



Distance Opportunities for
Interpreter Training Center

ASL - English Interpretation, B.A.

Study Guide

INTR 406

Leadership in Interpreting

Fall 2008

Distance Opportunities for Interpreter Training Center (DO IT Center), University of Northern Colorado

Copyright © 2008 by the DO IT Center, University of Northern Colorado

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the UNC-DO IT Center

Any interpreter participating in the UNC-DO IT Center Programs must understand that the University of Northern Colorado and individual faculty members are not responsible for the interpreter's success or failure in achieving completion of the Program.

The University, its employees, and private individuals who work with the DO IT Center declare that they do not discriminate on the basis of race, color, national origin, creed, gender, sexual orientation, or disability.

DO IT Center
UNC @ Lowry Campus
1059 Alton Way, Box 7
Denver, CO 80230

1-866-885-6087

<http://www.unco.edu/DOIT>

Table of Contents

Course Overview	1
Purpose	1
Impact	1
Objectives.....	1
Required Text/Readings	2
Textbooks	2
Readings	2
Course Preview.....	3
Lesson Outlines	3
Course Roadmap	5
Assignments	8
Course Summary.....	9

Course Overview

Purpose

The purpose of this course is to introduce a variety of leadership approaches and models, to examine the history of leadership in the field of interpreting in light of these approaches and models, to explore the relationship between leadership and changes the field is facing, to assess one's values and leadership style and to consider the ethics of leadership.

Impact

The field of interpreting is changing at an unprecedented rate – and the need for leaders who can encourage individual and organizational growth is on the rise. Understanding leadership theory, its application to the field of interpreting, current change efforts, and opportunities for leadership within the field will equip interpreters with many of the tools needed to affect positive change.

Objectives

By the end of this course, you will be able to:

- Identify and discuss a variety of leadership theories as they apply to the field of interpreting; past and present.
- Identify and discuss current issues and change efforts in the field of interpreting, and underlying historical factors affecting these issues and efforts.
- Identify one's own values and leadership style in relation to a variety of assessment tools and exercises.
- Examine the implications of one's leadership style as it pertains to the nature of leadership within interpreting.
- Identify and discuss opportunities for leadership within the field of interpreting at the local, state and national level.
- Apply knowledge of leadership theory to the analysis of leadership case studies within the field of interpreting.
- Identify and discuss models of leadership best suited for the field of interpreting.
- Examine and discuss ethical considerations for leaders in the field of interpreting.

Required Text/Readings

Textbooks

Northouse, P.G. (2004). *Leadership Theory and Practice*. Thousand Oaks, CA: Sage Publications.

Media

Silver Moments 1964-1989 Videotape, (1989). RID Publications: Silver Spring, MD. (Available for sale at RID website).

Readings (available at the Library website)

1. Daft, R.L. (2005). *The Leadership Experience*. (pp. 1-32). Canada: Thomson South-Western.
2. Fant, L. (1989). *Silver Threads: A Personal Look at the First Twenty-Five Years of the Registry of Interpreters for the Deaf* (pp. 1-57). Rockville, MD: RID Publications.
3. Witter-Merithew, A. & Johnson, L. (2004). Market Disorder within the Field of Sign Language Interpreting: Professionalization Implications. In D. Watson (Ed.), *Journal of Interpretation*, RID Press, pp. 19-55.
4. Brunson, J.L. (2006). Commentary on the Professional Status of Sign Language Interpreters: An Alternative Perspective. In D. Watson (Ed.), *Journal of Interpretation*. RID Press, pp. 1-10.
5. Cook, L. & Rothwell, B. (2000). Leadership Brainwaves. In *The X & Y of leadership: How men and women make a difference at work* (pp. 65-81). Spiro Press.
6. Gallagher, C. & Golant, S. (2000). Fifteen proven strategies that will advance your career. *In going to the top*. Penguin Books.

Additional Materials from Prior Courses

You received this textbook in the portfolio course.

7. Witter-Merithew, A. & Johnson, L. (2005). *Toward Competent Practice: Conversations with Stakeholders*. Alexandria, VA: RID Publications.

Course Preview

During this course you will explore a variety of leadership approaches, theories and models. You will examine the history of leadership within the field, current issues and change efforts before the field, and the potential application of leadership theory to these issues and efforts. You will also identify your values as they pertain to leadership, identify your leadership style, and assess what style adjustments you may need to make in order to become a successful leader in the field.

