

## Chapter 24: Team Skills Inventory

**Objective:** *Leaders will understand a few personality types and how those personalities work together. They will understand how to get an idea of translators' personalities and thinking skills, and how to use that information to assemble effective teams.*

**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.

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).

**Time:** 120 minutes  
(This chapter can be broken into two sessions if needed.)

**Materials:**

- ✓ White board
- ✓ Slide Deck: T3. Slides\_24\_Team Skills.Inventory
- ✓ Bible with place markers
- ✓ Copies of Team Skills Inventory Charts 1 & 2, pp. 257-59.

## Intro:

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.

## Teacher's Notes:



**Team Skills Inventory**  
Team Building Basics

*If the group is large, have them sit in smaller groups for this session.)*

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

## Personality Types

**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.

**Try this fun activity to determine your "shape."**

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

**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. It's ok if you feel confused. Just pick an order on any criteria that makes sense to you.**

You may know someone who is very good at details and facts and finding out more information. Is anyone like that here?

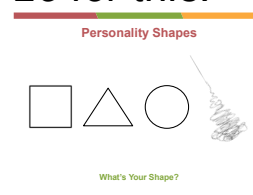
This is the kind of personality that this activity would call a **"square."**

## Notes:

*Be sure to read the document **Personalities and Team Development** on pages 158-160 of this chapter before you lead this activity.*

*Do not explain the shapes before the participants try this.*

*Pause for them to do each drawing. There is space on Workbook p. 25 for this.*



*Have people share about themselves or others.*

You may know someone we would call the “life of the party”: who loves being around other people and always thinks of fun, creative ideas. Is anyone like that here? This is the kind of personality that this activity would call a “**squiggle**.”

Someone who is focused on getting things done and who is very direct in communication and actions would be called a “**triangle**.” Anyone here like that?

Someone who is very focused on the whole group of people, on making sure everyone has a chance to speak and that everyone works together would be called a “**circle**.” Anyone here like that?

- **Now, would you like to renumber your shapes? Did you intuitively match any of these shapes to people who fit the descriptions?**
- **What shape do you think would be most suited to be a translator?**

Actually, people with any of these shapes or personalities can be very effective translators!

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

## Notes:

Discuss what participants learned about themselves and each other.

If you feel comfortable, try to guess some of the participants' shapes.

*Historically, squares have had the primary responsibility for translation.*

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.

- **Do you know the people within your group a little better after the Values-Based Learning Exercise (Chapter 23) and the Personality Shapes activity?**
- **What advantages do you see in taking some time for your translation team members to interact in some of these ways?**

Notes:

## Personalities and Team Development

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

### Personality Shapes

#### Squares

- Detail-oriented
- Dependable and responsible
- Work hard
- Organized—hate clutter
- Love data, numbers, policies, and procedures
- Analytical
- Can be stubborn
- May resist change
- Logical
- May have difficulty expressing emotion

- Best when working alone rather than on a team
- Frugal
- See fun as a luxury

#### Helpful Tips for Squares:

- ✓ Let go and have a bit more fun.
- ✓ Let people know what you want and what you need.
- ✓ Be more open to change.
- ✓ Try being more spontaneous.
- ✓ Smile!

#### Triangles

- Concerned with the bottom line
- Hate to lose even more than they love to win
- Extremely confident
- Love to debate and argue
- Outspoken
- Can be sarcastic
- Smart—know a little about everything
- Like to be in charge
- Love to multi-task
- Rarely apologize

- Successful
- Impatient
- Self-motivated

#### Helpful Tips for Triangles:

- ✓ Relax once in awhile!
- ✓ Slow down and give people a chance to get on board.
- ✓ Multi-tasking may keep you from finishing your projects.
- ✓ Give others a chance to lead.
- ✓ Realize that you are not always right. ‘

## Circles

- Love to have fun and laugh
- Work best on teams
- Take things personally
- Empathetic and compassionate
- Struggle setting boundaries
- Talk too much
- Hate conflict and confrontation
- Often feel guilty and responsible for others
- Great storytellers (often exaggerate the story to make it sound better)

- Want to “fix” everyone else
- May give silent treatment when they feel hurt or angry
- Over-commit—can’t say “no”

### Helpful Tips for Circles:

- ✓ You are responsible TO people, not FOR people!
- ✓ Learn to say “no” without guilt.
- ✓ Hold others accountable.
- ✓ Remember, you can’t always please everyone.

