Leadership and Supervision Certificate Program

Study Guide

INTR 405
Supervision of Interpreting Systems

Fall 2014
University of Northern Colorado

Leadership and Supervision Certificate Program

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DO IT Center
UNC @ Lowry Campus
1059 Alton Way, Box 7
Denver, CO 80230

1-866-885-6087

http://www.unco.edu/doit
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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 not only as team interpreters but as a part of a much larger 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.
Plagiarism Policy

**Policy on Plagiarism:** Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: [http://www.unco.edu/dos/honor_code/defining_plagiarism.html](http://www.unco.edu/dos/honor_code/defining_plagiarism.html)

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).

Students with Disabilities

**Accommodations Statement:**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.
Required Text/Readings

Textbooks


Readings (eReserves)


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

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

Grading Scale
The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

A = 100 - 91 superior achievement of course objectives
B = 90 - 81 above average achievement of objectives
   (Reminder: you must maintain at least a "B" per class to meet graduation requirements)
C/D = 80 - 61 below acceptable achievement of objectives
60 or below is considered not passing.

Late Assignment Policy
Late assignments (including discussion posts) will be accepted and graded for up to 24 hours after the due date and time. Late discussion posts will be docked up to a full point, and late assignment final grades will receive a one letter grade penalty. Late assignments submitted after 24 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- No late work will be accepted in the final two weeks of this course.
Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.

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. Dates before or next to any activity indicate specific dates for that item.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8/25-26</td>
<td><strong>Online Introduction:</strong> Post an online introduction addressing your goals in this class and the importance of this topic as it applies to your career aspirations. Review course facilitator and peer introductions. <strong>Course Expectations:</strong> Review the Course Expectations document posted in the Homeroom and respond accordingly. <strong>Course Review:</strong> Review the content, materials and structure of the online classroom.</td>
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<tr>
<td>8</td>
<td>8/27-28</td>
<td><strong>Web Activity:</strong> Research “Systems Thinking”. See the lesson 1 document for details.</td>
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</tr>
<tr>
<td>9</td>
<td>9/2-9/5</td>
<td><strong>Research Activity:</strong> Identify examples of interpreting systems in all major categories: K-12, Post-secondary, Agency-based, Government-based, VRS, Religious-based and Conference. Post findings. <em>This activity is Part 1 of Assignment 2.</em></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9/8</td>
<td><strong>Reading #1:</strong> <em>The Fifth Discipline</em>, Chapter 1 (pp. 3-16)</td>
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<tr>
<td>9</td>
<td>9/8</td>
<td><strong>Textbook:</strong> <em>Supervision as Collaboration in the Human Services</em>, Chapters 1-2 (pp. 3-18).</td>
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<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
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<td>9/9 - 9/12</td>
<td>Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.</td>
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**Lesson 2 – The Interpreter as Supervisor**

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<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td>9/15</td>
<td><strong>Textbook:</strong> <em>The Human Challenge</em>, Chapter 1 (pp. 2-21).</td>
<td></td>
</tr>
<tr>
<td>9/15</td>
<td><strong>PowerPoint:</strong> <em>Core Mindset of Supervisors in Learning Organizations</em></td>
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<tr>
<td>9/16</td>
<td><strong>Textbook:</strong> <em>The Human Challenge</em>, Chapter 2 (pp. 22-36).</td>
<td></td>
</tr>
<tr>
<td>9/17</td>
<td><strong>Web activity:</strong> Assess your emotional intelligence. See lesson 2 document for details.</td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td><strong>Textbook:</strong> <em>The Human Challenge</em>, Chapter 3 (pp. 38-56).</td>
<td></td>
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</tbody>
</table>
| 9/19 - 9/24 | **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 2 of Assignment 2.* |       |
| 9/25 – 9/30 | **Online Discussion:** Post response to one (1) thought question, write a Credo Memo, and respond to at least two (2) of your peers. |       |

**Lesson 3 – Principles & Practices of Supervision in a Learning Organization**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td>10/1</td>
<td><strong>Textbook:</strong> <em>Supervision as Collaboration in the Human Services</em>, Chapters 11 &amp; 15 (pp. 127-136 &amp; 176-186).</td>
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<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
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<td></td>
<td>10/2-10/7</td>
<td>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 3 of Assignment 2.</td>
</tr>
<tr>
<td>10/8</td>
<td>3.3</td>
<td>Textbook: <em>Supervision as Collaboration in the Human Services</em>, Chapters 4-5 (pp. 35-58).</td>
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<tr>
<td>10/8</td>
<td>3.4</td>
<td>Textbook: <em>The Human Challenge</em>, Chapter 4 (pp. 57-82).</td>
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<tr>
<td>10/9 - 10/14</td>
<td>3.5</td>
<td>Panel Discussion: Panel discussion with supervisors of interpreting systems discussing topics covered in this lesson. (Exact date and delivery method TBD.)</td>
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<tr>
<td>10/14</td>
<td>3.6</td>
<td>Textbook: <em>Supervision as Collaboration in the Human Services</em>, Chapters 17 &amp; 18 (pp. 201-226).</td>
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<tr>
<td>10/16 - 10/21</td>
<td>3.8</td>
<td>Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.</td>
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</table>

