This textbook provides a comprehensive overview of the processes, principles, and constraints of project management in the translation industry. It offers readers clear insights into modern-day project management practices specific to translation services and an understanding of critical inter-related aspects of the process, drawing on key works in business studies on management, aspects of economics relevant to project management, and international standards on project management processes.

Developed on the back of a successful module titled Intercultural Project Management, Translation Project Management provides a coherent account of the entire translation project management lifecycle from start to finish and pays considerable attention to the factors influencing decision-making at various stages and how external forces shape the way in which a translation project plays out. Through an array of real-world case studies, it offers readers opportunities to explore, analyse, and engage with six fundamental project constraints: cost, time, scope, quality, benefits, and risk. Each chapter offers discussion points, possible assignments, and guided further reading.

This is an essential textbook both for all project management courses within translation studies programmes and for professional translators and translation service providers.

Callum Walker joined the University of Leeds as a Lecturer in Translation Technology in September 2020, where he teaches computer-assisted translation technology, project management, translation theory, and specialised translation. He has previously taught at Durham University (2012–2020), University College London (2018–2019), and Goldsmiths College University of London (2020), as well as being an Honorary Research Fellow in Translation Studies at University College London (2020–2022). He has published a monograph (An Eye-Tracking Study of Equivalent Effect in Translation: The Reader Experience of Literary Style, 2021) and co-edited a collection on eye-tracking research in translation (Eye Tracking and Multidisciplinary Studies on Translation, co-edited with Professor Federico M. Federici, 2018), in addition to a number of journal articles and book chapters on the topic.
Routledge Introductions to Translation and Interpreting

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Routledge Introductions to Translation and Interpreting is a series of textbooks designed to meet the need for teaching materials for translator/interpreter training. Accessible and aimed at beginning students but also useful for instructors designing and teaching courses, the series covers a broad range of topics, many of which are already core courses, while others cover new directions of translator/interpreter teaching.

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About the Author

Dr Callum Walker joined the University of Leeds as a Lecturer in Translation Technology in September 2020, where he teaches computer-assisted translation technology, project management, translation theory, and specialised translation. He has previously taught at Durham University (2012–2020), University College London (2018–2019), and Goldsmiths College University of London (2020), as well as being an Honorary Research Fellow in Translation Studies at University College London (2020–2022). His research interests cover two contrasting fields. More recently, his research has focused on translation industry studies, with a specific focus on project management, the economics of translation, and the interaction between technology and translation workflows, culminating in a recent journal article in *Translation Spaces*, plus two conference papers. He also maintains a research interest in the comparative reception of source and target texts using experimental methods and has published a monograph (*An Eye-Tracking Study of Equivalent Effect in Translation: The Reader Experience of Literary Style*, 2021, Palgrave) and co-edited a collection on eye-tracking research in translation (*Eye Tracking and Multidisciplinary Studies on Translation*, co-edited with Professor Federico M. Federici, 2018, John Benjamins), in addition to a number of journal articles and book chapters on the topic.

Concurrently with his academic roles, he has worked as a freelance translator specialising in legal, business, and financial translations from French and Russian into English (beginning in 2009) and runs his own small translation business. He is also a Chartered Linguist, Member of the Chartered Institute of Linguists, and Member of the Institute of Translation and Interpreting, and he actively contributes to professional translator networks to bridge the gap between academia and the translation industry.
Translator and interpreter training programmes have become an integral feature of the present-day professional educational landscape all over the world. There are at least two good reasons for this. On the one hand, it has been realised that, to work as a translator or interpreter, one needs more than to speak a couple of languages; special training in translation and interpreting is a must. On the other hand, translator/interpreter training programmes are seen as a practical way to start a career in the language service provision industry or to earn a degree as a translation/interpreting studies scholar. These programmes may be part of a university curriculum or standalone courses in various formats of continuing studies or qualification upgrading.