## Squiggles

- Like to be around people who are fun
- Adapt easily to change
- Super energetic
- Love to try new things
- Get bored easily
- Act on impulse or feelings—don’t always research first
- Generate ideas
- Not as organized as they should be
- Speak before they think

- Don’t like to be told what to do
- Counterintuitive
- Like attention

### Helpful tips for Squiggles:

- ✓ SLOW DOWN; otherwise, you miss necessary details.
- ✓ Listen rather than plan on what you will say next.
- ✓ Some situations require seriousness rather than fun.
- ✓ Focus on the topic at hand.



Summary Chart:

	<b>Circle</b>	<b>Square</b>	<b>Squiggle</b>	<b>Triangle</b>
<b>Focus</b>	People	Facts	Fun	Achievement
<b>Orientation</b>	People	Time	People	Time/Goal
<b>Thinking</b>	Collaborative	Research	Entertaining	Direct
<b>Expectations</b>	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.



## Team Skills Inventory

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.

### 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.

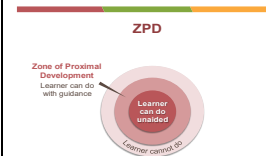
The outer circle represents what he cannot do (yet), even if he had lots of help.

- **Can you think of a reason why it would help to know where a team**

### Notes:

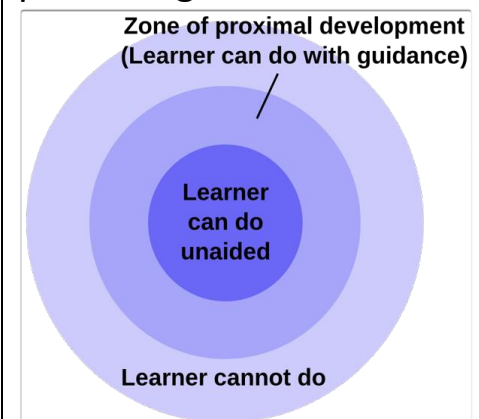
If time allows, ask for discussion about reasons translators may attend. Possible answers include:

1. Adventure.
2. Curiosity.
3. Hope.
4. A friend or family member was coming.
5. Their pastor or another spiritual leader asked them.



Workbook

p. 127, Figure A



*Example: Think of a child learning to walk. With someone holding his hands and providing*

**member is in this zone before beginning the work?**

This theory suggests that translators of similar skill levels will learn more from each other than a beginner and an expert working together.

Someone closer to the translator's skill level can help more than someone who is advanced in the skill.

## **Scaffolding:**

This theory 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.

### **Notes:**

*one step of support, he can walk farther and not lose his balance. He could not run in a footrace, even with help.*

*In this example, you would not pair a marathon runner with the small child learning to walk. The child will not be able to run a marathon, and the runner will have to severely limit his own speed in order to help the child take a few steps.*



### **Examples:**

*A pencil grip is used for helping children learn to hold a pencil correctly when first learning to write; after the student has mastered the fine motor skills for writing, the "scaffold" of a pencil grip is removed.*

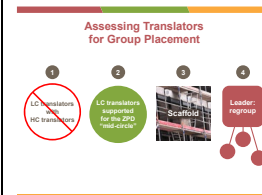
- **What examples from your culture or personal experience show a scaffolding process in learning?**

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

## Notes:

*Training wheels are added to a bicycle to prevent it from tipping while a beginner is learning to ride; once riding skills are mastered, the training wheels are taken away.*



translators. If any of these cues indicates difficulty, frustration or lack of progress, the leader can consider regrouping to provide different scaffolds and support.

