Assignment Brief and Front Sheet PGT

This front sheet for assignments is designed to contain the brief, the submission instructions, and the actual student submission for any WMG assignment. As a result the sheet is completed by several people over time, and is therefore split up into sections explaining who completes what information and when. Yellow highlighted text indicates examples or further explanation of what is requested, and the highlight and instructions should be removed as you populate 'your' section.

This sheet is only to be used for components of assessment worth more than 3 CATS (e.g. for a 15 credit module, weighted more than 20%; or for a 10 credit module, weighted more than 30%).

To be <u>completed</u> by the <u>student(s)</u> prior to final submission:
Your actual submission should be written at the end of this cover sheet file, or attached with the cover sheet at the front if drafted in a separate file, program or application.

Student ID or IDs for group work	5597768

To be <u>completed</u> (highlighted parts only) by the <u>programme administration</u> after approval and prior to issuing of the assessment; to be <u>consulted</u> by the <u>student(s)</u> so that you know how and when to submit:

Date set	6/1/2025
Submission date (excluding extensions)	3rd February 2025 by 12pm UK time
Submission guidance	To be submitted electronically via Tabula
Late submission policy	If work is submitted late, penalties will be applied at the rate of **5 marks per University working day** after the due date, up to a **maximum of 10 working days** late. After this period the mark for the work will be reduced to 0 (which is the maximum penalty). "Late" means **after the submission deadline time as well as the date** – work submitted after the given time even on the same day is counted as 1 day late. For **Postgraduate** students only, who started their **current course before 1 August 2019**, the daily penalty is **3 marks** rather than 5.
Resit policy	If you fail this module and/or component, the University allows students to remedy failure (within certain limits). Decisions to authorise resits are made by Exam Boards. These will be issued at specific times of the year, depending on your programme of study. More information can be found from your programme office if you are concerned. If this is **already a resit** attempt, this means you will not be eligible for an additional attempt. The University allows as standard a maximum of two attempts on any assessment (i.e. only one resit). Students can only have a third attempt under exceptional circumstances via a Mitigating Circumstances Panel decision.

To be <u>completed</u> by the <u>module leader/tutor</u> prior to approval and issuing of the assessment; to be <u>consulted</u> by the <u>student(s)</u> so that you understand the assignment brief, its context within the module, and any specific criteria and advice from the tutor:

Module title & code	Collaborative Project Working (CPW) - WM9M1-15
Module leader	Ifonima Essien
Module tutor	Nancy Olson and Guy Pearson
Assessment type	AS1 – Written Report
Weighting of mark	70%

Assignment brief

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THE UNIVERSITY OF WARWICK - WMG
MSc PROGRAMME
MODULE: COLLABORATIVE PROJECT WORKING

</div>

This assignment is designed to enable you to apply your learning from the topics covered on the module and from your further reading and research. You are expected to demonstrate your understanding and application of the theories, frameworks and tools covered in the module by addressing the questions below. 70% of your final module marks will be determined by the AS1 – Written Report, and the other 30% will be from AS2 – Individual Reflection.

Mobilising a collaborative team to deliver the A303 Stonehenge Tunnel

The £1.7bn scheme will construct a new section of dual carriageway that will ease congestion on the A303 between Amesbury and Berwick Down and allow traffic to travel under the World Heritage Site at Stonehenge. The project has been approved, and the preferred contractor has been selected which is a Joint Venture (JV) made up of an Indian Engineering contractor with limited UK experience, and a Chinese Tunnelling Contractor with a lot of recent experience working in the UK. The scheme includes a tunnel, around 2 miles (3.3 kilometres) long, to remove A303 traffic from a large part of the Stonehenge landscape. The client – Highways England would like to have a collaborative relationship with the contractor, and for the contractor to develop and sustain the support of key stakeholders.

Task: You have been brought in as a consultant to help the contractors. Provide a report with outline plans for helping the contractors build an integrated team, demonstrate how they will work collaboratively with Highways England and sustain stakeholder engagement ahead of project delivery. The report should include a set of reasoned recommendations for fostering collaboration, each supported by reference to relevant academic literature sources.