Yet there is still a dearth of teaching materials geared towards novices in translation or interpreting. In every class, students are either given sheaves of handouts, which, by the end of the course, build up into a pile of paper, or referred to a small library of publications for a chapter here and a chapter there. As a result, the student struggles to imagine the subject area as a coherent whole, and there is no helpful textbook for references while on the course or after.

The lack of coursebooks makes life no easier for translator/interpreter trainers. Even if they find a suitable book or monograph, a great deal of adaptation must be done. The instructor would have to adjust the book to the length of the course and individual teaching sessions, and add exercises and assignments, questions and topics for presentations to facilitate students’ engagement with the materials and help them go beyond the ‘read-only’ mode of working with the recommended book(s).

The purport of the series *Routledge Introductions to Translation and Interpreting* is to put into the hands of the translator/interpreter trainee and trainer ready-made textbooks. Each textbook is written by an expert or a team of experts in the subject area under discussion; moreover, each author has vast experience of teaching the subject of their textbook. The series reflects what have already become staple courses and modules in translator/interpreter training, but it also introduces new areas of teaching and research. The series is meant as a kind of library of textbooks – all the books
Series Editor’s Foreword

together present various aspects of a translation and interpreting training programme viewed as a whole. They can be taken as a basis for developing new programmes and courses or reinforcing existing ones.

The present textbook is on translation project management. To be able to manage a translation project is a necessary skill that any translator should have. The translator may need to manage a project either at the request of the organisation s/he works in or because s/he is involved in a project that cannot be accomplished single-handedly.

The book will be useful for interpreters, too. More often than not an interpreter may also find him/herself in a situation where they need to handle an ambitious interpreting project. Interpreters often work with one or two partners. Sometimes a small team of colleagues may be involved or perhaps a project is a series of events that requires the coordination of human resources and efficient time management.

The present book *Translation Project Management* is written by Dr Callum Walker in such a way that it can be used for an entire course or as a part of a larger course. This textbook is also suitable for self-teaching.

Sergey Tyulenev
2022
So many people contribute to the drafting of a textbook like this in so many different ways and, as I write this, I’m immediately conscious of the fact that there will inevitably be people whom I have unintentionally overlooked in these remarks. So I would first like to start by thanking anybody and everybody with whom I have spoken about this textbook, project management, or the translation industry more generally at some unspecified time in the past. All of these discussions have both shaped and challenged my perspectives and contributed to the end product that you are now reading.

In an attempt to be more specific, I’d first like to thank the series editor, Dr Sergey Tyulenev (Durham University), for offering me the opportunity to write one of the first books in this brand-new series. You’ve provided a huge amount of guidance throughout this project, from the initial proposal stage right up to your reviews of the final drafts, and I’m eternally grateful for all your support.

I would also like to thank Dr Joseph Lambert (Cardiff University) for the many and varied discussions that we’ve had over the last couple of years about practices in the translation industry and the academic field of translation studies. I’m very grateful for your comments and suggestions (and attention to detail) on my draft chapters and I’ve enjoyed our chats about various aspects of this textbook and the ‘bigger picture’ that underpins much of the content in this book.

Special mention should also go to Raisa McNab, CEO of the Association of Translation Companies (United Kingdom), for her detailed and incredibly helpful comments on Chapters 2 to 4 of this book. I wish that I’d had more time to allow Raisa to review the remainder of the book too, but I sincerely hope that it is greeted with her seal of approval when she comes to read the book as a whole.

Professor Maeve Olohan (University of Manchester) and Dr Christopher Mellinger (University of North Carolina at Charlotte) both provided some incredibly useful recommendations and feedback on the initial proposal and a sample chapter in the early stages of this project, and I hope that my finished product appropriately reflects their insightful suggestions and expectations.
I also owe a debt of gratitude to the 2020/21 and 2021/22 cohorts of the MA Applied Translation Studies at the University of Leeds, both of which served as ‘guinea pigs’ for various chapters in the early and later stages of drafting. Their feedback has been very helpful in making sure that this textbook really satisfies the needs of the primary target audience.

