Chapter 24: Team Skills Inventory

> For as we have many members in one body, but all the members do not have the same function, so we, being many, are one body in Christ, and individually members of one another. Having then gifts differing according to the grace that is given to us, let us use them… (Rom. 12:4-6a).
> There are diversities of gifts, but the same Spirit. There are differences of ministries, but the same Lord. And there are diversities of activities, but it is the same God who works all in all
> (1 Cor. 12:4-6).

YOUR NOTES:

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.

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

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

YOUR NOTES:

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

Draw a square, a triangle, a circle, and a squiggle.

Now, put a 1 under the shape that best represents you. Put a 2, 3, and 4 under each of the remaining shapes in descending order as they represent you.

o **Why do personalities matter when building translation teams?**

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

Summary chart:

	Circle	**Square**	**Squiggle**	**Triangle**
Focus	People	Facts	Fun	Achievement
Oriented	People	Time	People	Time/Goal
Thinking	Collaborative	Research	Entertaining	Direct
Expectations	Involvement	Completeness	Creativity	Get to the point

Why do shapes matter in translation?
- All personalities have something to contribute to the project.
- God created each one with different focus, orientations, and objectives.
- Historically, squares have had the primary responsibility for translation.
- A team approach invites all personalities to be involved.

When building a team, look for different personalities instead of all similar ones.
- Squares provide focus on quality, details, and precision.
- Circles provide focus on community, respect for others, and opportunities to contribute.
- Squiggles provide focus on creativity, beauty, fresh ideas, and enthusiasm.
- Triangles provide focus on achievement, hard work, and success.

Learning Patterns

Zone of Proximal Development:

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(Learner can do with guidance)
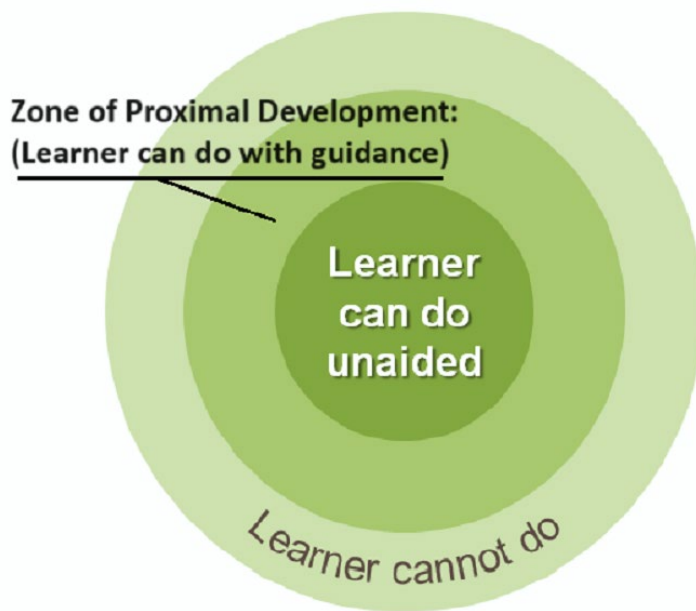
Learner
can do
unaided

Learner cannot do

Figure A

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.

- ○ **Why would it help to know where a team member is in this zone before beginning the work?**

YOUR NOTES:

This "ZPD theory suggests that

translators of _____ skill levels will learn more from each other than a beginner and an expert working together.

Scaffolding

Figure B

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.

o **What examples from your culture or personal experience show a scaffolding process in learning?**

What do we learn from these theories?

1. If we place low-competency (LC) translators with high-competency (HC) translators, this will not actually help the LC translators. 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.
3. A scaffold for LC translators might be to give them an easier or shorter portion to begin translating.

<u>Conducting a team skills inventory:</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.

Preparation:

- Master chart
- 6 stations, 5-7 minutes each
- 6 facilitators (one for each station)

YOUR NOTES:

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.
    o Have each MTT introduce themselves in the gateway Language and share three things about themselves.
        - Rate their ability to do this, 1-5.
    o Next, have the translators write down something about you or another translator in the GL.
        - Rate their writing 1-5.

GL Final Score: Average.

Station 2: English Fluency (Optional)
If English is being assessed separately, follow the same procedure as you used in the GL assessment.

YOUR NOTES:

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.

HL Final Score: Average.

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 and note their answer:
    - ○ LEFT BRAIN FUNCTIONS
        - uses logic
        - detail oriented
        - facts rule
        - words and language
        - present and past
        - math and science
    - ○ 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. Note "L" or "R" by their name.

Kittisak_Taramas | Getty Images Leadem, Rose: Surprising Truths About the Left and Right Halves of Your Brain (Infographic). June 4, 2017. https://www.entrepreneur.com/growing-a-business/surprising-truths-about-the-left-and-right-halves-of-your/295294. **Figure C**

▪ Show the translators this picture and ask which one of the four shapes best represents them.
   ○ 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.
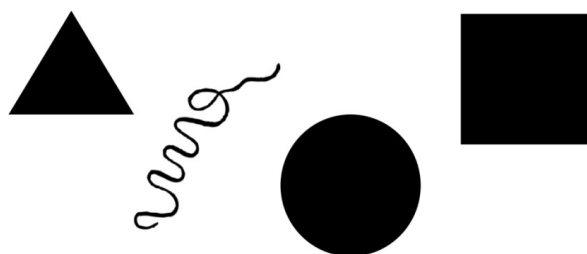

Figure D

YOUR NOTES:

- Ask the translator these two questions while you hold up a pencil or pen:
  - 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.
  - 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.

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.)

RB --Right brained, deep thinker and processer
RA --Right brained, takes things as they come, simple processor
LA --Left brained, simple processor
LB --Left brained, deep thinker and processor

Remember, you want to have a mix of <u>different</u> thinking skills and patterns on each team.

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.

YOUR NOTES:

YOUR NOTES:

- 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.

Biblical Familiarity Final Score: Average.

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.

Technology Skills Final Score: Average.

Learning from the Assessment:

o **After completing the assessment, what kind of things do you know about your translators?**

o **How might knowing these things help you to lead a more successful workshop?**

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.

o **Which group should work on**

   Romans? _____

   Philippians? _____

   1 Corinthians? _____

o **What benefit do you see in this structure?**

o **Do you see any challenges which might arise during this process?**

o **Do you have any ideas that might make it work better for you?**

o **Can you provide any suggestions which might get leaders better prepared to administer the assessment?**

YOUR NOTES:

Review of Core Concepts:

- A translation team needs a variety of different people, so that the translation will be of high quality and will communicate effectively to all people in the community.
- Before grouping your translators in pairs or teams, you will want to consider their personality and assess their skill levels in: the Gateway Language; the Heart Language; thinking style; Bible knowledge; and technology awareness.
- Teams that group different personalities together can draw out the strengths of each person and accomplish more.
- Translators with similar skill levels can help each other attain their full potential if they work together.
- We can provide "scaffolding", or layers of support, to a student to allow them to reach higher skill levels.