CBC Checking Session Evaluation Form

Baseline Translation Consultant

This form is designed to be used in connection with the CBC Competency Manager platform. The categories and competencies are linked to CBC platform in wording and in order.

Name of CiT:		**<u>NOTES to MENTOR</u>:** **Thank you for serving as a mentor!** Your input in this process is invaluable for the growth of the Consultant-in-training (CiT) and greatly appreciated! In competency-based training, the trainee is asked to demonstrate their competence. The mentor is asked to verify and document what they observe. As the CiT is leading the consultant checking session, they will be demonstrating their competence. It will be helpful to have this file open in your laptop as you observe, so that you can verify and document as specifically as possible. Each competency consists of multiple components, viewable by clicking the cell underneath the competency description. These components also appear in the Appendix at the end of the document. Use these as reference points as you write your evaluation comments. The categories and the scale below correspond to the CBC Competency Manager. If you do not observe any activity related to a particular category, simply put N/A. *Please note that N/A is not the same as a score of zero. Zero means you observed a lack of competence in a category. N/A means there was no opportunity to observe that category.* In the categories that you do address, **specific, detailed** notes are most helpful. (Example: "Tom's analysis of the Greek verb tense in John 12:7 was accurate, and the translator shared that he now understood the verse!" is more helpful than "Good job on Greek.")
Name of Mentor for this checking session:		
Name of primary Mentor: (if different) Any others who should be copied? (Supervisor, internship director…)		
Date of checking session:		
Location: (Remote or face-to-face?)		
Language:		
Portions checked:		
Mode: (oral, written, video...)		

		Please use the following evaluation scale: • 0 – No competency • 1 – Has knowledge • 2 – Can do with assistance • 3 – Can do independently • N/A – not applicable

Category	Competency	Mentor comments
1. Bible		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Bible background	Can apply knowledge of the history and contexts of the Biblical text to exegesis and translation.	Level: Details:
	Click to view components	
Biblical content	Can apply knowledge of the genres, themes and overall story of the Bible to exegesis and translation	Level: Details:
	Click to view components	
Biblical languages	Can apply knowledge of the biblical language(s) to verify the faithfulness of a translation	Level: Details:
	Click to view components	

2. Communication and Context		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Communication	Can apply insights from theories of communication to help teams improve their translation	Level: Details:
	Click to view components	
Discourse	Can apply knowledge of discourse structures and functions to help teams improve their translation.	Level: Details:
	Click to view components	
Language structures	Can apply understanding of different language structures to help teams improve their translation	Level: Details:
	Click to view components	
Modes of communication	Can apply knowledge of various modes of communication and relevant media to help teams improve their translations	Level: Details:
	Click to view components	
Sociolinguistics	Can apply knowledge of sociolinguistics to help teams ensure alignment of their translation with their translation brief	Level: Details:
	Click to view components	

3. Hermeneutics and Exegesis		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Exegesis	Is able to work with teams to increase mutual understanding of the exegesis of the source texts.	Level: Details:
	Click to view components	
Hermeneutics	Is able to work respectfully with teams to increase mutual understanding of theological and hermeneutical issues relevant to translation in their context	Level: Details:
	Click to view components	
4. Partnerships and Procedures		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Guiding translation teams	Is able to help the teams carry out all stages of the translation process and fulfill the requirements of their roles with increasing confidence	Level: Details:
	Click to view components	

Partnering well	Is able to provide guidance regarding the intended purpose of the translation, prioritizing ownership by local expressions of the church and other stakeholders in the language community	Level: Details:
	Click to view components	
5. Translation		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Translation practice	Is able to serve translation teams by helping them identify, evaluate, and find solutions to potential problems in the translation	Level: Details:
	Click to view components	
Translation principles	Can apply knowledge of translation theories and principles to help teams produce quality translations	Level: Details:
	Click to view components	
Translation resources	Is able to support translation teams in their use of relevant translation resources	Level: Details:
	Click to view components	
Translation styles	Is able to support the goals of the translation by giving guidance on issues of translation style, register, modality and paratextual materials	Level: Details:

	Click to view components	
6. Mentoring		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Attitudes	Is able to support their mentees in sensitive ways	Level: Details:
	Click to view components	
Principles	Is able to describe the formal mentoring approach (purpose, roles, expectations)	Level: Details:
	Click to view components	
Skills	Is able to mentor others successfully	Level: Details:
	Click to view components	
7. Consulting Process Skills		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Collaborative process	Is able to facilitate collaborative processes of discovery, feedback and mapping the way forward while consulting	Level: Details:

	Click to view components	
Implementation and evaluation	Is able to support the implementation and evaluation processes	Level: Details:
	Click to view components	
Process set up	Is able to set up an effective consulting process	Level: Details:
	Click to view components	
8. Technology for Consulting		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Communication and collaboration tools	Is able to communicate and collaborate effectively through technology	Level: Details:
	Click to view components	
Data organisation	Is able to organise, safeguard and share digital content responsibly	Level: Details:
	Click to view components	

9. Program Design and Engagement		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Context	Is able to understand the role of context in the design and effectiveness of a language program	Level: Details:
	Click to view components	
Engagement	Is able to contribute to the program appropriately alongside other participants and stakeholders	Level: Details:
	Click to view components	
Strategic design	Is able to articulate the principles of program design	Level: Details:
	Click to view components	
10. Working in a Multicultural Environment		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:

Cross-cultural communication	Is able to communicate well cross-culturally	Level: Details:
	Click to view components	
Multicultural Working	Is able to work well with others in multicultural environments	Level: Details:
	Click to view components	
11. Language and Culture		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Language use	Is able to communicate well in the language(s) used in their context	Level: Details:
	Click to view components	
Anthropology	Is able to appraise and understand relevant social and cultural features in order to interact appropriately and work effectively with others	Level: Details:
	Click to view components	

12. Relating to other organizations		Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:
Influencing and Networking	Is able to interact respectfully with people outside one's own organization (whether to learn or to influence)	Level: Details:
	Click to view components	
Relating to partners	Is able to relate well with partners and to appropriately represent their own organization	Level: Details:
	Click to view components	
		For category 13. Interpersonal Skills, please use the following evaluation scale: ● **0 – Requires significant improvement** ● **1 – Requires some improvement** ● **2 – Good** ● **3 – Excellent** ● **N/A – not applicable**
13. Interpersonal Skills		**Below, please give your best assessment of the competency level demonstrated by the CiT (0-3, or N/A), along with specific details you observed:**

Responsibility	Is able to effectively manage their responsibilities and commitments	Level: Details:
	Click to view components	
Self-awareness	In relating to others, is aware of their own strengths and weaknesses	Level: Details:
	Click to view components	
Social skills	Is able to communicate and relate well with others	Level: Details:
	Click to view components	

ADDITIONAL OBSERVATIONS and RECOMMENDATIONS

In your assessment, how ready is this CiT to conduct checking on his/her own? What type of material are they ready to check?

What competencies do you recommend for the CiT to continue working on?

What did you feel were the CiT's greatest strengths?

What did you feel were the CiT's greatest growth opportunities?

How would you characterize the general tone of the consultant session?

Describe the CiT's ability to collaborate with the team with respect, grace, and encouragement. How was the rapport between the CiT and the team?

How confident and comfortable was the CiT while leading the checking sessions? How did that impact pacing and interaction with the team generally?

Were there any challenges that made it difficult for you or the CiT to adequately fulfill the goals of this mentored checking session?

What did the CiT express in debriefing related to his/her impressions of what went well, what could be improved, and opportunities for his/her growth?

Mentor: please discuss this report with the CiT, making sure that they have had a chance to respond, and give input on the wording and content. Then please return the completed form to the supervisor or mentor who requested it, copying the CiT. Thank you very much!

Gonzalez; rev. by D. Jones Jun 2022

Appendix: Competencies Components

1. Bible

Bible Background

Bible background: Knowledge of the history and context of the biblical texts enables a consultant to bring a broader perspective to a team's translation of a particular text.
Competency: Can apply knowledge of the history and contexts of the Biblical text to exegesis and translation.
Components
Demonstrate familiarity with the history of textual transmission, approaches to text criticism and the impact on translation choices.
Demonstrate overall knowledge of the background of the Bible, e.g. the geographical, cultural, social, historical, archaeological and theological background and its relevance for translation.
Demonstrate familiarity with various denominational traditions regarding the canon and the origins and reception of the text, particularly those prevalent in the region of service.
Explain clearly to translation teams about the backgrounds to the Bible and implications for translation.