To critically address the task, you need to consider:

- The challenges created by using this joint venture as the contractor and how potential conflicts could be managed (30%)
- Appropriate leadership style and qualities needed to bring a multi-national team together to work with the client at various levels of collaboration (30%)

- Factors you feel will influence the engagement of key stakeholders based on an understanding of individual characteristics (40%)

Word count	2,800 words (excluding contents list, figures, tables, references and direct quotations). You will be credited for keeping within 10% of the stipulated wordcount.
Module learning outcomes (numbered)	1. Critically evaluate and apply appropriate techniques to the management and engagement of stakeholders, drawing on individual characteristics of personality, motivation and emotional intelligence. 2. Critically apply appropriate strategies, tools and techniques for enhancing collaboration and dealing with conflict at the interpersonal, intra and inter-organisational level. 3. Demonstrate knowledge of key contemporary approaches to project leadership and management - including agile - and understand their relevance to fostering collaboration in P3M. 4. Critically analyse the challenges of leading and managing in a collaborative context and demonstrate familiarity with a range of tools and techniques which can be used to support collaborative working.
Learning outcomes assessed in this assessment (numbered)	1, 2 & 3 above
Marking guidelines	70% of your final module mark is determined by AS1 – Written Report which is assessed against the standard WMG PGT templates and rubric of marking criteria. The remaining 30% is determined by AS2 – Individual Reflection. In addressing the AS1 you are expected to analyse academic theory in relation to each theme. By making clear links between academic theory and concrete proposals for applying them you can demonstrate that you have critically engaged with the material and deepened your understanding of key constructs relating to Collaboration. Remember that this is an assessed piece of work and you are required to structure your assignment logically, with a clear structure reflecting the sequence of questions, followed by a list of references using the Harvard system. Marks will be awarded for correct use of suitable references, identifying links between themes and theories, logical and sound arguments, and creative thinking. Presentation and layout are important in helping to support your ideas and to reinforce your arguments. Ensure that all sources are clearly acknowledged and properly referenced. Any evidence of plagiarism and/or poor academic practice will be treated seriously and may lead to a reduction in your mark and/or other formal sanctions from the University. In keeping with the standard WMG PGT templates and

	rubric of marking criteria, you will receive feedback on what went well; what could be improved and how to improve.
Academic guidance resources	CPW Moodle site; Study, Professional and Analytical Skills (SPA) Moodle site, Assignment Briefing Videos, Consultation Sessions with Tutors

Where to get help:

1. Talk to your module tutor if you don't understand the question or are unsure as to exactly what is required.
2. There are also numerous online courses provided by the University library to help in academic referencing, writing, avoiding plagiarism and a number of other useful resources. https://warwick.ac.uk/services/library/students/your-library-online/
3. If you have a problem with your wellbeing, it is important that you contact your personal tutor or wellbeing support services https://warwick.ac.uk/services/wss

A STRATEGIC PLAN FOR BUILDING A COLLABORATIVE

TEAM FOR THE A303 STONEHENGE TUNNEL

Table Of Contents

1 Introduction:

The A303 tunnelling project is a mega project, built between Amesbury and Berwick Down, to preserve and safeguard the Stonehenge World Heritage site and reduce traffic congestion (Jenkins and Parker, 2024). The project includes a 2-mile dual carriageway tunnel with a stunning budget of £1.7 billion. The client of the project (Highways England) opted for a joint venture comprising an Indian Engineering contractor with limited UK experience and a Chinese tunnelling contractor with more recent experience in the UK. This partnership is best for combined technical expertise with a lot of challenges due to cultural and organizational differences in decision-making, leadership styles, stakeholder engagement, etc.,

This report aims to outline the potential challenges, and conflicts that could hinder effective collaboration between the contractors, clients, and stakeholders. It identifies effective strategies to address the challenges, proposes different leadership styles to promote multinational team integration, and offers recommendations for effective stakeholder engagement by specifically analyzing individual characteristics that influence stakeholder engagement. These recommendations will help the contractors build a cohesive, collaborative, and integrated team.