And finally, thank you to my wife, Megan, for your love and support throughout this long project (and especially in the final stages of preparing the manuscript for submission). It’s taken a great deal of work on my part and you have always been on hand to support me both pragmatically and emotionally when I’ve needed it. And to my children – Kieran, Oliver, and Bethan – thank you for just being you and being your usual adaptable, patient, and thoughtful selves... most of the time!

Despite all the help that I’ve had in putting this book together, all responsibility ultimately rests with me. Any errors or inaccuracies are most definitely my own.
Translation Project Management is intended to offer an accessible introduction to a topic that is crucial to the success of the translation industry. For such a critical topic, this field has received comparatively little treatment in academic literature more widely, let alone introductory-level books such as this one. This textbook aims to provide a comprehensive overview of the processes, principles, and constraints of project management in the translation industry. It offers readers clear insights into modern-day project management practices specific to translation services and an understanding of critical inter-related aspects of the process such as cost, time, and quality, drawing on key texts on management studies, aspects of economics relevant to project management, and relevant international standards.

Developed on the back of experience teaching translation project management at a number of UK universities, the textbook is intended to support both students on translation studies and related programmes and instructors looking to develop new dedicated project management modules or to bring project management content into existing modules with a view to enhancing students’ career prospects. While the content is aimed predominantly at a postgraduate taught level, the intended student readership of Translation Project Management is broad, encompassing undergraduate, postgraduate, and even doctoral students in translation studies and related disciplines. Practitioners of project management – i.e. ‘real-world’ translation project managers – may also benefit from seeing their practice formalised in this book and learn about some of the novel perspectives that some of the later chapters, in particular, can offer to their practice. Newly recruited project managers may not have received formal training in project management and might therefore like to supplement their on-the-job learning with additional reading from this textbook.

When the textbook was first conceived, the European Masters in Translation (EMT) Competence Framework was an important driver behind the intended content and skills that can be developed through appropriate training in translation project management. One of the core competences of this framework is ‘Service Provision’, which specifically references ‘language services in a professional context – from client
awareness and negotiation through to project management and quality assurance’ (European Commission, 2017b, p. 11). But project management goes beyond service provision alone. Indeed, the Competence Framework specifically stipulates that students should receive personal and interpersonal training in time and workload management, deadlines, project instructions and specifications, and teamwork from a personal perspective (European Commission, 2017b, p. 10), as well as content on industry demands and job profiles, prospecting and marketing, project requirements, negotiation, the organisation, budgeting, and management of translation projects, standards for language services, quality management, and networking (European Commission, 2017b, p. 11). Indeed, the 2017 Mid-Term Review mentions the addition of compulsory project management modules at many EMT member universities, further adding that ‘best practices’ would involve ‘adding formal and explicit project management training’ to programmes (European Commission, 2017a, p. 5). It was these goals and the underlying EMT Competence Framework that fed into the taught modules from which this textbook is derived.

Translation Project Management is not intended to be prescriptive. While it is, of course, based on the international standard for translation services ISO 17100:2015, project management, like translation more generally, is a varied practice and there are many different ways to approach a problem or find an appropriate solution. The aim, therefore, is to provide insights into different approaches by drawing on principles and ideas from a wide range of fields. Many aspects of project management – and even more basic aspects such as professional skills in invoicing, handling feedback, etc. – will be entirely unknown to readers. Hence, there are some elements of this textbook that are necessarily rudimentary in nature. But for the more confident reader, there are also thought-provoking ideas and perspectives intended to stimulate debate, further exploration, and, ultimately, creativity or ‘thinking outside the box’.