Biblical Content

Biblical content: Knowledge of the Bible as a whole, including its varieties of themes and genres, enables a consultant to provide context to teams working on different passages.
Competencies: Can apply knowledge of the genres, themes and overall story of the Bible to exegesis and translation
Components
Demonstrate overall knowledge of biblical content, biblical themes and their development, and different biblical genres (e.g. narrative, poetic, epistolary, prophetic) of the Bible.
Explain to translation teams the differences between biblical genres and the implications for translation.

Biblical languages

Biblical languages: Knowledge of the original biblical languages (Hebrew, Greek and Aramaic) enables a consultant to help teams understand aspects of the text that may not be accessible in the translations to which they have access.
Competencies: Can apply knowledge of the biblical language(s) to verify the faithfulness of a translation.
Components
Use dictionaries, commentaries, concordances, software programmes, and other resources to explore the text in its original languages.
Apply understanding of the semantics of the biblical language(s) to guide teams in the translation of key terms.
Apply understanding of grammatical features of the biblical language(s) to guide translation teams.
Apply understanding of discourse features of the biblical language(s) to guide translation teams.

2. Communication and Context

Communication

Communication: Understanding how meaning is communicated enables a consultant to support translation teams in improving clarity and identifying potential miscommunication.
Competencies: Can apply insights from theories of communication to help teams improve their translation.
Components
Explain the difference between various models of communication (including ‘code’ and inferential models) and their potential impact on translation practices.
Demonstrate familiarity with various functions of language (e.g. giving information, questioning, directing, expressing feeling, building relationships) and how they may be expressed in various forms.
Demonstrate familiarity with situational factors (such as participants, context, style and medium) that have an impact on communication.
Demonstrate familiarity with the role of culture and worldview in shaping meaning.
Identify potential miscommunication issues in a translated text in light of the intended audiences and their contexts and worldviews.
Assist teams to evaluate and address potential miscommunication in their translation.

Discourse

Discourse: A good understanding of how discourse is structured for different purposes in different languages enables a consultant to support translation teams in identifying and addressing potential discourse-level communication issues in their translation.
Competencies: Can apply knowledge of discourse structures and functions to help teams improve their translation.

Components
Explain key concepts of discourse analysis, and their relevance to Bible translation (e.g. genre, discourse structure, foregrounding, backgrounding, participant reference, relations between clauses, etc.).
Identify mismatches in discourse structure and function between the source texts and similar receptor language texts, and possible implications for translation.
Assist teams to evaluate and address discourse-level issues in their translation.

Language Structure

Language Structure: A broad understanding of different language structures enables a consultant to support translation teams in finding ways to express meaning in natural ways in their context.
Competencies: Can apply understanding of different language structures to help teams improve their translation.
Components
Demonstrate an understanding of language typology and the variety that exists in grammatical structures and functions.
Identify mismatches in grammatical structures and functions between the biblical, source and receptor languages.
Assist translation teams to address mismatches between grammatical structures and functions in the biblical, source and receptor languages.

Modes of Communication

Modes of Communication: A consultant needs to be equipped to help teams navigate choices regarding modality and forms of media (written, oral, signed, braille, drama etc.) that may be appropriate for translation in their context.

Competencies: Can apply knowledge of various modes of communication and relevant media to help teams improve their translations.
Components
Demonstrate familiarity with the differences between various modes of communication (oral, written, sign language, braille, drama, etc.) and how they interact together.
Model a positive attitude towards the use of various media forms, and advocate for a multimodal approach to translation whenever this is appropriate.

