



DEMAND-CONTROL SCHEMA

Based on the Demand-Control Schema
for Interpreting developed by Robyn
Dean and Robert Pollard
An overview by Helen Eby, Gaucha
Translations
Outline for discussing challenging
situations







Pre-assignment Controls	Environmental Demands	Interpersonal Demands	Assignment Controls
<p><i>Controls that are employed before or in the preparation for the formal assignment</i></p> <ul style="list-style-type: none"> ➤ Education <ul style="list-style-type: none"> Formal (ITP) Informal ➤ Experience <ul style="list-style-type: none"> Work-related Personal ➤ Direct Preparation for the assignment <ul style="list-style-type: none"> Contacts Team Interpreter Consumers Materials/Readings 	<ul style="list-style-type: none"> ➤ Physical surroundings (room temp., chemicals and odors, seating arrangements/sight lines, lighting quality, visual distractions, background noise, space – people, furniture, equipment) ➤ Goal/Purpose of setting ➤ Terminology ➤ Personnel/Clientele (Who's present?) ➤ SAFETY 	<ul style="list-style-type: none"> ➤ Power & personal dynamics ➤ Communication style and goals ➤ Emotional tone or mood ➤ Role & cultural differences ➤ Communication flow (turn-taking, etc...) ➤ Relationship nuances (new, familiar, intimate, tension, power, etc...) ➤ "thought worlds" 	<p><i>Controls that are employed during the interpreting assignment</i></p> <ul style="list-style-type: none"> ➤ Acknowledgments ➤ Self-talk ➤ Direct Interventions ➤ Adjusted Translations ➤ Prior Relationships ➤ Code of Ethics ➤ Role Metaphors
	Paralinguistic Demands	Intrapersonal Demands	
	<ul style="list-style-type: none"> ➤ Idiosyncrasies of speaking/signing ➤ Volume/Sign Space ➤ Pace ➤ Accents/Regional Signs ➤ Clarity of speech/signs ➤ Physical position ➤ Physical or cognitive limitations 	<ul style="list-style-type: none"> ➤ Feelings or ruminations one may have about own safety, interpreting performance, liability, the people and the dynamics, the environment ➤ Physiological distractions ➤ Psychological responses or distractions ➤ Availability of supervision and support ➤ Anonymity and isolation 	

Post-Assignment Controls

Controls that are employed after the assignment

- Debriefing/Venting with support system
- Self-Care
- Follow-up with people involved, with further education, with referring party
- Supervision: Formal with supervisor; Informal with colleagues



DEMANDS

Challenges the interpreter must meet.

All interpreters meet the same demands.

The demands simply are. In other settings they would be called requirements, specifications...

CONTROLS: THEY RESULT IN NEW DEMANDS!

The interpreter's

Skills, knowledge, experience

Decisions and actions

Tools

Characteristics:

Range from liberal to conservative

There are many good controls for each demand.

TIMING OF DEMANDS



TIMING:



PRE-
ASSIGNMENT



DURING THE
ASSIGNMENT



POST-
ASSIGNMENT

QUESTIONS ABOUT DEMANDS



How does this control affect the goal of the session?



What new demands does this control create?



Is this control consistent with the goal of the environment?

PRE- ASSIGNMENT CONTROLS

Controls employed before or in the preparation for the formal assignment

- Education
- Experience
- Direct preparation

TYPES OF DEMANDS: ENVIRONMENTAL

Physical surroundings (Room temperature, odors, seating arrangements and sight lines, lighting, visual distractions, background noise, equipment, etc.)

Goal/purpose of the setting

Terminology

Who is present?

SAFETY



TYPES OF DEMANDS: INTERPERSONAL

Power and personal dynamics

Communication style and goals

Emotional tone or mood

Communication flow (turn-taking, etc.)

Relationship nuances

TYPES OF DEMANDS: INTRAPERSONAL



Feelings you may have, interpreting performance, liability, etc.



Physiological distractions



Psychological responses or distractions



Availability of support



Anonymity and isolation

TYPES OF DEMANDS: PARALINGUISTIC

Idiosyncrasies of speaking/signing

Volume or sign space

Pace

Accents

Clarity of speech/signs

Physical position

Physical or cognitive limitations

PRE-ASSIGNMENT CONTROLS

Controls employed before or in preparation for the assignment.

