers the option to apply it through independent subjects focused on project management or through different translation subjects, so that students can obtain an overview of the translation process. The main advantage of this proposal is that at the microstructural level it can be adapted to different scenarios and it does not require curricular reforms, just a close collaboration between trainers. This research would benefit from a practical implementation of these proposals in the classroom.

In spite of the limitations mentioned above regarding syllabuses, the analysis here presented offers a perspective that could be completed with further international studies or even research in the professional field. In this way, a complete overview of competences would be obtained from the point of view of both employers and trainers, two of the main stakeholders involved in the training process.

This paper opens the debate on the competences of translation project managers and puts the focus on a professional profile other than that of the translator. It also raises new questions that should be addressed from the research perspective in order to answer the new industry challenges. From a pedagogical point of view, research should be carried out into the differences between the competences of translators and PMs, and it should be established to what extent project management should form part of bachelor degrees. This research should be complemented with market studies covering this professional profile.

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