Sociolinguistics

Sociolinguistics: Understanding of sociolinguistics enables a consultant to assist translation teams to gain a broader perspective on language use and social factors within the receptor audience(s) that have an impact on translation strategy in their context.
Competencies: Can apply knowledge of sociolinguistics to help teams ensure alignment of their translation with their translation brief.
Components
Demonstrate familiarity with the basic concepts of sociolinguistics (language use and attitude, multilingualism, diglossia) and their relevance for the translation and use of Scripture.
Give appropriate guidance to teams in developing and following a translation brief that aligns with the sociolinguistic profile of the receptor audience.
Give appropriate guidance for the translation and use of Scripture in different sociolinguistic contexts (e.g. multilingual, urban, rural and migrant communities).

3. Hermeneutics and Exegesis

Exegesis

Exegesis: Exegetical expertise is necessary to appropriately investigate the meaning of source texts, help teams grow in their ability to carry out exegesis, and support them in making accurate translations.
Competencies: Is able to work with teams to increase mutual understanding of the exegesis of the source texts.
Components
Employ a method based on exegetical principles to arrive at an understanding of a biblical text in its original literary, historical and cultural context.
Demonstrate an understanding of different aspects of meaning and context as applied to biblical concepts and their expression through key terms.
Demonstrate an understanding of the significance of intertextuality for interpretation, whether within the OT or the NT, between testaments, or between the Bible and ancient texts.
Use commentaries, interlinears and other resources in a way that recognises their different perspectives and purposes.
Identify and describe potential exegetical issues in a translated text.
Assist teams to address exegetical issues in a specific text (e.g. OT quotes in NT; synoptic parallels; metaphors and other key terms) in a way consistent with the translation brief.

Hermeneutics

Hermeneutics: Consultants must be able to critically examine their own and other people's hermeneutical and theological assumptions, and model humility and integrity in every situation, including complex multi-confessional and/or multi-religious environments.

Competencies: Is able to work respectfully with teams to increase mutual understanding of theological and hermeneutical issues relevant to translation in their context.
Components
Demonstrate awareness of important hermeneutical concepts (such as context, assumptions, tradition, and interpreting community) and their relevance for exegesis and translation.
Demonstrate awareness of the history of Biblical interpretation and of the history of the church (and its doctrines), especially where these intersect with hermeneutics and Bible translation.
Demonstrate awareness of how exegetical and translation-related issues are influenced by different theological, social and cultural assumptions of different interpreters and within different communities of faith.
Critically evaluate one's own and other people's hermeneutical positions related to Bible exegesis and translation, based on hermeneutical principles.
Identify and describe hermeneutical issues in a translated text.
Discuss sensitive theological and hermeneutical issues with humility and integrity, recognising the validity of a variety of perspectives.
Advise teams regarding translation options that respect the theological and hermeneutical perspectives of stakeholders, as outlined in the translation brief.

4. Partnerships and Procedures

Guiding translation teams

Guiding Translation Teams: The consultant is expected to be a resource to translation teams and therefore must be familiar with all stages of the translation process.

Competencies: Is able to help the teams carry out all stages of the translation process and fulfill the requirements of their roles with increasing confidence.
Components
Explain the various roles and responsibilities involved in the translation process, encouraging growth as individuals and as a team.
Guide and assist translation teams in drafting Scripture (including exegesis, internalization, drafting, oral drafting), and quality assessment of the draft in relation to the source text and project goals.
Mentor teams in conducting community checks (including issues of naturalness and acceptability) with speakers of the receptor language.
Train the translation team in how to elicit or produce back translations and then verify them (when back translations are part of the process specified in the translation brief).
Provide teams with clear, concise, relevant notes that give constructive feedback on their translation.
Work with teams (and representatives of the language community) to evaluate and affirm the accuracy, clarity, naturalness, and acceptability of their translation.
Guide teams through a consulting session, including preparation and follow-up.
Organize a process of discovery and dialogue that will help analyze expressed needs/problems. Listen to teams and provide constructive feedback, managing the tension between interpersonal dynamics and session goals.

Partnering well

Partnering Well: The consultant's role is to humbly offer expertise in service of local church(es), partner agencies, and the language community.