- **Have you observed any examples of these situations in the workshops you've participated in or in other learning contexts? If so, what were they and how did you (or the instructor) work them out?**

## Conducting a team skills inventory:

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.

## Notes:

*This is a good place for a break, if you choose to divide the session into two parts.*



This guide orders the categories as follows:

1. Gateway language
2. English (optional)
3. Heart language
4. Thinking Style
5. Bible knowledge
6. Technology awareness

The assessment categories may be done in any sequence.

## 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.

## Notes:

For large workshops, divide the translators into evenly sized groups to progress through each rotation. Each person will still do each station assessment as an individual; grouping them for moving through the stations is merely a way to thin down the larger group and make the waiting time a little shorter. Name tags are very helpful for large workshops.

## Abbreviations

GL: Gateway Language  
HL: Heart Language  
MTT: Mother-tongue Translator  
A: Basic level thinking skills  
B: Deep level thinking skills

## 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:
  - Summarize what you just read.
  - Who is in this story?
  - 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.

### Discuss:

- **What is the Gateway Language of the source text you will be using?**
- **Are most of the translators you work with able to read and speak it well?**

### Notes:

Station 1:  
Gateway Language (GL) Fluency

Rate 1 low to 5 high

Ask students to:

- Read a 5-verse selection.
- Summarize verses in GL.
- Introduce themselves in GL.
- Write something about another student in GL.

NAME	1	2	3	4	5

Give each student a final (averaged) score. The team leader will write the number in column 1 on the Master list.

If other translators are waiting during your language assessment, use a different 5-verse passage for each one.



- If you have a person at your workshop who is not fluent in the Gateway Language, in what way do you think that person can be most helpful?

## 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:
  - Summarize what you just read.
  - Who is in this story?
  - 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.

### Notes:

There are many roles in a translation project. Guide participants to understand the ways an individual can contribute to the project without fluency in the HL or GL.

Station 2:  
English Fluency

Rate 1 low to 5 high

Ask students to:

- Read a 5-verse selection.
- Summarize in English.
- Introduce themselves in English.
- Write something about another student in English.

NAME	1	2	3	4	5	6

Give each student a final (averaged) score, which will be written in column 2.

If English is not used in the training or translation process, leaders should skip this 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 loud 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.

### Discuss:

- **Sometimes, volunteers will attend a workshop though they do not have strong fluency in the Mother Tongue being translated. What would you say to a team leader who brought this concern to you?**
- **Can you think of any way the Zone of Proximal Development or Scaffolding method could help resolve this issue?**
- **In your culture, what might be the most comfortable way to handle this?**

### Notes:

Station 3:  
Heart Language Fluency (in pairs)

Rate 1 low to 5 high

Ask students to:

- Introduce themselves in their heart language.
- Write something about another student in their heart language and read it out loud.

NAME	1	2	3	4	5

Give each student a final (averaged) score to be written in column 3

Point out that the facilitator might not know the heart language. The purpose is to watch and listen to see how comfortable the speaker seems speaking and writing. If this is an oral language, just ask them to answer both questions verbally.

## 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:
  - 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.

## Notes:

**Station 4:**  
**Thinking Skill Level**

Ask learner to spin in a circle

- Left or right?

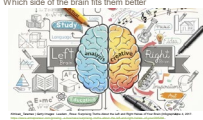
Ask which traits best describe them:

<p><b>Left Brain:</b></p> <ul style="list-style-type: none"> <li>• Uses logic</li> <li>• Detail oriented</li> <li>• Facts rule</li> <li>• Words &amp; language</li> <li>• Present &amp; past</li> <li>• Math &amp; science</li> </ul>	<p><b>Right Brain:</b></p> <ul style="list-style-type: none"> <li>• Uses feeling</li> <li>• "Big picture" oriented</li> <li>• Creative problem solver</li> <li>• Imagination rules</li> <li>• Symbols &amp; images</li> <li>• Present &amp; future</li> <li>• Philosophy &amp; religion</li> </ul>
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**Station 4:**  
**Thinking Skill Level (continued)**

Ask learner:

- Which picture best describes them
- Which side of the brain fits them better



Write R or L on the learner's assessment paper

Workbook p. 132,  
Figure C



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>.