2 Challenges and Conflict Management in the Project

2.1 Introduction to Challenges and Conflicts

The joint venture between the Indian engineering contractor and the Chinese tunneling contractor to work on the A303 Stonehenge tunneling project involves significant cultural challenges at the national, organizational, team, and interpersonal levels. These challenges can be better understood using Hofstede's cultural dimensions, which classify cultures based on social orientation, power orientation, uncertainty orientation, goal orientation, and time orientation and are highly concentrated on the national level (Buchanan, 2023). The below figure 1 represents the national-level differences between the UK, China, and India (countries the key stakeholders are from) based on Hofstede's dimensional model (The cultural Factors, 2025).

Figure 1: Cultural Dimensions for China, India, and the UK (The Cultural Factor, 2025).

2.2 Power Orientation

Power orientation, described by Hofstede as power respect and power tolerance, highlights differences in the acceptance of hierarchical structures in the workplace (Buchanan, 2023). Both the Indian and Chinese contractors rank high on this dimension, suggesting a strong acceptance of hierarchical structures and centralized decision-making (The Culture Factor, 2025). Since both parties follow a hierarchical structure, one party with higher power may suppress the other party in decision-making, creating a power struggle.   In contrast, the United Kingdom ranks low, preferring more participative and inclusive decision-making that encourages stakeholder input at all levels (The Culture Factor, 2025). This divergence in cultural preferences leads to potential conflicts in collaborative decision-making between the contractors and the client, Highways England. This challenge can be tackled by establishing a joint leadership team with balanced representation from all stakeholders ensuring decision-making power is shared equitably. Leadership roles are clearly clarified, and participative decision-making is encouraged, by adhering to maintaining accountability within the hierarchical structure (Binder, 2016).

2.3 Social Orientation

Social orientation also plays a critical role. The Indian and Chinese contractors belong to collectivist cultures, emphasizing group harmony and loyalty over individual success (The Culture Factor, 2025). In contrast, the UK client values independence and individual initiative (Kim, 2017; The Culture Factor, 2025). This collectivist nature might result in group-focused behaviour within the contractors' teams, reducing transparency and hindering conflicts in cross-functional collaboration. Additionally, the client might perceive this approach as lacking initiative and innovation. To address this conflict, mutual understanding between stakeholders is essential for efficient stakeholder engagement, which could be cultivated through cultural training programs (Binder, 2016). Binder adds that a unified project vision and shared goals also facilitate cross-cultural collaboration, which is possible through joint workshops.

2.4 Goal Orientation and Competitive Dynamics

Goal orientation, described in Figure 1 as motivation toward achievement and success, shows that both China and the UK rank equally at 66, with India slightly lower at 56 (The Culture Factor, 2025). All three cultures exhibit a moderate-to-high focus on achievement, competition, and material success, which creates a shared foundation for collaboration. However, this alignment could also foster conflicts due to the competitive nature of all three organizations, especially when individual or team recognition becomes a priority over collective success (Kim, 2017). To subdue these conflicts, a joint reward system for people working as cross-functional, and cross-cultural teams can be established, ensuring that rewards are not solely based on individual performance but also the collective success of the project. This approach helps align motivations, fosters teamwork and reduces the risk of rivalry within and between teams.

2.5 Uncertainty and time orientation

Uncertainty orientation, represented by low scores across all three countries, indicates a shared openness to change and innovation (The Culture Factor, 2025). However, Indian contractors may show moderate tolerance for uncertainty compared to their Chinese counterparts. Additionally, Chinese contractors might focus on long-term planning and

persistence, prioritizing benefits that may take time to materialize. In contrast, the Indian contractors and the client may prefer balancing immediate results with long-term goals (Kim, 2017). These differences could lead to varying expectations in project timelines and outcomes. However, this issue could be easily addressed by placing milestones in the project plan, which can address few immediate results and pave a continuation path for long-term objectives and goals (Binder, 2016).