Competencies: Is able to provide guidance regarding the intended purpose of the translation, prioritizing ownership by local expressions of the church and other stakeholders in the language community.
Components
Work with stakeholders and translation teams to develop, maintain or update a helpful, practical and missiologically-grounded translation brief.
Advise translation teams in a way that is consistent with the translation brief developed by the team and their community.
Promote overall ownership of the translation project by the translation team and other local stakeholders.
Facilitate joint decision-making processes among all project stakeholders (translation team, local churches, language community leaders, translation organizations).
Give appropriate guidance to translation teams to help them translate in light of the key stakeholders' understanding of the role of the translation in discipleship, evangelism and mission.
Work in accordance with the key stakeholders' strategies for the use of translated Scripture, demonstrating familiarity with a variety of approaches to the use of Scripture (e.g. private reading, public reading, oral storying, audio-Scripture listening groups, apps).

5. Translation

Translation practice

Translation Practice: A consultant's personal experience of solving translation problems assists them in serving as a resource to teams to help them address the challenges they face as they translate.
Competencies: Is able to serve translation teams by helping them identify, evaluate, and find solutions to potential problems in the translation.

Components
Demonstrate experiential knowledge of working with the complexities that a significantly different language may have on the translation process.
Demonstrate familiarity with a wide range of translation problems and possible alternative solutions (related to participant reference, foreign concepts, metaphors, rhetorical questions, lexical choices, culture and worldview interference, implicit information, key terms etc.).
Help translation teams to identify possible translation problems, evaluate their significance, and explore solutions to these problems.

Translation principles

Translation Principles: In order to provide perceptive guidance on translation issues, consultants need to have a broad understanding of translation approaches and principles, and the factors that influence quality translation.
Competencies: Can apply knowledge of translation theories and principles to help teams produce quality translations.
Components
Demonstrate a good understanding of translation principles (e.g. clear, accurate, natural, acceptable) and their application.
Demonstrate familiarity with various mismatches in form and meaning between source text and receptor language that need to be considered in the process of translation.
Demonstrate familiarity with key insights from various theoretical approaches to translation (e.g. dynamic / functional equivalence, skopos theory, relevance theory, literary translation…), and their implications for Bible translation.
Demonstrate an understanding of several factors that influence quality in translation (such as following translation principles, community participation, checking processes, use of a translation brief...), and help translation teams grow in awareness of how these factors impact their work.

Translation resources

Translation Resources: A consultant needs to be able to help translation teams make the most of print and digital resources and communities of practice that are available to support translation drafting and checking.
Competencies: Is able to support translation teams in their use of relevant translation resources.
Components
Demonstrate familiarity with specialist software tools and technology for translating and checking Scripture.
Help teams grow in their understanding and use of translation software.
Demonstrate familiarity with translation communities of practice and help teams connect with them.
Demonstrate familiarity with relevant resources for translation and assist teams in their use.

Translation styles

Translation Styles: The style, register, and modality choices may vary depending on the goals of the translation project.
Competencies: Is able to support the goals of the translation by giving guidance on issues of translation style, register, modality and paratextual materials.
Components
Demonstrate an understanding and appreciation of different translation styles appropriate for different audiences and of the sociolinguistic factors that play a role in regard to making decisions related to translation style.
Demonstrate an understanding and appreciation of the different modalities of translation (written, oral, sign) and the various contexts in which these modalities are most appropriate.
Demonstrate an understanding of the impact of performance upon the meaning of the text/audio/sign.

Help the translation team to think through possible issues and choices of appropriate translation solutions including the adaptation of written text to audio and vice-versa.
Demonstrate an understanding of the use of paratextual materials (e.g. footnotes, pictures, headings, introduction) and their impact upon the meaning of Scripture (e.g. written, audio) and their impact upon people's engagement with Scripture (e.g. written, audio).
Assess the impact of paratextual materials and advise the teams on making appropriate decisions about paratextual material.

6. Mentoring

Attitudes

Attitudes: A successful mentor needs to be on the lookout for culturally sensitive ways to encourage mentees on the journey of professional development.
Competencies: Is able to support their mentees in sensitive ways.
Components
Create a safe space for the mentee to excel, shine and build confidence. Delight in their success.
Is willing to be open about one's own successes and failures (wise and appropriate self-disclosure).
Expects that the mentee develops to mentor others.
Understand the limitations of one's own experiences and perspective, and minimize any negative impact on the mentee.