Instructors

Translation Project Management is aimed at instructors with students that are entirely new to the world of project management. The textbook has been structured with a one-semester dedicated module in mind, following the common UK practice of eleven standard teaching weeks, including one ‘reading week’, manifested in this textbook through ten primary ‘content’ chapters (i.e. Chapters 2 to 11) plus the Introduction in Chapter 1. However, many institutions are not blessed with the space, resources, or opportunities to deliver a dedicated optional (let alone compulsory) module on translation project management. For those in this situation, my recommendation would be to focus on the pragmatic technical content in Chapters 2 to 4 as a priority (on pre-production, production, and post-production), with the chapters on time (Chapter 5), cost (Chapter 6), and scope (Chapter 7).
and/or quality (Chapter 8) as secondary priorities. All of the chapters have been written with independent study in mind and can easily be set as further reading to follow on from taught content on the earlier, more process-oriented chapters.

The chapters also feature a scattering of discussion points at various junctures. These are signalled by bullet points in the form of a question mark (?). These questions can be readily used by instructors when delivering taught content in classes and offer a point of discussion with which students can engage in class, either with the instructor directly or in smaller groups (perhaps then feeding back to the group as a whole). They can also form the basis for short assignments or in-class practical tasks (some of which could even feed into dedicated classes on CAT tools, for example).

At the end of each chapter are several recommended texts for further reading. These can be fruitfully set for students to explore in their own time to reinforce or expand upon content taught in class. The further reading resources are also accompanied by suggested assignment topics. These assignments could take the form of formal (assessed) written essays, individual or group presentations, or in-class practical or discussion-based exercises. More suggested assignment topics are available on the TS Portal. Instructors can also use the various case studies on the TS Portal to design alternative assessments or practical tasks such as devising project quotations or feasible project schedules, which can be delivered and assessed in various ways.

**Students**

Students are the primary target audience of *Translation Project Management*, and the content and style of the book has been designed in such a way that students will be able to study independently. Since the vast majority of content on translation project management in translation studies has appeared only in edited volumes or journal articles, the aim was to provide a coherent ‘narrative’ with a clear sense of direction, focusing on what is deemed to be relevant to those undertaking a module in translation project management, or even a taught component on this topic, as well as the wider future demands of the profession (including freelance translators, who will inevitably use many of the skills, principles, and ideas set out in this book too).

It should be noted that practices in project management will differ, and students should not view this textbook as *the* definitive resource on how translation project management *should* take place. It is intended as a guide and a source of inspiration. Readers should also be aware that practices will not only differ from one language service provider (LSP) to another, but also from one country or region to another, and from one sub-sector of the language services industry to another. As such, my hope for this textbook is that it serves its diverse readership – studying translation studies in Europe, China, the USA, Canada, Africa, the Middle East, or anywhere else – as a
springboard to consider how practices might change or how certain tasks or interpersonal interactions might be handled differently.

Each chapter begins with a set of learning outcomes that are intended to point not only to the content of the chapter but also to a series of tangible goals in terms of the knowledge or skills acquired or perspectives broadened. Many of these objectives are quite practical in nature, but others encourage reflection on theoretical dimensions of project management, especially where practice intersects with the necessarily socio-economic dimensions of the industry. The chapters close with proposed further reading to enhance your knowledge further and to seek out additional sources for assignments. There are also some proposed assignment topics that can be used either in their own right or as inspiration for self-designed assignments. Many universities offer students opportunities to design their own essay questions or presentation topics, and these suggestions are designed with this in mind. For those looking to pursue more extensive study in project management, they could also serve as a starting point for a dissertation (at undergraduate or postgraduate level) or even a PhD proposal.

Finally, a glossary of key terms is available on the TS Portal alongside other key resources such as the aforementioned case studies. Students are strongly encouraged to make use of these resources in their work in order to maximise their understanding of key terminology and bring in examples from the realistic case studies provided.

Final Notes

As noted above, this book is complemented by additional learning materials on the Routledge Translation Studies Portal (‘TS Portal’): http://routledgetranslationstudiesportal.com. In particular, the case studies to support of some of the additional tasks, discussion points, and assignment suggestions can be found on this portal. To find the relevant resources for this textbook, readers should click on ‘Resources’ and ‘View by Book’ before clicking on the link for Translation Project Management.