- Education:
 - formal
 - informal
- Experience:
 - work-related
 - personal
- Direct preparation for the assignment:
 - Contacts
 - Team interpreter
 - Consumers
 - Materials/readings



ASSIGNMENT CONTROLS

Employed during the assignment

Acknowledgments

Self-talk

Direct interventions

Adjusted translations

Prior relationships

Code of ethics

Role metaphors

POST- ASSIGNMENT CONTROLS



Employed after the assignment



Debriefing/venting with support system



Self-care



Follow-up

with people involved
with further education
with referring party



Discussion:

Formal with supervisor
Informal with colleagues

PRE-ASSIGNMENT CONTROLS	ENVIRONMENTAL DEMANDS	INTERPERSONAL DEMANDS	ASSIGNMENT CONTROLS
<p>CONTROLS THAT ARE EMPLOYED BEFORE OR IN THE PREPARATION FOR THE FORMAL ASSIGNMENT</p> <ul style="list-style-type: none"> ➤ EDUCATION FORMAL (ITP) INFORMAL ➤ EXPERIENCE WORK-RELATED PERSONAL ➤ DIRECT PREPARATION FOR THE ASSIGNMENT CONTACTS TEAM INTERPRETER CONSUMERS MATERIALS/READINGS 	<ul style="list-style-type: none"> ➤ PHYSICAL SURROUNDINGS (ROOM TEMP., CHEMICALS AND ODORS, SEATING ARRANGEMENTS/SIGHT LINES, LIGHTING QUALITY, VISUAL DISTRACTIONS, BACKGROUND NOISE, SPACE – PEOPLE, FURNITURE, EQUIPMENT) ➤ GOAL/PURPOSE OF SETTING ➤ TERMINOLOGY ➤ PERSONNEL/CLIENTELE (WHO'S PRESENT?) ➤ SAFETY <p>Paralinguistic Demands</p> <ul style="list-style-type: none"> ➤ Idiosyncrasies of speaking/signing ➤ Volume/Sign Space ➤ Pace ➤ Accents/Regional Signs ➤ Clarity of speech/signs ➤ Physical position ➤ Physical or cognitive limitations 	<ul style="list-style-type: none"> ➤ POWER & PERSONAL DYNAMICS ➤ COMMUNICATION STYLE AND GOALS ➤ EMOTIONAL TONE OR MOOD ➤ ROLE & CULTURAL DIFFERENCES ➤ COMMUNICATION FLOW (TURN-TAKING, ETC...) ➤ RELATIONSHIP NUANCES (NEW, FAMILIAR, INTIMATE, TENSION, POWER, ETC...) ➤ "THOUGHT WORLDS" <p>Intrapersonal Demands</p> <ul style="list-style-type: none"> ➤ Feelings or ruminations one may have about own safety, interpreting performance, liability, the people and the dynamics, the environment ➤ Physiological distractions ➤ Psychological responses or distractions ➤ Availability of supervision and support ➤ Anonymity and isolation 	<p>CONTROLS THAT ARE EMPLOYED DURING THE INTERPRETING ASSIGNMENT</p> <ul style="list-style-type: none"> ➤ ACKNOWLEDGMENTS ➤ SELF-TALK ➤ DIRECT INTERVENTIONS ➤ ADJUSTED TRANSLATIONS ➤ PRIOR RELATIONSHIPS ➤ CODE OF ETHICS ➤ ROLE METAPHORS

Post-Assignment Controls

Controls that are employed after the assignment

- Debriefing/Venting with support system
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Based on the Demand-Control Schema for Interpreting developed by Robyn Dean and Robert Pollard (graphic by Lentha Zinsky)



**Revegetation
Area**

Plants grow by the inch
and die by the foot.





CONTEXT FOR DISCUSSION

This is just a framework for interpreters to have discussions about issues that come up in interpreting settings.

Using this framework helps keep the focus on learning from the situation without breaking confidentiality.

All participants must be committed to confidentiality, respecting all parties (those present and those being talked about).

This discussion happens within the framework of the ethical canons and standards of practice of our profession.

SOME CHALLENGING SETTINGS

I was interpreting but the mic was not working. How do I prevent this in the future?

I know I will have to interpret a recorded speech simultaneously.

The parties are getting more and more upset because of a misunderstanding.

I am allergic to scented products. The room smells of one of the spices that make me dizzy when I smell it.

Heavy accents that we are not accustomed to.

Speakers that exceed our memory capacity.

DISCUSS CHALLENGING SITUATIONS

This time is set for participants to share challenging situations in an interpreting encounter and discuss them according to the ideas presented previously.



STAY IN TOUCH!

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