Principles

Principles: Formal mentoring is a powerful staff development tool that ensures professional development, sustainability and inclusiveness in the workplace. Knowing how to make the best use of mentoring enables consultants to pass on their knowledge and skills to mentees who will also be able to mentor others.
Competencies: Is able to describe the formal mentoring approach (purpose, roles, expectations).
Components
Describe how formal mentoring is different from informal mentoring and from coaching/facilitation.
Understand and explain the purpose and expectations of formal mentoring, and the roles of the mentor and mentee, and supervisors in the mentorship.
Know the expectations for administrative tasks placed on the relationship by the mentee's organization.

Skills

Skills: Mentoring facilitates and enhances the development of all staff. It is a core element of consultant development. Mentoring skills are essential for building the capacity of personnel at all levels.
Competencies: Is able to mentor others successfully.
Components
Set and follow protocols and expectations for the mentorship (how goals are going to be achieved, how to handle disagreements, how to track progress, etc.).
Develop a relationship of mutual learning between mentor and mentee.

Help the mentee acquire and apply new knowledge, skills and attitudes by explaining, modeling and giving effective examples.
Draw out the mentee's thoughts in culturally appropriate ways.
Listen actively and use encouragement to facilitate growth.
Maintain confidentiality when sharing experiences, discussing issues.
Together with the mentee reflect upon the mentee's performance, help them set clear goals to achieve and articulate when goals are met.
Give and receive sincere feedback about the mentee's performance, behavior and development with care and compassion in a culturally appropriate way, identifying both positive changes based upon strengths as well as areas still needing improvement.
Advocate on behalf of one’s mentees so they have opportunities to get experiences necessary for their growth.

7. Consulting Process Skills

Collaborative process

Collaborative Process: Collaborative processes of discovery and feedback are essential in consulting situations in order to maximise engagement, commitment and to help facilitate change.
Competencies: Is able to facilitate collaborative processes of discovery, feedback and mapping the way forward while consulting.
Components
Organize a process of discovery, data collection, and dialogue that will help analyze the context and expressed needs/problems.
Uses coaching skills to draw out potential solutions balanced with offering advice and feedback in an effective way.
Understands how to promote engagement and address resistance.

Manage meetings which will lead to a plan of action, clearly defining specific assignments needed to implement change.

Implementation and evaluation

Implementation and evaluation: The consulting process needs to work towards equipping the client to carry forward the project independently. At the same time, the consultant is equipped to support implementation and evaluate the success of the implemented changes.
Competencies: Is able to support the implementation and evaluation processes.
Components
Monitor progress during the implementation.
Work towards a situation where the organization/client is equipped to carry forward the project independently of the consultant.
Provide an evaluation of the process/results before withdrawal (including oral feedback and written reports, as appropriate).
Determine and communicate appropriately the extent to which outcomes satisfy the standards agreed upon.
Effectively communicate outcomes in written and oral reporting.

Process set up

Process set up: Understanding the cycle of activities and the allocation of responsibilities at each stage in the consultant process is crucial for good collaboration and for achieving project goals. An effective consultant is able to use the right skills for the right stage in the consultant process.

Competencies: Is able to set up an effective consulting process.
Components
Establish healthy collaborative relationships with individual clients and within an organization.
Listen to and understand the needs that the client/team/organization expresses.
Represent their organization with diplomacy in intra- and inter-organizational projects/consulting processes.
Articulate an understanding of different stages/facets of the consulting process, including contracting (defining the assignment and clarifying roles), discovery, feedback, engagement/implementation, and evaluation.
Use contracting principles to define what is expected of the consultation process, what the boundaries are, what support the consultant requires, and what the consultant and consultee are expected to deliver.

8. Technology for Consulting

Communication and collaboration tools

Communication and collaboration tools: Being able to use communication and collaboration technologies efficiently and appropriately increases effectiveness and reduces work time and costs.
Competencies: Is able to communicate and collaborate effectively through technology.
Components
Use various devices and digital tools to communicate with others.
Use best practices for email and other written communication with others.
Use collaboration tools (e.g. file sharing, track changes, Google, etc.).

