Video Script Chapter 24: Team Skills Inventory

<u>Video 24.1</u>

When we build a translation team, we need a variety of people on the team, so that the translation will be of high quality and will communicate effectively to all people in the community.

It's great that God has created a variety of people to be in His Body: those who are older and those who are younger, those who can work with computers and those who simply love God and His word, those who can think through big ideas and those who are good at carrying out details of work, those who are good helpers and followers and those who are good at leading.

As leaders, how do we find the right combinations of different people for a translation team? And how do we get such different people to work together well?

God has designed us to work as one Body, with each different person playing their own important part well.

Romans 12:4–5 explains that one body has many parts, each with its own function.

Your translation team can be a model of this design to your community: not just to believers, but to unbelievers as well.

Let's discuss how to build this kind of team, and how to work well with the team once we have built it.

First, we'll talk about personality types, and how they influence your decisions in assembling teams.

We all have different personalities that affect the way we think, learn, and relate to people.

<u>Video 24.2</u>

All personalities have something important to contribute to the work of translation. God created each personality with a specific focus, thinking style, and objective.

1. Squares provide focus on quality, details, and precision.
2. Triangles provide focus on achievement, hard work, and success.
3. Circles provide focus on community, respect for others, and opportunities to contribute.
4. Squiggles provide focus on creativity, beauty, fresh ideas, and enthusiasm.

When assembling a team, look for different personalities to include instead of all similar ones. A team approach invites all personalities to be involved.

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<u>Video 24.3</u>

When translators arrive at a workshop, they may have little to no idea what to expect. Many feel unqualified and incapable of the task ahead.

Whatever their reason for attending, they have come in faith, trusting God to fill in the gaps and show them how they can be used to translate Scripture for their people.

As leaders, it is our responsibility to create an environment for their success, not only as contributors to the translation project itself, but in the areas of personal growth and their contribution to the team. Understanding a few key issues about how humans learn and interact will help us handle this area of responsibility.

This diagram illustrates a learning theory called the Zone of Proximal Development.

The inner circle represents what a learner (or translator) can do on his own without help.

The middle circle represents what he can do with the guidance of someone just one step ahead of him.

The outer circle represents what he cannot do (yet), even if he had lots of help.

<u>Video 24.4</u>

The theory of **<u>scaffolding</u>** uses the image of a traditional scaffold for building projects to help explain how someone learns new things.

In learning, this refers to the process of training a student by providing layers of support to allow them to reach higher skill levels. The scaffold is eventually removed once learning has taken place.

Think about examples from your culture or personal experience that show a scaffolding process in learning.

These two learning theories help us to understand a few important elements when assessing translators for placement within a group or team.

1. If we place low-competency (LC) translators with high-competency (HC) translators, this will not actually help the LC translators to learn or contribute more. Instead, it will put a heavy load on the HC translator.
2. Grouping LC translators with others who are only slightly more advanced than they are will provide the support they need to move into the "center circle" of the ZPD model.

3. A scaffold for LC translators might be to give them an easier or shorter portion to begin translating.
4. When translators are placed together in groups, the leader will need to observe how the translators are growing and learning, how much translation is getting done, and the emotional response of translators. If any of these cues indicates difficulty, frustration or lack of progress, the leader can consider regrouping to provide different scaffolds and support.

<u>Video 24.5</u>

A Team Skills Inventory should be done at the beginning of a workshop. The information gathered will help you assign translators to groups based on these two theories. What areas of skill should be assessed?

Five essential skill areas are gateway language, heart language, technology, Bible knowledge, and thinking style. If training is being done in English, English skill should also be assessed.

The translators are scored for competency in each category.

Here are a few steps for preparation.

Before the workshop, prepare a chart with the names of each translator in the first column, and seven additional columns (one for each assessment category, and one for a final score). Have several blank rows for attendees who have not signed up in advance.

The best way to set up the assessment is to create 6 stations for the learners to rotate through. Each person will do each station assessment as an individual. Each station will only take about 5-7 minutes. Allowing 2-3 minutes for transitions, each translator should be able to go through the whole assessment in less than an hour.

Each station will be led by a facilitator. Every facilitator should have a paper with the skill category at the top, the facilitator's name, and a list of the names of all the translators. (At the end of the assessment, each facilitator will turn this list into the lead trainer so that scores can be recorded on the master chart for all the translators.) The three language stations will also need blank paper and a pencil or pen for each translator to use during the assessment. The technology station will need a computer.

Now, we'll talk about the procedure.

Station 1: Gateway Language (GL) Fluency
- Have the mother-tongue translator (MTT) read a 5-verse selection (such as Mark 8:1-5).
  - Rate their level of smoothness and clarity 1 (low) to 5 (high).
- Ask them to answer the following:

- o Summarize what you just read.
- o Who is in this story?
- o What happened?
  - Rate their ability to answer you in the GL, 1-5.
- Have each MTT introduce themselves in the gateway Language and share three things about themselves.
  - Rate their ability to do this, 1-5.
- Next, have the translators write down something about you or another translator in the GL.
  - Rate their writing 1-5.

Give the translator a final score that is an average of the four scores you just gave them. Write that number by their name on your list for the GL assessment.