2.6 Indulgence and Work-Life Balance

Finally, indulgence, another factor that is mentioned in figure 1 represents a society's tendency to enjoy life and have fun (The Cultural Factor, 2025). The UK scores high on indulgence, reflecting a "work-to-live" mentality, while China and India score very low, indicating a "live-to-work" mindset (The Culture Factor, 2025; Kim, 2017). This contrast in working styles may cause conflicts, as UK team members may prioritize work-life balance while the Indian and Chinese teams focus more on discipline and productivity (Kim, 2017). This is a cultural preference, which should not be hindered and hence the best solution for this is to respect and understand each other's cultural preferences.

2.7 Other Challenges and Conflicts

Apart from the above, other challenges include language differences. Every country and culture speaks its native language, and so are the contractors and the client. However, this difference could be bridged by using a common language (English) for communication (Jackson, 2020; Neeley, 2017). Another anticipated challenge specifically for the Indian engineering contractor is their lack of experience in the grounds of the UK. However, the Chinese had a lot of recent experiences in the UK. The Indian contractor's unfamiliarity with UK-specific construction regulations, health and safety standards, and environmental compliance could clash with the Chinese contractor's established knowledge and practices. This can potentially lead to regulatory noncompliance, project delays due to compliance issues, increased costs due to delays, and client dissatisfaction. This potential issue can be resolved using joint training sessions and knowledge-sharing programs (Binder, 2016).

2.8 Conflict Analysis Through Hofstede's Dimensions

The below table explains the level of conflict, the source of conflict, and also the likelihood of conflict based on the discussions from Chapter 1.

Table 1 Analysis of Hofstede Dimensions in Relation to Levels, Sources, and Likelihood of Conflict (Buchanan, 2023)

Hofstede 5 Dimension	Source of Conflict	Likelihood of Conflict (Low, Medium, High)
Power Orientation	Hierarchical differences in decision-making styles	High
Social Orientation	Collectivism vs. individualism	Medium
Goal Orientation	Competing priorities for achievement and recognition	Medium
Uncertainty Orientation	Differing approaches to risk management and timelines	Medium
Indulgence	Work-life balance differences	Low

3 Leadership Styles for Effective Collaboration

3.1 Introduction to Leadership Styles

Leadership is often interpreted differently based on individual beliefs, expectations, values and academic perspectives (Northouse, 2024). Though these vary, they contribute to the broader concepts of leadership that are categorized into different styles and models. Understanding these variations is crucial for the Stonehenge tunneling project, because applying different leadership styles at the different levels of collaboration, ensures engagement at every level of the project. The Figure 2 below represents different levels where different leadership styles can be applied for effective collaboration.

Figure 2 Different levels of collaboration (Pearson, 2025)

3.2 Leadership at the Interpersonal Level

Starting with the interpersonal level, individuals from the Stonehenge Tunneling Project, come from diverse backgrounds and possess varied communication preferences, personalities, trust levels, and motivational factors. The best leadership style to effectively manage such diversity is servant leadership, as it prioritizes the well-being, growth, and development of individuals, creating a supportive and safe working environment (Anonymous, 2023).

Additionally, servant leaders, equipped with qualities such as emotional intelligence, trustworthiness, cultural sensitivity, and coaching skills, foster an environment where every individual feels valued, respected, and motivated (Anonymous, 2023). For instance, if an individual in the project feels demotivated or sad, a servant leader is best at resolving the concern and finding things that motivate the individual.

3.3 Leadership at the Team Level

At the team level, a democratic leadership style is most suited for the project. Considering the diversity and complexity for effective collaboration, democratic leaders are known for treating their teammates fairly, irrespective of their cultural backgrounds, and highly encourage open communication (Northouse, 2024). This not only fosters creativity, and innovation in the team but also cultivates a culture where each and every one's opinions are valued and respected, which is crucial for successful team collaboration.

Additionally, democratic leaders believe in the team's ability to accomplish tasks independently, only offering suggestions or feedback instead of issuing commands (Northouse, 2024). This gives a sense of responsibility and accountability among team members. Democratic leaders are also active listeners who help team members achieve their goals and bridge communication in a friendly tone instead of an authoritarian tone (Northouse, 2024).

Though democratic leadership has many pros there are some cons to consider too. The leadership style is time-consuming and requires a lot of commitment (Northouse, 2024). However, in the context of the A303 Stonehenge Tunnel project, this could work to our advantage because the project is long and relationships are also to be maintained throughout the project duration.

