



Distance Opportunities for
Interpreter Training Center

Study Guide

INTR 405

Supervision of Interpreting Systems

Spring 2008

Distance Opportunities for Interpreter Training Center (DO IT Center), University of Northern Colorado

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Course Overview

Purpose

The purpose of this course is to explore the notion of interpreting systems as learning organizations, to examine the core skills shared by supervisors in such a system, to investigate the competencies of effective communication and to discuss conflict styles and methods for resolving conflict in the workplace.

Impact

Interpreters, more than ever, are functioning as members of a group. The days of interpreters working primarily in the community, in isolation from other interpreters, are few and far between. The increased demand for interpreters in K-12 and Video Relay settings, to name just a few, means that many interpreters now work as a part of a team. This team is oftentimes a subsystem within a larger system. The shift from a highly individualized and largely unsupervised work environment, to one in which work is performed in a team that is supervised and assessed, presents a myriad of challenges for those in supervisory positions.

Understanding, and knowing how to thrive in the face of these challenges is crucial for anyone responsible for the oversight of an interpreter team.

Objectives

By the end of this course, you will be able to:

- Describe and discuss the nature and form of interpreting systems.
- Identify the components of a learning organization.
- Discuss and apply the principles of effective supervision within various interpreting systems and learning organizations.
- Assess job performance.
- Describe and assess communication, and conflict, styles.
- Identify the source of conflict in a workplace case study and apply principles of conflict resolution to this study.

Required Materials

Textbooks

1. Austin, M. & Hopkins, K. (Eds.) (2004). *Supervision as Collaboration in the Human Services: Building a Learning Culture*. Thousand Oaks, CA: Sage Publications.
2. Tucker, M., McCarthy, A. & Benton, D. (2002). *The Human Challenge: Managing Yourself and Others in Organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Readings

The following readings will be available in eReserves.

1. Senge, P. (1990). *The Fifth Discipline*. New York, NY: Currency Doubleday. (p. 3-16).
2. Ruben, B. & Stewart, L. (1998). *Communication and Human Behavior*. Needham Heights, MA: Allyn & Bacon. (p. 1-45).
3. Spangle, M. & Moorhead, J. (1997). *Interpersonal Communication in Organizational Settings*. Dubuque, Iowa: Kendall/Hunt Publishing. (p. 45-67).
4. Wilmot, W. & Hocker, J. (2001). *Interpersonal Conflict*. New York, NY: McGraw-Hill. (p. 129-177).
5. Wilmot, W. & Hocker, J. (2001). *Interpersonal Conflict*. New York, NY: McGraw-Hill. (p. 180-208).

Course Preview

This course will introduce and define the concept of an “interpreting system.” Core skills shared by supervisors across a wide range of interpreting systems will be explored. In addition the concept of interpreting systems as learning organizations, and the supervisory skills associated with such, will be examined. These skills include but are not limited to the ability to see the interpreting system as a part of a larger whole, promotion of emotional intelligence, identification of values and commitment to team learning. Finally, strategies for promoting effective communication in the workplace and engaging in effective conflict resolution will be studied and applied through case analysis.

Lesson Outlines

Lesson 1 - Introduction

- Systems Thinking defined
- Interpreting Systems defined
- Learning Organizations defined
- History of Interpreting Systems
- Types of Interpreting Systems: K-12, Post-Secondary, Video Relay Service, Agency, Government

Lesson 2 - The Interpreter as Supervisor

- Core mindset of supervisors in learning organizations
- Emotional Intelligence
- Organizational values identification
- Personal values identification

Lesson 3 - Principles & Practices of Supervision in a Learning Organization

- Promoting a Learning /Development Culture
- Culturally competent supervision
- Managing self
- Assessing performance
- Coaching employees with performance problems

Lesson 4 - Communication Theory

- Fundamentals of communication
- Communication models
- Communication competencies
- Communication and technology
- Communication in a Learning Organization

Lesson 5 - Conflict Management; Keeping the Peace




- Conflict defined
- Causes of conflict
- Team conflict
- Conflict styles
- Principled negotiation
- Assessing and managing conflict situations
- Self assessment and profile




Lesson 6 - Motivation and Change




- Motivation
- Hierarchy of Needs
- Managing change
- Supervisors as transformational leaders



Course Roadmap



Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading and non-web activities (readings, videotapes, etc.) Dates before or next to any activity indicate specific dates for that item.