**Lesson 4 – Communication Theory**

<p>|        | 10/22       | <strong>Reading #2</strong>: Communication and Human Behavior, pp. 1-45.                |       |
|        | 10/23       | <strong>Reading #3</strong>: Interpersonal Communication in Organizational Settings, pp. 45-67. |       |
|        | 10/23       | Communication Skills Assessment: Complete assessment on p. 67 of Reading #3. |       |
|        | 10/24       | <strong>PowerPoint</strong>: Communication in a Learning Organization                  |       |</p>
<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>10/24</td>
<td>4.5</td>
<td><strong>Textbook</strong>: <em>The Human Challenge</em>, (Chapter 6 pp. 100-125).</td>
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<tr>
<td>10/27 – 10/30</td>
<td>4.6</td>
<td><strong>Online Discussion</strong>: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.</td>
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<tr>
<td>11/5</td>
<td></td>
<td><strong>Assignment 2</strong>: 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. Submit final report to the Assignment Tool.</td>
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**Lesson 5 – Conflict Management; Keeping the Peace**

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<tbody>
<tr>
<td>11/7</td>
<td>5.2</td>
<td><strong>Web Activity</strong>: <em>The Art of Principled Negotiation</em>. See lesson 5 document for details.</td>
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<td>11/7</td>
<td>5.3</td>
<td><strong>Reading #4</strong>: <em>Interpersonal Conflict</em>, (pp. 129-177).</td>
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<tr>
<td>11/10</td>
<td>5.4</td>
<td><strong>Conflict Style Assessment</strong>: Complete the Thomas Kilmann Conflict Mode Instrument.</td>
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<tr>
<td>11/11</td>
<td>5.5</td>
<td><strong>Reading #5</strong>: <em>Interpersonal Conflict</em>, (pp. 180-208).</td>
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<tr>
<td>11/12 – 11/17</td>
<td>5.6</td>
<td><strong>Guest Speaker</strong>: Lecture on <em>Negotiating and Managing Conflict in Interpreting Systems.</em>” Exact date and delivery method TBD.</td>
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<td>11/89 – 11/21</td>
<td>5.7</td>
<td><strong>Online Discussion</strong>: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.</td>
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<td>Points</td>
<td>Dates</td>
<td>Activities</td>
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<td>11/25</td>
<td><strong>Assignment 3</strong>: Prepare a profile of the ideal supervisor based on your interview(s). Submit to the Assignment Tool.</td>
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<td>11/26 – 11/30</td>
<td><strong>Thanksgiving Holiday-enjoy!</strong></td>
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<td><strong>Lesson 6 – Motivation and Change</strong></td>
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<td>12/3</td>
<td>6.3 <strong>Textbook</strong>: <em>Supervision as Collaboration in the Human Services</em>, Chapter 13, pp. 151-163.</td>
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<td>12/4 - 12/9</td>
<td>6.4 <strong>Online Discussion</strong>: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.</td>
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<td></td>
<td>12/12</td>
<td><strong>Assignment 4</strong>: Prepare a critical analysis of the conflict management case study presented at the end of the Assignment 4 instructions. Submit to the Assignment Tool.</td>
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<td></td>
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<td>Complete online course evaluation.</td>
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<td>✓ Check your Bearmail for the dates the evaluation is open.</td>
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<td><strong>End of Semester</strong></td>
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<td><strong>Congratulations!</strong> Final grades will be posted within 3 business days of the end of semester.</td>
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# Assignments

## Assignment Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Pts.</th>
<th>Due Date</th>
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</table>
| **Assignment 1** | **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.) **Note**: There are four required postings:  
  - Activity 2.7 – Credo Memo  
  - Activity 3.5 – Panel Discussion  
  - Activity 4.6 – Communication Skills Assessment  
  - Activity 5.7 – Guest Speaker | 20 | Ongoing |
| **Assignment 2** | **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. This assignment has four parts:  
  1. Activity 1.4 - Identify examples of Interpreting Systems (3 pts)  
  2. Activity 2.6 - Research Organizational Values (3 pts)  
  3. Activity 3.2 - Supervisor Interview (4 pts)  
  4. Complete final report and submit to the Assignment Tool. (15 pts) | 25 | Due end of:  
  - 9/5  
  - 9/24  
  - 10/7  
  - 11/5 |
| **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 | 25 | 11/25 |
Assignment 4  Case Study Analysis: Prepare a critical analysis of the conflict management case study presented at the end of the Assignment 4 instructions. 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. Submit to the Assignment Tool.

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<thead>
<tr>
<th>Description</th>
<th>Pts.</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assignment 4</td>
<td>30</td>
<td>12/12</td>
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</tbody>
</table>

Total Points: 100

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
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.

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;
2) Identify possible evidence items;
3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;
4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it's possible to work on all or part of a Coversheet at this time, why not draft it now?!) and finally,
5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing
Qualified Interpreters