3.4 Leadership at the Organizational Level

Servant and democratic leadership styles foster collaboration at the interpersonal and team levels. However, at the organizational level, a bureaucratic leadership style is essential for optimizing and regulating overall project governance. Muller (2016) argues that bureaucratic leadership is necessary during the project's close-out stage to ensure all loose ends are tied up and project goals are met. Extending this leadership style throughout the project lifecycle, particularly at the organizational level, instead of just the closure, can help maintain strict standards, compliance, and stability, particularly in budgeting and risk management.

However, Coleman and MacNicol (2016) highlight that bureaucratic leadership, due to its rigid hierarchical structure, may restrict innovation and creativity. For instance, during a crisis like geotechnical failure, bureaucratical leadership may have slow decision-making due to a lack of flexibility, and creativity. In contrast, Muller (2016) suggests that a transformational leadership style encourages innovation and adaptability, making it valuable for complex projects.

To balance control and flexibility, a hybrid approach, leveraging both bureaucratic and transformational leadership can be benefitted at the organizational level. While bureaucratic leadership ensures compliance, risk mitigation, and efficiency, transformational leadership can drive innovation and adaptability when it is needed. This combination can help meet strict

timelines and budgets while allowing space for creative problem-solving approaches in critical project phases.

Additionally, applying just the transformational leadership style at the national level can help to enhance multinational collaboration (Ramsey et al., 2017). For instance, A transformational leader in a national infrastructure project can unite contractors from different countries (Indian and Chinese firms) by promoting a shared commitment to innovation, sustainability, and stakeholder engagement.

4 Influence of Individual Characteristics in Stakeholder Engagement

4.1 Introduction to Stakeholder Engagement

The A303 Stonehenge Tunnel is a mega project involving numerous stakeholders throughout its lifecycle, inherently increasing the risk of stakeholder disengagement. Effective stakeholder engagement is not only critical for mitigating these risks but also serves as a strategic tool to unlock productivity and foster collaboration within the project (PMBOK Guide, 2017). Among the various factors influencing stakeholder engagement, individual characteristics play a significant role. By utilizing the iMA framework as a foundation, these characteristics can be analyzed and leveraged to enhance communication, build trust, and ensure alignment, ultimately contributing to the project's success and efficient stakeholder engagement.