Points	Dates	Activities		Done!
	1/14-15	1.1	Blackboard Introduction: Post an online introduction addressing your goals in this class and the importance of this topic as it applies to your career aspirations.	<input type="checkbox"/>
Lesson 1 - Introduction				
	1/15-17 ↓	1.2	Web Activity: Research “Systems Thinking” at the following websites: Wikipedia, http://en.wikipedia.org/wiki/Systems_thinking Free Management Library, http://www.managementhelp.org/systems/systems.htm	<input type="checkbox"/>
	↓	1.3	PowerPoint: <i>Introduction to Interpreting Systems</i>	<input type="checkbox"/>
	1/18-26 ↓	1.4	Research Activity: Identify examples of interpreting systems in all major categories: K-12, Post-Secondary, Video Relay, Agency based and Government based. Post findings. *This activity is Part A of Assignment 2.	<input type="checkbox"/>
	↓	1.5	Reading #1: <i>The Fifth Discipline</i> , Chapter 1 (pp. 3-16)	<input type="checkbox"/>
	↓	1.6	Textbook: <i>Supervision as Collaboration in the Human Services</i> , Chapters 1-2 (pp. 3-18).	<input type="checkbox"/>
	↓	1.7	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>

Points	Dates		Activities	Done!
Lesson 2 - The Interpreter as Supervisor				
	1/28-2/2	2.1	Textbook: <i>The Human Challenge</i> , Chapter 1 (pp. 2-21).	<input type="checkbox"/>
		2.2	PowerPoint: <i>Core Mindset of Supervisors in Learning Organizations</i>	<input type="checkbox"/>
		2.3	Textbook: <i>The Human Challenge</i> , Chapter 2 (pp. 22-36).	<input type="checkbox"/>
		2.4	Web activity: Assess your emotional intelligence. www.queendom.com/tests/ig/emotional_ig_r2_access.html	<input type="checkbox"/>
	2/4	2.5	Textbook: <i>The Human Challenge</i> , Chapter 3 (pp. 38-56).	<input type="checkbox"/>
	2/4-9	2.6	Research Activity: Choose one of the interpreting systems identified in Activity 1.4 and research the organizational values that drive their system. Post findings. *This activity is Part B of Assignment 2.	<input type="checkbox"/>
	2/4-9	2.7	Online Discussion: Post responses to one (1) thought questions, write a Credo Memo, and respond to at least two (2) of your peers.	<input type="checkbox"/>
Lesson 3 - Principles & Practices of Supervision in a Learning Organization				
	2/11	3.1	Textbook: <i>Supervision as Collaboration in the Human Services</i> , Chapters 11 & 15 (pp. 127-136 & 176-186).	<input type="checkbox"/>
	2/12-23	3.2	Research Activity: Interview the supervisor of the interpreting system chosen for Activity 2.6. Create specific action imperatives for the system. Post findings. *This activity is Part C of Assignment 2.	<input type="checkbox"/>
		3.3	Textbook: <i>Supervision as Collaboration in the Human Services</i> , Chapters 4-5 (pp. 35-58).	<input type="checkbox"/>
		3.4	Textbook: <i>The Human Challenge</i> , Chapter 4 (pp. 57-82).	<input type="checkbox"/>

Points	Dates	Activities		Done!
	2/25-29 ↓	3.5	Panel Discussion: Panel discussion with supervisors of interpreting systems discussing topics covered in this lesson. (Exact date and delivery method TBD.)	<input type="checkbox"/>
		3.6	Textbook: <i>Supervision as Collaboration in the Human Services</i> , Chapters 17 & 18 (pp. 201-226).	<input type="checkbox"/>
		3.7	Textbook: <i>The Human Challenge</i> , Chapter 9 (pp. 171-196).	
	2/29-3/7	3.8	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
Lesson 4 - Communication Theory				
	3/10-15 ↓	4.1	Reading #2: <i>Communication and Human Behavior</i> , pp. 1-45.	<input type="checkbox"/>
		4.2	Reading #3: <i>Interpersonal Communication in Organizational Settings</i> , pp. 45-67.	<input type="checkbox"/>
		4.3	Communication Skills Assessment: Complete assessment on p. 67 of Reading #3.	<input type="checkbox"/>
		4.4	PowerPoint: <i>Communication in a Learning Organization</i>	<input type="checkbox"/>
	3/17	4.5	Textbook: <i>The Human Challenge</i> , (Chapter 6 pp. 100-125).	<input type="checkbox"/>
	3/18-22	4.6	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
	3/29		Assignment 2: Research an interpreting system and prepare a report that discusses the nature, form, and values within the system. Identify and discuss evidence pointing to the existence of a learning organization and assess communication within the system.	<input type="checkbox"/>