On a practical level, to avoid complexities surrounding currency conversion, the currencies used in the worked examples are British pound sterling (£ / GBP), euros (€ / EUR), and US dollars ($) / USD, given the relative stability of these currencies and the broad familiarity with their respective symbols. It should also be made clear that all of the case studies on the TS Portal are based on or adapted from real-world projects, compiled from my own experience as well as the experiences of numerous project managers who have taken the time to share such examples with me. Finally, the vast majority of the company names in this textbook are invented, with the exception of instances where readers are explicitly asked to think about well-known translation companies or companies operating in other domains outside translation.
References


1 Translation Project Management

Learning outcomes:

- Appreciate the importance of translation project management in the wider context of the rapidly growing translation industry
- Situate translation project management as a practice and scholarly discipline within the broader discipline of translation studies
- Understand the specialist terminology used in the field of translation project management
- Learn about the development of project constraint models
- Reflect on the role of translation project management and project managers, and the influence of project constraints on translation projects

There is a well-known adage, referred to as Murphy’s law, which holds that ‘anything that can go wrong will go wrong’. Effective project management is about trying to thwart this supposedly inevitable phenomenon. In many respects, therefore, project management is about risk management: proper planning and organisation will in most places remove (or at least mitigate) the chance of things going wrong. This textbook covers the processes involved in translation project management across the project lifecycle, focusing on the practicalities of managing projects and understanding key project constraints such as timescales, costs, and quality. However, one important caveat should be stated from the outset: just as there is no single ‘correct’ way to translate a particular text, so there is no single ‘correct’ way to manage projects. The aim is to provide a structural framework, based on recognised standards and practices within the translation industry and across a wide range of industries more generally, and to raise key issues and factors that influence the success with which a project is managed and carried out. As Keiran and Elena Dunne succinctly put it in the subtitle of their edited volume, translation project management is about ‘the art of the possible’ (Dunne & Dunne, 2011b).
The language services and technology industry was estimated to be worth between $49.6 billion and $53.5 billion in 2019 and is projected to reach $70 billion by 2023 (CSA Research, 2019; Nimdzi, 2019). Language services now include a vast panoply of different forms, including written translation (translation in its basic sense, transcreation, software localisation, etc.), audiovisual translation (subtitling, dubbing, voiceover, respeaking, etc.), interpreting (consecutive interpreting, conference interpreting, telephone interpreting, sign-language interpreting, etc.), machine translation (including pre- and post-editing), terminology management, multilingual content management, language education, and many more besides. Translation itself (broadly defined) takes place in fields ranging from law through medicine to tourism and everything else in between, and it is practised in a wide array of workplace settings (in-house translators, institutional translators and interpreters at the European Union, United Nations, etc., freelance translators and interpreters). Because of the immense diversity of what the language services industry comprises, this textbook will of course only focus on a small slice of the sector, shining a spotlight specifically on translation project management and the slightly narrower sense of the translation industry itself. The result of this is that the term ‘translation’ will be used throughout the textbook as a (admittedly imperfect) hypernym to cover the vast diversity of translation-related services that are on offer in the industry.

It would be wrong to assume that the knowledge presented in this textbook is useful only to those either currently working or wanting to work as a project manager; indeed, project management is not a task carried out solely by project managers working for language service providers (LSPs). Project management is a skill and process practiced by everybody in the translation industry to some degree or other. For example, freelance translators and interpreters have to manage their schedules effectively – often with multiple on-going projects – to ensure that projects are delivered on time and in line with the required specifications; some freelancers also integrate an element of outsourcing into their business model, working with colleagues in language pairs or domains beyond their own area of expertise who carry out work on their behalf in precisely the same working arrangement as larger LSPs work with freelancers.