Use the internet to find reliable information in the field and share information appropriately.

Data organisation

Data organisation: Stewarding digital content well is essential in order to avoid the negative effects that inappropriate management and sharing of data can have not only on the work of individuals but also on teams and whole communities.
Competencies: Is able to organise, safeguard and share digital content responsibly.
Components
Responsibly maintain digital devices.
Keep data safe and well-organized.
Develop digital content using a variety of software tools appropriate to the domain and geographic area.

9. Program Design and Engagement

Context

Context: Taking account of the sociolinguistic, anthropological, economic, educational, social and spiritual contexts of a language program is essential for creating a sustainable and relevant program.
Competencies: Is able to understand the role of context in the design and effectiveness of a language program.
Components

Apply basic concepts of sociolinguistics, such as variation, identity, multilingualism, attitudes, vitality, etc. to language program design.
Understand the main ideas of some widely-recognized theory of language development.
Articulate the role of community-based language development programs/projects within a broader understanding of poverty and holistic development of a community (health, economics, education, social, spiritual, etc.).
Apply the principle of sustainability in language development and language use, and why sustainability is a desirable goal.
Understand the relevance of relationship building, networking, training, capacity building, infrastructure development, advocacy (both internal and external), and resource-linking to sustainable language development.
Articulate the relevance of multilingualism, urbanization and migration to a BT/SE program .
Articulate and appreciate the role of the church and missions in a BT/SE program.
Use anthropological skills to understand the social structures of the community and its values related to authority, decision-making, and participation.
Takes into account the role these features play in community ownership, sustainability, and program design.

Engagement

Engagement: It is important for a consultant to understand and engage with the processes and dynamics of a language program, so that they are able to contribute effectively alongside the other project participants and stakeholders.
Competencies: Is able to contribute to the program appropriately alongside other participants and stakeholders.
Components
Explain the checks and sign-offs required at different stages of a language program.

Demonstrate appropriate handling of Intellectual Property issues.
Demonstrate understanding of, and positive attitudes towards, the primacy of the language community in its own language development.
Demonstrate a positive attitude towards the stakeholders, partners, and teams related to the project.
Demonstrate an ability to use participatory methods when working with a language community.

Strategic Design

Strategic Design: Familiarity with the elements of program design helps consultants to be aware of strategic and procedural issues that come into play in a program. These will shape their contribution as they work with different partners.
Competencies: Is able to articulate the principles of program design.
Components
Explain general principles, approaches and best practices for designing and developing language programs.
Articulate the features of an Effective Language Program (for example, the conditions of effective Scripture engagement, community engagement and decision-making, among others).
Explain the benefits of involving a variety of technical domains in language development, and the potential consequences of not including each domain in a language development program.
Articulate the key elements of a project funding proposal.
Demonstrate an ability to use participatory methods when working with a language community.

10. Working in a Multicultural Environment

Cross-cultural Communication

Cross-cultural Communication: We work in dynamic and diverse situations with people from different cultural backgrounds. The ability to communicate cross-culturally is essential in collaborating and establishing good relationships.
Competencies: Is able to communicate well cross-culturally.
Components
Identify, understand and adapt to different patterns and preferences of communication.
Become familiar with and adapt to a variety of cross-cultural styles of leading and following.
Communicate and participate effectively in cross-cultural mentoring, training, and project team activities.

Multicultural Working

Multicultural Working: Understanding social and cultural values and group dynamics is essential for effective team-work.
Competencies: Is able to work well with others in multicultural environments.
Components
Account for people's different cultural backgrounds and facilitate positive group dynamics and patterns of working that allow people to contribute more effectively.
Participate effectively in decision-making processes.

Explain how various cultural features and social processes may present both opportunities and challenges in leadership, decision making and relationships when working with a multicultural group or team.
Apply cross-cultural understanding and sensitivity in coaching, mentoring, supervising and training.
Assess and evaluate the work of individuals in a multicultural environment, and communicate that assessment in a timely and culturally appropriate way.
Show respect to leaders and authorities in culturally appropriate ways.