- 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 D, Workbook p. 132) 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.

**Station 4:**  
**Thinking Skill Level (continued)**

Ask student: which shape represents them best

- Why?
- Compare answers to Right Brain, Left Brain qualities
- Mark them as R or L

- 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.) Write the letter combination beside their name as their final score for this category.

## Notes:

Station 4:  
Thinking Skill Level (continued)

Ask students 2 questions:

- What is this?
- What would you like to say about it?

Mark them as A or B

Final score will look like:

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

NAME	1	2	3	4	5	6

The team leader will write the score in column 4

The goal of these two questions is to see if they *define* the item, which is a basic level of thinking, or if they *analyze* or *evaluate* the item, which demonstrates higher-level thinking. This simple conversation cannot give a definite assessment of thinking skills, but it can give you an idea of each translator’s tendency to take things at surface value or to analyze things more deeply.

*RB—Right brained, deep thinker and processor*

*RA—Right brained, takes things as they come, simple processor*

## Discuss:

- **How can this exercise help when dividing translators into groups?**

Understanding the thinking skills and styles of the translators will help you to understand their strengths, behaviors and accomplishments within the team.

**Remember, you want to have a mix of different 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

## Notes:

*LA—Left brained, simple processor*

*LB—Left brained, deep thinker and processor*

**Station 5:**  
**Biblical Familiarity**

Rate 1 low to 5 high

Ask the student:

- To rate themselves on Bible knowledge
- Name the books of the New Testament
- Who wrote Romans, Revelation & Hebrews
- How much of the Bible have they read or heard read
- Do they have any formal Bible training

NAME	1	2	3	4	5

Give each student a final (averaged) score to be written in column 6

Romans was written by Paul; Revelation by John the son of Zebedee; the author of Hebrews is unknown.

- 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.

## Discuss:

- **How could Bible familiarity impact the workflow in the translation process?**
- **What do you think is the best approach to take with someone who scores low in Bible familiarity?**

## **Station 6: Technology Skills**

- Have the translator turn on the computer/tablet.
  - Rate their ability 1-5.

## Notes:

**Station 6:**  
**Technology Skills**

Rate 1 low to 5 high

Ask the student to:

- Turn on the computer / tablet
- Follow your verbal directions to open the writing application
- Type three sentences in the application

NAME	1	2	3	4	5	6

Give each student a final (averaged) score to be written in column 6



- 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.

### Discuss:

- **Do you prefer to use a tablet/computer, or a pen and paper for writing tasks?**
- **Have you ever had to help someone understand how to use a tablet or computer?**
- **What are some ideas you have for assisting others with low technology skills?**

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

### Notes:

Affirm that all participants know how to average; if not, explain.



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.

## Learning from the Assessment:

- **After completing the assessment, what kind of things do you know about your translators?**
- **How might knowing these things help you to lead a more successful workshop?**
- **What next steps can you take to make use of this information?**

## 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.

Notes:

**Discuss:**

- **Which group should work on Romans? Philippians? 1 Corinthians?**
  
- **What benefit do you see in this structure?**
- **Do you see any challenges which might arise during this process?**
- **Do you have any ideas that might make it work better for you?**
- **Can you provide any suggestions which might get leaders better prepared to administer the assessment?**

**Notes:**

Answers:

Romans: Level 5

Philippians: Level 1 or 2

1 Corinthians: Level 4 or 5

**Confirm:** Leaders understand how to assess and appreciate team members' different personalities, and how each personality can contribute to a team. They understand how to get an idea of each translators' personality and thinking skills, and how to use that information to assemble effective teams.