Points	Dates	Activities		Done!
Lesson 5 - Conflict Management; Keeping the Peace				
	3/31-4/5	5.1	Textbook: <i>The Human Challenge</i> , Chapter 10, pp. 197-213.	<input type="checkbox"/>
		5.2	Web Activity: <i>The Art of Principled Negotiation</i> . University of Colorado http://www.colorado.edu/conflict/peace/treatment/pricneg.htm Real Estate Business http://www.realtor.org/rmotoolkits.nsf/551c5015be45864b86256ec100197935/49cbf1949f508d7b86256a9b004be72b/\$FILE/ArtPrinpNeg.pdf	<input type="checkbox"/>
		5.3	Reading #4: <i>Interpersonal Conflict</i> , (pp. 129-177).	<input type="checkbox"/>
		5.4	Conflict Style Assessment: Complete assessment on pages 132-133 in Reading #4. Optional: Complete the Thomas Kilmann Conflict Mode Instrument.	<input type="checkbox"/>
	4/7	5.5	Reading #5: <i>Interpersonal Conflict</i> , (pp. 180-208).	<input type="checkbox"/>
	4/7-12	5.6	Guest Speaker: Lecture on <i>Negotiating and Managing Conflict in Interpreting Systems</i> . Exact date and delivery method TBD.	<input type="checkbox"/>
	4/12-19	5.7	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
	4/26		Assignment 3: Interview at least two supervisors of interpreting systems and prepare a profile of the ideal supervisor.	<input type="checkbox"/>

Points	Dates	Activities		Done!
Lesson 6 - Motivation and Change				
	4/28-5/3	6.1	Textbook: <i>The Human Challenge</i> , Chapter 7, pp. 126-151.	<input type="checkbox"/>
	↓	6.2	Textbook: <i>The Human Challenge</i> , Chapter 16, pp. 328-344.	<input type="checkbox"/>
	↓	6.3	Textbook: <i>Supervision as Collaboration in the Human Services</i> , Chapter 13, pp. 151-163.	<input type="checkbox"/>
	5/3-5/7	6.4	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
	5/9		Assignment 4: Prepare a critical analysis of a case study related to conflict management.	<input type="checkbox"/>
			Complete online course evaluation.	<input type="checkbox"/>
End of Semester			Congratulations!	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Pts	Due Date
Assignment 1	<p>Online Discussions: Generate 12 original responses to study questions relating to the course readings and activities. Respond to at least 12 postings by online peers. Additional postings are encouraged to foster the greatest degree of learning and participation possible. Each posting is worth 1 point. (You may drop the lowest score for 2 original and 2 response postings leaving 10 original and 10 response postings counting towards your final Assignment 1 grade.)</p> <p>Note: There are three required postings:</p> <ul style="list-style-type: none"> • Activity 2.7 – Credo Memo • Activity 4.6 – Communication Skills Assessment • Activity 5.7 – Guest Speaker <p>These three postings will be graded and can not be counted as one of your dropped original postings.</p>	20	Ongoing
Assignment 2	<p>Research Project: Investigate an interpreter system and report findings related to the nature and form of the system, the organizational values that drive the system, an analysis of evidence pointing to the existence of a learning organization and an assessment of communication within the system.</p> <p>This assignment has four parts:</p> <ol style="list-style-type: none"> 1. Activity 1.4 - Identify examples of Interpreting Systems 2. Activity 2.6 - Research Organizational Values 3. Activity 3.2 - Supervisor Interview 4. Completion of final assignment 	25	<p>Due end of:</p> <p><u>1/26</u></p> <p><u>2/9</u></p> <p><u>2/23</u></p> <p><u>3/29</u></p>

	Description	Pts	Due Date
Assignment 3	Profile of an Ideal Supervisor: Examine information that came out of Activity 3.2, 3.5 and class materials to create a profile of qualities, skills and attitudes for effective supervision in an interpreting system. Special emphasis should be placed on those qualities, skills and attitudes that promote the creation and maintenance of a learning organization as well as the skills necessary for effective conflict management. Assess your own qualities, skills and attitudes in relationship to the profile by utilizing the assessments completed throughout the course, and identify and discuss remaining professional development needs that exist.	25	4/26
Assignment 4	Case Study Analysis: Prepare a critical analysis of a case study relating to conflict within an interpreting system. Discuss the nature of the conflict, the interests of the conflict parties, the conflict styles of those involved and recommendations for resolving or negotiating the conflict.	30	5/9

Course Summary

Conclusion

During this course you have been introduced to interpreting systems, systems thinking and learning organizations. You have examined the mindset and the principles of supervision within interpreting systems that strive to function as a learning organization. You have assessed your emotional intelligence, communication competency and style of conflict. You have evaluated how you may function as a supervisor in an interpreting system in light of these assessments and in comparison to those currently working as supervisors in an interpreting system. Finally, you have explored the principles of conflict management and principled negotiation, and methods for managing change.

Key Points

- Systems thinking tells us that interpreters, and interpreting systems, do not function in isolation; they are a part of a larger system.
- An interpreting system is a structure of delivering interpreting services that includes an official reporting process where a “supervisor” has oversight of another interpreter or an interpreter team.
- One way to approach supervision in a human service industry is through the development of a learning organization.
- Supervisors, in order to maximize their effectiveness, must be cognizant of their level of emotional intelligence, their communication skills and their conflict style.
- Supervisors, in order to maximize their effectiveness, must also be aware of the communication needs and conflict styles of those within the interpreting system, and be prepared to use this knowledge in conflict assessment.
- Finally, supervisors can play an integral part in promoting positive, transformational change.

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