Video 24.6

Station 2: English Fluency (Optional)
- Have the MTT read a 5-verse selection (such as Mark 8:1-5).
  - Rate their level of smoothness and clarity 1 (low) to 5 (high).
- Ask them to answer the following:
- o Summarize what you just read.
- o Who is in this story?
- o What happened?
  - Rate their ability to answer you in English 1-5.
- Tell the translators to each introduce themselves in English and share three things about themselves.
  - Rate their ability to do this in English 1-5.
- Next, have the translators write down something about you or another translator in English.
  - Rate their writing 1-5.

Give them a final score that is an average of the four scores you just gave them. Write that number by their name on the sheet for the English assessment.

Station 3: Heart language Fluency—to be done in pairs.

- Tell the translators to each introduce themselves to their partner or group in their heart language and share three things about themselves.
  - Rate their ability to do this from 1-5.
- Have each translator write down something about you or the other translator in their heart language and read it out load to the other person.
  - Rate their writing 1-5.
  - Rate their reading 1-5.

Give each translator a final score that is an average of the 3 scores you just gave them. Write their score beside their name on the list for the Heart Language Assessment.

Video 24.7

Station 4: Thinking Skill Level
▪ Ask the translator to spin around in a 360-degree circle while standing. Note which way they spin—left or right.
▪ Ask the translator which traits best describe them:
  o LEFT BRAIN FUNCTIONS
    • uses logic
    • detail oriented
    • facts rule
    • words and language
    • present and past
    • math and science
  o RIGHT BRAIN FUNCTIONS
    • uses feeling
    • "big picture" oriented
    • creative problem solver
    • imagination rules
    • symbols and images
    • present and future
    • philosophy & religion
Ask the translator to identify which picture items in the following illustration best describe them, and/or which side of the brain fits them better.

  ▪ Is the translator stronger in left brain or right brain behavior? Note this with an R or L on the assessment paper next to the translator's name.
▪ Show the translators this picture (Figure M, Workbook p. 102) and ask which one of the four shapes best represents them.
  o Ask why they think that shape represents them. Compare their answers to the list of qualities above for Right-Brain and Left-Brain thinkers.
    ▪ Mark them L or R based on their answer.
▪ Ask the translator these two questions while you hold up a pencil or pen:
  o What is this?
    ▪ If they say something simple, put an "A" beside their name. If they say something beyond naming the item, like "it's an instrument for recording," then put a "B" beside their name.
  o What would you like to say about it?
    ▪ If they say something simple, put another "A" beside their name. If they say something about how it impacts/changes things, or if they compare it to something, or if they talk about how it could be improved, put another "B" beside their name.

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Give each a final score of an R or L based on their scores for the first four questions, and an A or B based on their score on the last two questions. (Their score will look like RB, RA, LB, or LA.) Write the letter combination beside their name as their final score for this category.

Video 24.8

Station 5: Biblical familiarity
- Ask the translator how they would rate themselves on knowing/studying the Bible, 1 (low) to 5 (high).
  - Write their score down.
- Ask the translator if they can name the books of the New Testament to you.
  - Write down YES/NO
  - Rate them from 1-5 on ease, competence, and completion.
- Ask the translator if they can tell you who wrote Romans, Revelation, and Hebrews.
  - Write down their score from 1-5 as follows:
    - 1—they can't name any
    - 2—they can name one
    - 3—they can name 2 out of 3
    - 4—they can name 2 and struggled with Hebrews
    - 5—they knew the first two and that Hebrews has an unknown author.
- Ask the translator how much of the Bible they have read or heard read.
  - Give a score of 4 if they say all the NT; give a score of 5 if they say the whole Bible; if they answer bits and pieces, rate them between 1-3.
- Ask the translator if they have any formal Bible training.
  - Mark down the name of the school they attended and any degrees.
  - Rate them from 1-5 on Biblical education.

Give each a final score that is an average of the 5 scores you just gave them. Write that number by their name on your assessment sheet.

Video 24.9

Station 6: Technology Skills
- Have the translator turn on the computer/tablet.
  - Rate their ability 1-5.
- Have the translator follow your verbal directions to open the writing app.
  - Rate their ability 1-5.
- Have the translator type three sentences in the app (written in any language).
  - Rate their typing skill level 1-5.

Give each a final score that is an average of the 3 scores you just gave them. Write that number by their name on your assessment sheet.

Video 24.10

When everyone has completed the assessment, work with the facilitators to meet with each translator and give them a final score based on their scores in the six areas. Five of the six are number scores and should be averaged together. This final number should be written along with their letter code in the seventh column of your master chart.

Divide each language group into subgroups based on their average number score. If you only have two or three of one score, you can add those to the next highest group. Depending on the number of translators from a language, you may have 5 different groups, or you may join scores together to have fewer groups.

Video 24.11

You can use the information from the assessment not only in assembling teams, but also in Assigning Scripture for translation.

When you assign Scripture to each group for translation, consider their skill level and choose a book that corresponds to their ability.

For example:
Levels 1-2 should be given Mark to translate (or Luke if Mark is done).
Levels 3-4 should be given Luke and Matthew.
Level 5 should be given John.
Similarly, simpler and shorter epistles should be given to lower level groups, and longer or more doctrine-rich epistles should go to higher level groups.