Situating Project Management in Translation Studies

Drawing on Dunne and Dunne’s opening chapter to their edited volume Translation and Localization Project Management (2011b), translation project management is a field that spans the vast diversity of translation studies as a discipline, from the ‘pure’ side of Holmes’s ‘map’ of the field (Dunne & Dunne, 2011a, p. 1; see Toury, 1995/2012, p. 10) across to the ‘applied’ side. Of course, the applied branch of the field is where translation project management sits most naturally, but there are elements of the pure realm, such
as the descriptive translation studies paradigm and functionalist theories of translation, to offer two examples, that are in dialogue with the very practical nature of translation project management.

That notwithstanding, translation project management is a field that has been subject to relatively little attention in translation studies. This observation may be surprising to many readers, given the prominent role that project management plays in the way in which the translation industry operates. Perhaps the best known publication on this topic is the aforementioned edited volume by Dunne and Dunne (2011b), which compiles a diverse array of chapters on the strategic dimensions of localisation project management, application of the Project Integration Management methodology to translation projects, scope management, time and scheduling, quality management, effective communication, risk management, the role of the project manager, and relationship management, among others. All of these chapters offer insightful contributions drawing on literature from business and project management to discuss some of the unique complexities of the translation industry. The book is undoubtedly a leading contribution to this field, but by its very nature – as an edited volume – it does not offer a comprehensive, systematic coverage of project management as a whole, but rather fascinating snapshots of specific components of the project lifecycle or the wider context in which translation project management takes place.

One book that goes some way towards addressing this gap is Nancy Matis’s ebook How to Manage Your Translation Projects (2014). The book is a noble contribution to the field, as it provides a highly pragmatic guide to setting up and running a translation project, with a great deal of technical detail on specific tasks such as quotations, pricing, and scheduling. Where it is lacking, however, is in some of the depth beyond these technical outlines in terms of why these approaches tend to be common practice or indeed how some of these common practices could be improved by integrating common standards and frameworks, and perspectives from project management as a discipline.

Another notable contribution to the field is Hanna Risku’s Translationsmanagement: Interculturelle Fachkommunikation im Informationszeitalter [Translation Management: Intercultural Technical Communication in the Information Age] (2016), which is now in its third edition and is based on a primary research carried out at an Austrian LSP. Sadly, this book is not yet available to an anglophone readership, and many would derive considerable benefit from the first-hand insights that it offers to readers.

A recent edited collection that brings new perspectives to this area is Angelone et al.’s The Bloomsbury Companion to Language Industry Studies (2020b). While not specifically focused on translation project management per se, all of the chapters touch in different ways on how the industry operates, which in turn feeds indirectly into the ways in which
industry processes are managed. As the editors rightly point out in their introduction:

The language industry consists of many moving parts. The constellation of these parts vary from one task to the next, which makes sound project management all the more important. Indeed, the type and scope of projects we see in the language industry on a daily basis are manifold, with varying degrees of logistical complexity. ... Needless to say, the working conditions and environments of language industry professionals (and non-professionals) are far from uniform.

[Angelone et al., 2020a, p. 1]

Of particular note to translation project management in this volume are the chapters on researching workplaces, translators’ roles and responsibilities, the corresponding chapter on interpreters, tailoring translation services for clients and users, pre-editing and post-editing, and others, which intersect with topics such as non-professional translation, terminology management, and translation technology. The volume makes an important contribution to the field, and scholars in this area have warmly welcomed the publication as well as calling for even more work in this still nascent area of research.

Of course, translation project management intersects with so many aspects of what we research in translation studies, from translation technology to the sociology of translation and translation networks, ethical issues in translation practice, and the economics of the translation industry. A plethora of academic articles, book chapters, and even full monographs and textbooks exist in many of these areas, which all have some bearing on translation project management, but given that project management is addressed in only a limited manner, or indirectly, if at all, it is impossible to offer a comprehensive review or outline of all such articles without necessarily missing out some contributions.