4.2 The iMA Framework: A Colour-Based Personality Tool

iMA is the simplest color-based personality test, which categorizes individuals into 4 colors, based on the individual characteristics they predominantly fit into (Pearson, 2025). This doesn't mean that the individuals do not have traits of other colors, instead, that color might be their comfort zone. The below figure 3 briefly tells about the characteristics of the types of individual characteristics and the ways to approach.
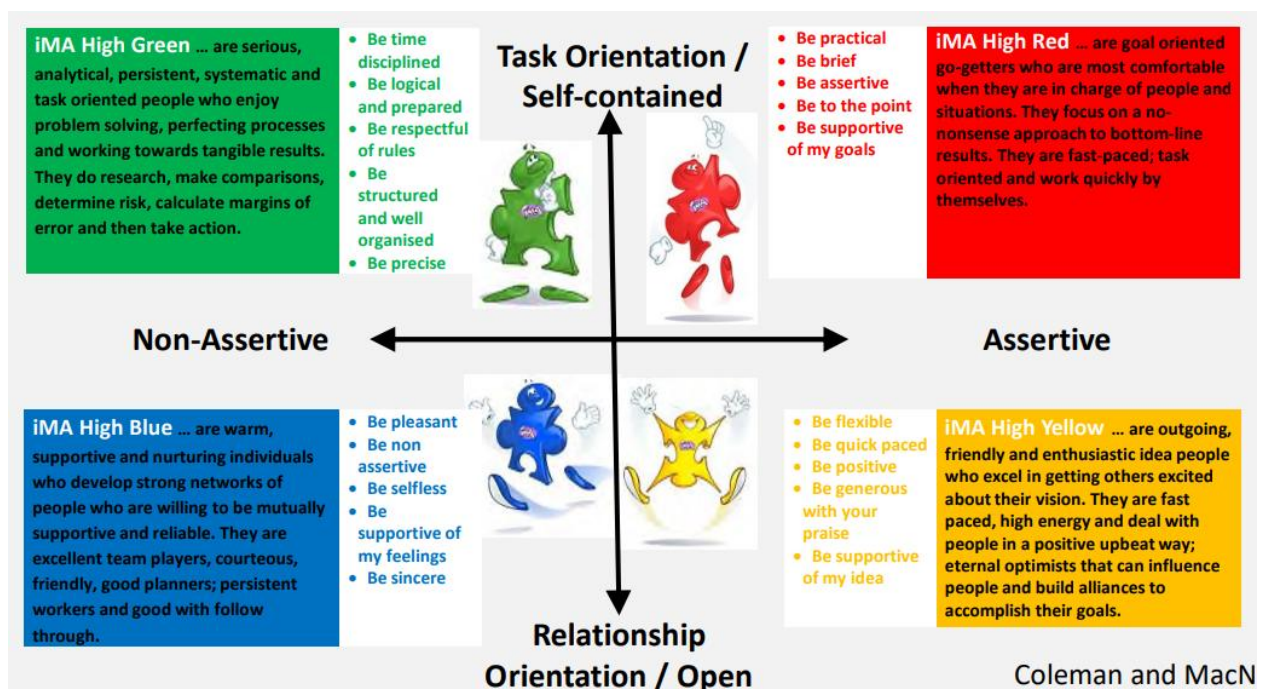
Figure 3 iMA Personality Types Matrix (Pearson, 2016, slide 29)

4.3 Influence of Individual Characteristics on Engagement

When we look into the described characteristics, they can be further be generally categorized based on motivation and goals, preferred communication styles, varied personalities, problem-solving styles, emotional and psychological factors, professional and cognitive factors, trust and credibility, and, social and cultural factors. Understanding these characteristics is vital for stakeholder engagement because these strengthen collaboration by tailoring the approaches to stakeholders' needs, fostering alignment, and cooperation (Bronstein, 2003). Recognizing these individual factors makes engagement more effective and stakeholder relationships more meaningful.

4.4 Personality Traits and Their Impact

Larsen, 2023 states personality as a set of psychological traits that vary from person to person. These traits can significantly influence the stakeholder engagement. For instance, the difference between the high greens and high yellows in risk analysis situations. The green stakeholders like senior project manager (Highways England) with years of experience in the projects, might focus on accuracy and detail, most likely prefer thorough assessment of all risks. Meanwhile, the high yellow stakeholders like environmentalists, who are naturally

enthusiastic and outgoing, might prefer to directly jump into the project rather than wait for exhaustive analysis because they prioritize immediate actions (Coleman and MacNicol, 2015).

4.5 Communication Styles and Their Impact

Brzozowska and Chłopicki, 2015 describe communication styles as the software of communication. Each individual has a unique communication style and preferred way of expressing themselves. These differences in communication style can be observed within both inter-cultural and intra-cultural teams (Brzozowska and Chłopicki, 2015).

If a critical roadblock like unforeseen technical challenges arises in the project, the high-red project delivery manager will demand immediate updates, become aggressive, and push the team to resolve the issue. Whereas the high-blue stakeholder relationship manager would opt for open discussions with other stakeholders to foster trust and alignment (Coleman and MacNicol, 2015). This contrast can create tension, as the High Red may view the High Blue as slow, while the High Blue sees the High Red as rude.

4.6 Trust and Credibility

Trust and credibility are crucial in stakeholder management, fostering communication, collaboration, and engagement (Cowley and Purse, 2019). Cowley and Purse add that trust is built through credibility, reliability, and intimacy. Absence of the trust leads to defensiveness and suspicions. Each iMA color has a distinct way of defining trust according to its core traits and priorities.