Lesson Outlines

Lesson 1 - Introduction to Leadership

- Leadership defined – different views of leadership
- Core components of leadership as a process
- Position versus personal power
- Relationship between leadership and coercion
- Trait versus process and assigned versus emergent
- Difference between leadership and management
- Introduction to RID, CIT, NAJIT, and ATA
- Opportunities for leadership

Lesson 2 - Culture, History & Professionalization

- Founding mindset, leadership paradigm and organizational culture
- Changing view of the interpreting task, deafness and ASL
- Changing demographics of interpreters
- Importance of organizational philosophy
- Current views on the professionalization of the field
- Impact of historical organizational culture and leadership on today's change efforts and professionalization
- Impact of legislation on interpreting services and interpreter education
- Current concerns in interpreter education

Lesson 3 - Approaches to Leadership & Current Issues

- Trait Approach
- Skills Approach
- Style Approach
- Situational Approach
- Identification of current issues in the field
- Relationship between leadership approaches and current issues in the field

Lesson 4 - Leadership Theory

- Contingency Theory
- Path-Goal Theory
- Leader-Member Exchange Theory
- Relationship between organizational history, leadership theory and current issues
- Values identification

Lesson 5 - Models of Leadership




- Transformational Leadership
- Team Leadership
- Leadership as a relationship between leaders and followers
- Leadership in action – panel discussion
- Leadership in action – personal interview







Lesson 6 - Additional Leadership Considerations








- Considerations for women in leadership including tendencies and barriers
- Differences in male and female brains and leadership styles
- Correlation between leadership approaches, theories and models and gender
- Leadership ethics; principles and perspectives
- Next steps – tips for leadership success

Course Roadmap

Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading and non-web activities (readings, videotapes, etc.) Dates before or next to any activity indicate specific dates for that item.

Points	Dates	Activities		Done!
Lesson 1 - Introduction to Leadership				
	8/25	1.1	Blackboard Introduction: Post an introduction in the online discussion addressing your goals in this class and the importance of this topic as it applies to your career as an interpreter.	<input type="checkbox"/>
	8/26	1.2	Textbook & PPT: <i>Leadership Theory and Practice</i> , Introduction (pp. 1-13)	<input type="checkbox"/>
		1.3	Reading #1: <i>The Leadership Experience</i> , pp. 1-32	<input type="checkbox"/>
	8/27-8/28	1.4	Web Activity: Visit the websites of several Interpreter organizations: RID, CIT, NAJIT, ATA.	<input type="checkbox"/>
	8/28-9/2	1.5	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
	9/3-9/7	1.6	Assignment 2A: Leadership Opportunity Identification. Identify local and state interpreting organizations and opportunities for leadership within these organizations. Post findings. (Assignment 2A.)	<input type="checkbox"/>
Lesson 2 - Culture, History & Professionalization				
	9/8	2.1	Reading #2: <i>Silver Threads</i> , pp. 1-57.	<input type="checkbox"/>
		2.2	Silver Moments VideoTape	<input type="checkbox"/>
	9/10	2.3	Reading #3: “Market Disorder Within the Field of Sign Language Interpreting”, pp. 19-55.	<input type="checkbox"/>
	9/11	2.4	Reading #4: “Commentary on the Professional Status of Sign Language Interpreters”, pp. 1-10.	<input type="checkbox"/>

Points	Dates	Activities		Done!
	9/12	2.5	Reading #7 & Lecture: <i>Toward Competent Practice: Conversations with Stakeholders</i> , pp.11-20.	<input type="checkbox"/>
	9/12-20	2.6	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
Lesson 3 - Approaches to Leadership & Current Issues				
	9/22	3.1	Textbook: <i>Leadership Theory and Practice</i> , Chapters 2-5.	<input type="checkbox"/>
	9/23-25	3.2	Questionnaires and Inventories #1-4 in <i>Leadership Theory and Practice</i> : pp. 31, 61, 82 & 103-104.	<input type="checkbox"/>
	9/26-9/29	3.3	Publication Review: Two recent (within the last six months) copies of the <i>RID Views</i> .	<input type="checkbox"/>
	9/30	3.4	Web Activity: Revisit both the RID and CIT websites to glean an understanding of current issues.	<input type="checkbox"/>
	10/1-3	3.5	Assignment 2B: Current Issue Posting. Post findings on the current issues identified in 3.3 and 3.4.	<input type="checkbox"/>
	10/3-6	3.6	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
Lesson 4 - Leadership Theory				
	10/6	4.1	Textbook: <i>Leadership Theory and Practice</i> , Chapter 6-8.	<input type="checkbox"/>
	10/7-8	4.2	Questionnaires and Inventories #5-7 in <i>Leadership Theory and Practice</i> : pp. 120, 142 & 165.	<input type="checkbox"/>
	10/9-13	4.3	Assignment 2C: Personal Values Exercise. Write your own Tribute!	<input type="checkbox"/>
	10/13-15	4.4	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
	10/25		Assignment 3: Research project due	<input type="checkbox"/>