11. Language and Culture

Language use

Language Use: Having an adequate knowledge of languages in the multilingual contexts we work in is essential. Without sufficient mastery of the Language of Wider Communication, effective communication becomes a challenge. It can have a negative impact on our work and the way it is perceived by others.
Competencies: Is able to communicate well in the language(s) used in their context.
Components
Listen and communicate well in the LWC with people from a variety of language communities.
Choose the most appropriate language(s) from their repertoire for each context and be aware of the social implications of their language choice.
Coach and mentor others through the LWC.
Assess and evaluate fairly the work of individuals and project teams in the LWC.

Anthropology

Anthropology: Nurturing our anthropological skills furthers our ability to think and act appropriately. They improve our technical competencies, our effectiveness when partnering with others and enable us to foster community engagement, informed decision-making and ownership.
Competencies: Is able to recognize and understand relevant social and cultural features in order to interact appropriately and work effectively with others.
Components
Be reflexive by critically considering one's own cultural background and how this influences how one relates to and impacts others.
Use appropriate observation and research skills to better understand cross-cultural experiences and situations.
Relate with appropriate cultural awareness, sensitivity and empathy to colleagues and members of the language community, showing respect for the norms of each cultural context in which one interacts.
Give and receive feedback in a culturally appropriate way.
Take appropriate initiative to resolve relationship problems in culturally-sensitive ways.

12. Relating to other organizations

Influencing and Networking

Influencing and Networking: In interactions with other organizations, whether for professional engagement or on behalf of others, it is important to know how to represent one's organizational values as well as the needs and values of language communities.
Competencies: Is able to interact respectfully with people outside one's own organization (whether to learn or to influence).
Components
Represent one's own organizational values with grace and humility.
Communicate appropriately on behalf of projects and local language groups.

Relating to partners

Relating to partners: Respectful communication and the affirmation of organizational values are the basis of good partnerships that can significantly enhance the impact of the work and open up avenues for further learning and innovation.
Competencies: Is able to relate well with partners and to appropriately represent their own organization.
Components
Communicate the importance of a particular domain, and basic concepts in that domain, to someone who does not have much knowledge and/or experience in it.
Affirm the values and operating principles of other organizations (and how they compare to one's own organization).
Influence people in appropriate, authentic and effective ways.

13. Interpersonal Skills

Responsibility

Responsibility: Being able to manage responsibilities and commitments helps to make an effective contribution and to avoid burnout.
Competencies: Is able to effectively manage their responsibilities and commitments.
Components
Balance workload in a healthy way.
Fulfill obligations/achieve agreed upon goals consistently.
Take initiative.
Demonstrate commitment to pursuing holistic personal growth.
Practice accountability to others.

Self-awareness

Self-awareness: The more we are aware of our strengths and weaknesses, the better we are able to contribute as a cohesive member of a team.

Competencies: In relating to others, is aware of their own strengths and weaknesses.
Components
Explain how one's own experiences and personality impact one's thinking, values and behavior.
Demonstrate a positive attitude in all circumstances.
Is aware of how one's own inner dynamics and/or negative patterns affect interactions with others and willing to take steps to address this.
Does not easily take offense.

Social skills

Social Skills: Good social skills are foundational in the workplace. They help to build strong and long-lasting relationships which make for a better work environment and more fruitful collaboration.
Competencies: Is able to communicate and relate well with others.
Components
Being aware of how one's own experiences and personality impact one's thinking, strive to understand the views of others and the different personalities and experiences that influence those views.
Listen to the ideas of others and learn from them.
Respond to comments initiated by others.
Express and receive criticism in constructive ways.
Give advice in a way that motivates others to learn or grow.

Listen attentively to understand what others need and want, and formulate insightful questions.
Show genuine interest in the work of others.
Show respect for the person consulted: that s/he is a learner but also an expert in his/her own domain.
Build personal relationships that extend beyond work situations.
Express appreciation and affirmation for good work and goals met, and so motivate those being consulted.
Resolve conflicts in a way that results in strengthened, positive relationships.
Being aware of how one's own experiences and personality impact one's thinking, strive to understand the views of others and the different personalities and experiences that influence those views.