The Project Delivery Manager (Red) values trust through efficiency, competence, and achieving goals, while the Stakeholder Relationship Manager (Blue) prioritizes emotional connection, empathy, and collaboration. This contrast could create friction: the Red's direct approach might feel impersonal to the Blue, while the Blue's relational focus may seem inefficient to the Red. Aligning their priorities requires balancing results with relationship-building to foster mutual respect and effective collaboration

4.7 Emotional Intelligence and Its Impact

Emotional intelligence (EQ) is another crucial component that is equally important and different from IQ (Daniel Goleman, 2020). Goleman describes emotional intelligence as the human ability to be aware of one's own emotions, efficiently manage them, and the ability of

self-motivate. Goleman adds that recognizing others' emotions and accordingly handling these and developing relationships are also part of being an emotionally intelligent individual.

Stakeholders are also humans who have or express different kinds of emotions with respect to situations and interests. For instance, the local government authorities typically gets frustrated, impatient, and anxious, because the delays may cause budget overruns and a negative impact from the public. However, the local communities on the other hand may show slightly similar emotions like frustration and worriedness because of the prolonged inconvenience in their local life.

4.8 Leveraging the iMA Framework for Effective Stakeholder Engagement

The iMA framework is a personality tool that can be used for effective communication and engagement of key stakeholders in the A303 Stonehenge Tunnel project. Using this approach, stakeholders can be categorized into High Red, High Blue, High Green, and High Yellow. This categorization helps stakeholders determine their own characteristics and understand how to modify and adapt their approaches while communicating and collaborating with other stakeholders (Coleman and MacNicol, 2016). Such understanding is critical to addressing differences in individual characteristics and removing the risk of stakeholder disengagement.

Figure 3 outlines strategies and methods on how to approach individuals with distinct iMA traits. Following this framework is effective because it addresses individual preferences, fosters alignment, and promotes collaboration among diverse stakeholders. For example, in the case of the Project Delivery Manager (High Red) and the Stakeholder Relationship Manager (High Blue), project updates can begin with concise, results-oriented progress summaries to align with High Reds, followed by open, relational discussions to address High Blues' need for empathy and inclusivity (Coleman and MacNicol, 2016). This structured communication helps mitigate differences and enhances collaboration.

Additionally, combining the iMA framework with a stakeholder evaluation list, categorized based on their power and interest, enables tailored engagement strategies. This dual approach reduces conflict between stakeholders, ensuring project success. It is especially relevant in managing the diverse range of stakeholders in the A303 Stonehenge Tunnel project, such as the Joint Venture contractors with differing cultural backgrounds, local communities, and environmental groups. Tailoring engagement strategies to individual

characteristics, as facilitated by the iMA framework, plays a key role in navigating these complexities (Coleman and MacNicol, 2016). The table 2 below briefly discusses some key areas related to stakeholder engagement.

Table 2 Sample Stakeholder Analysis for the Project. (Baber, 2025), (Pearson, 2025)

Role	Area of Interest	iMA Colour	Level of Interest	Level of Power/Influence
Senior Project Manager(highways England)	Project and its operations	High green	High	High
Local Government and Authorities	Policy compliance, regulatory adherence	High Red	Moderate	High
Local Communities	Community welfare and environment impact	High Green	High	Moderate
Heritage Conservation Officer	Preservation of cultural and historical sites	High Blue	Moderate	Moderate
Environmental Program Manager	Environmental conservation and sustainability	High Yellow	High	High
Risk Manager (Financial Institution)	Financial risk minimization, budget control	High Blue	High	High
Project Delivery Manager (Indian Engineering Contractor)	Project and its operations	High Red	High	High
Stakeholder Relationship Manager (Chinese Tunneling Contractor)	Stakeholder engagement,	High Blue	High	Moderate

5 Conclusion

Overall, the report highlights the importance of understanding and managing the differences in all the levels, different leadership styles, and influence of individual characteristics in large, multinational project. Effective collaboration relies on understanding the various perspectives, and also the interests of the stakeholders. By applying frameworks like hofstede's cultural dimensions and the iMA personality tool, project teams can better navigate the conflicts, and develop an environment with mutual trust, respect and understandings. In short, a flexible and inclusive approach to leadership and stakeholder engagement is essential to overcome challenges and ensure the project's success.

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