Frameworks

**PMBOK and PRINCE2**

This textbook draws on two popular project management frameworks: the *Project Management Body of Knowledge* (PMBOK), produced by the Project Management Institute, and *PRINCE2* (*PRojects IN Controlled Environments*), which was developed by the UK Government for information systems projects. These two frameworks – or methodologies – should not be considered mutually exclusive; they are in fact complementary to one another (as recognised by the drafting organisations themselves). However, the ways in which both frameworks are drafted differ. The PMBOK is generally considered to be *descriptive* – it explains how project management techniques *tend to be* implemented in practice – while PRINCE2 is *prescriptive* – it sets out how
project management techniques should be implemented in practice (see Matos & Lopes, 2013). As such, the PMBOK focuses more on the processes involved in project management, while PRINCE2 is product driven, focusing on product delivery and quality. It is not the intention of this textbook to advocate one methodology over the other, but rather to draw insights from two widely accepted approaches to project management to achieve a more comprehensive perspective on the different factors that influence project management processes.

ISO 17100:2015

The selected insights from the PMBOK and PRINCE2 will be used to build on the main framework running throughout this book: ISO 17100:2015 ‘Translation Services – Requirements for Translation Services’ (International Organization for Standardization, 2015). This international standard lays down specific requirements for translation services in relation to the quality and provision of translation services, including requirements on linguist qualifications, resource management, and any other processes involved in delivering a quality translation service:

This International Standard provides requirements for the core processes, resources, and other aspects necessary for the delivery of a quality translation service that meets applicable specifications [including] those of the client, of the translation service provider itself, and of any relevant industry codes, best-practice guides, or legislation.

[International Organization for Standardization, 2015, p. 1]

To clarify, it is not a requirement that all language service providers (LSPs) adhere to this standard, but, in order to sell a particular service as ‘ISO 17100:2015-compliant’, it is a strict requirement that all of the standard’s provisions are respected. In this sense, compliance with the standard can be marketed as a guarantee of the quality of the service provided. It is important to note, however, that an LSP that holds this particular standard is not required to fulfil the provisions of the standards on all projects, but only on projects or components that have been explicitly agreed as such with the client.

ISO 17100:2015 breaks down the translation process into three distinct parts: pre-production, production, and post-production. This delineation of three clearcut project stages has been adopted in this textbook as it provides a simple but effective model of the translation project from start to finish. Alternative models of the translation project have been proposed but are far more complex. Rico Pérez (2002), for instance, proposed an alternative model comprising commissioning, planning, groundwork, translation, and wind-up stages, and Matis (2014) split the project lifecycle into eight stages: client contact, reception/distribution of a new project, identification
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and base analysis of a project, quotation, schedule, project launch, project monitoring, and project completion. While the specificities of project management are open to different interpretations and categorisations, both of these models are needlessly complicated. When these two models are juxtaposed alongside that of ISO 17100:2015 (see Figure 1.1), it becomes clear that both Matis’s and Rico Pérez’s models break down the phase prior to the primary linguistic tasks into much smaller units (some of which are not clearly defined), resulting in a very ‘front-heavy’ design, perhaps at the cost of some of the processes that take place during and after the main linguistic tasks themselves. The advantage of the ISO 17100:2015 model is its sheer simplicity: pre-production concerns everything that takes place before the main act of translation; production concerns all of the main tasks associated with the creation of the deliverable product; and post-production comprises any tasks taking place following delivery of the product to the client.

This textbook adopts the workflow model set out in ISO 17100:2015, not only on account of its simplicity, but also because the very aim of the ISO is to standardise processes and terminology across the industry. It therefore makes the most sense to acclimatise ourselves to this structural overview in light of this drive for standardisation.

Scope and Terminology

As noted above, translation projects are carried out in a variety of different contextual settings. Some linguists work in-house— that is, they are employed by and work within a specific company, institution, or non-governmental organisation (a good source to consult on institutional translation and interpreting is Prieto Ramos, 2020). The best examples of this professional model are major international organisations such as the European Union (EU), which hires large numbers of translators and interpreters to handle the day-to-day flow of content between languages. In 2017, the total number of in-house translators in the European Commission’s Directorate-General for Translation amounted to roughly 1,500, covering the 24 official languages.
and translating over 2 million pages per year (Standvik, 2017). However, the vast majority of translations globally are farmed out to freelance translators by LSPs; this is referred to as **outsourcing**, which tends to be the default arrangement in the translation industry (Dunne, 2012, p. 144), and this is the primary focus of this textbook.