Points	Dates	Activities		Done!
Lesson 5 - Models of Leadership				
	10/27	5.1	Textbook: <i>Leadership Theory and Practice</i> , Chapter 9-10.	<input type="checkbox"/>
	10/28-29	5.2	Questionnaires and Inventories #8-9 in <i>Leadership Theory and Practice</i> : pp. 196 & 231.	<input type="checkbox"/>
 	10/30-11/3	5.3	Leadership Panel: Participate in a facilitated audio conference. Assignment 2D: post responses to accompanying questionnaire.	<input type="checkbox"/>
	11/10	5.4	Assignment 2E: Leadership Interview. Conduct a phone or face-to-face interview with a leader in the field regarding their leadership style and current change efforts. Post results.	<input type="checkbox"/>
	11/3-10	5.5	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
	11/14		Assignment 4: Report on leadership inventories due.	<input type="checkbox"/>
Lesson 6 - Additional Leadership Considerations				
	11/17	6.1	Textbook: <i>Leadership Theory and Practice</i> , Chapter 12 Reading #5: <i>The X & Y of leadership: How men and women make a difference at work</i> , pp. 65-81.	<input type="checkbox"/>
	11/18-19	6.2	Textbook & Guest Speaker: <i>Leadership Theory and Practice</i> , Chapter 13 & participate in a guest speaker session on Ethical Leadership.	<input type="checkbox"/>
	11/20	6.3	Reading #6: <i>Fifteen proven strategies that will advance your career.</i>	<input type="checkbox"/>
	11/21-24	6.4	Online Discussion: Post responses to two (2) thought questions, and respond to at least two (2) of your peers.	<input type="checkbox"/>
	12/10		Assignment 5: Submit a case study analysis of one of the two cases presented.	<input type="checkbox"/>
	12/12		Complete online course evaluation.	<input type="checkbox"/>
End of Semester			Congratulations!	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Pts	Due
Assignment 1	Online Discussions: Generate 12 original responses to study questions relating to the course readings and activities. Respond to at least 12 postings by online peers. Additional postings are encouraged to foster the greatest degree of learning and participation possible. However, only 12 original and 12 response postings will be graded. Each posting is worth 1 point; the online introduction is worth 1 point.	25	Ongoing
Assignment 2	Additional Postings: Post findings on the following topics: A. leadership opportunities B. current issues C. values exercise D. leadership panel E. leadership interview Each posting is worth 3 points.	15	Ongoing
Assignment 3	Research Project: Select a significant issue in the field of interpreting. Submit a research project that examines and addresses the historical factors affecting the issue chosen as well as the subsequent effect of those factors on current leadership initiatives. Then apply two leadership approaches /theories to the issue and discuss the ramifications of leading the issue from these two paradigms.	20	10/25
Assignment 4	Assessment and Values Profile: Prepare a comprehensive assessment profile that reports the results of the various leadership inventories, the correlation between these inventories and personal values, and the possible leadership venues in which you may be best suited.	15	11/14
Assignment 5	Case Study Analysis: Analyze one of two proposed case studies, apply one of two leadership models to the situation and discuss considerations for ethical leadership. Provide specific examples to illustrate understanding of the concepts and strategies associated with the specific leadership model.	25	12/10

Course Summary

Conclusion

During this course you have been introduced to several different ways to view, think about and employ leadership. You have examined the history of leadership within the field as well as assessed the current leadership structure within professional interpreting related organizations. You have assessed your own leadership style, explored the issues that are impacting the field and applied leadership approaches, theories and models to these issues. Finally, you have examined the challenges of female leadership, identified opportunities for leadership, and defined ethical considerations for leaders in our field.

Key Points

- Leadership can be viewed in many different ways; however, leadership as it applies to the field of sign language interpreting may best be viewed as a process.
- Leadership within the field has not always been viewed as a process. Once a leadership paradigm is established it can be very difficult to change.
- Leadership is a process that must be entered into consciously, with as complete an understanding of one's values and leadership style as possible. The skills and knowledge required for any given role should be weighed in relation to one's own skills and knowledge.
- The issues that the field is currently facing require strong, ethical leadership by those who possess a passion for both the field and the larger community.
- The application of leadership approaches, theories and models can provide leaders tools to manage the multitude of challenges currently facing our field professionally.
- There are a whole host of leadership opportunities on a local, state, regional and national level – each one of us can make a difference!

Instructional Design Team

Leilani J. Johnson, Ed.D.
Director, DO IT Center
leilani.johnson@unco.edu

Anna Witter-Merithew, M.Ed.
Assistant Director, DO IT Center
anna.witter-merithew@unco.edu

Sherri Lancton, MBA, M.A.
Instructional Designer
sherri.lancton@unco.edu

Laurie Bolster, Ph.D.
Subject Matter Expert/Editor
laurie.bolster@unco.edu

Subject Matter Expert

Amie Seiberlich, M.A.
RID: CI, CT, NAD IV
Leadership Institute: for Interpreters
<http://www.leadershipinstitute.biz>

Office Staff

LaNae Phillips
Instructional Coordinator
lanae.phillips@unco.edu

Gertrude Dathe
Materials and Resources Assistant
gertrude.dathe@unco.edu

Sherry Schriver
Resource and Logistics Assistant
sherry.schrive@unco.edu

Susan Brown
Administrative Coordinator
susan.brown@unco.edu

Timothy Chevalier
Outreach Specialist
Timothy.chevalier@unco.edu



Distance Opportunities for
Interpreter Training Center

UNIVERSITY of
NORTHERN COLORADO