The outsourcing model (represented in Figure 1.2) is based around three key entities: clients, the LSP, and vendors. **Clients** are the initiators of projects: they are the companies, organisations, or individuals that need a particular document to be translated, or a meeting to be interpreted, or a video to be subtitled. Without clients, the translation industry would have no reason to exist. The **LSP** – language service provider – is the main intermediary between the end client and the linguists that provide the translation, interpreting, or subtitling services, for example. In most cases, an LSP is an independent company (often referred to in the industry as a translation agency, translation company, or language service company), but, in some cases, it might be a separate department (or even individual) within a larger company. This textbook is structured around the assumption that the LSP is an independent translation agency, as this is the most common arrangement in the outsourcing model. The final part of the outsourcing involves **vendors**. You will often hear translation agencies referring to their linguists as vendors and the process of managing them as vendor management. Etymologically, vendor means *seller*, the logic behind the use of this term being that outsourcing first assumes the sale of a service by a linguist to the LSP. While vendors can of course be referred to using more specific terminology depending on their role (e.g. translator, reviewer, proofreader, etc.), vendor is used as a hypernym to avoid this specificity, and, for the purposes of this textbook, this is ideal, as it helps us to conceive of translation as a broader and more far-reaching service than might originally have been considered. For the same reason, the term translation is used in this textbook as a hypernym to cover all forms of translation in the broadest sense.

We will now continue with the theme of terminology and start to turn our attention to ISO 17100:2015 and the specific terminology that it employs to describe the project management process, language, and content. It is
important to have a clear understanding of terminology before we proceed to examine translation project management in more depth, especially when some terms are to be interpreted differently to their common meaning or when other terms are typically used imprecisely or interchangeably.

Projects and Project Management

The first terminology that we will turn our attention to sit at the very heart of translation project management. But before reading further, consider:

? How would you define a ‘project’? What features does an activity or task need to have in order to be called a project?
? How would you define ‘project management’? What specific tasks might project management comprise? And what is the role or underlying purpose of project management, or its raison d’être?

According to the PMBOK, a project is defined as ‘a temporary endeavor to create a unique product, service, or result’ (Project Management Institute, 2017, p. 542), and in the PRINCE2 framework it is defined as ‘a temporary organization that is created for the purpose of delivering one or more business products according to an agreed business case’ (Office of Government Commerce, 2018, p. 8). These are simple enough definitions, but they conceal many layers of complexity. To begin with, let us consider the two primary characteristics of projects: they are both temporary and unique. Firstly, a project is not open ended but has clear start and end points. Secondly, while projects may be similar to others completed in the past, every project is different (a different project team, a different client, a different period of time, etc.). Projects are generally recognised as bringing about some form of progress, advancing from a current state to a future state of being, often in the form of a new product or a specific service delivered to one or more stakeholders.

With that in mind, project management is concerned, first and foremost, with ensuring that the aforementioned unique product, service, or result is achieved successfully and in accordance with the defined specifications. As will become clear throughout this textbook, projects are shaped by a number of constraints – timescales, costs, scope, quality, benefits, and risk – and how these constraints are managed will ultimately determine the success of a project. All of these factors and more besides are part of project management and will be discussed in detail. Effective project management allows business objectives to be met (e.g. turning a profit), client expectations to be satisfied (which, in turn, generates business goodwill), problems and risks to be resolved in a timely manner, and failing projects to be recovered. Poorly managed projects can result in deadlines being missed, project budgets being exceeded, quality issues, loss of reputation, and dissatisfied clients (Office of Government Commerce, 2018, p. 9; see Project Management Institute,