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Do we play well with others? Personalities and interpersonal interactions among signed language interpreters

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Do We Play Well with Others? Personalities and Interpersonal Interactions
Among Signed Language Interpreters

By
Sarah Hewlett
A thesis submitted to
Western Oregon University

In partial fulfillment of the
requirements for the degree of:

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EVALUATION PAGE

The undersigned members of the Graduate Faculty of Western Oregon University
have examined the enclosed thesis entitled:

**Do We Play Well with Others? Personalities and Interpersonal Interactions
Among Signed Language Interpreters**

Presented by: Sarah Lynn Hewlett

A candidate for the degree of: Master of Arts, Interpreting Studies

And hereby certify that in our opinion it is worthy of acceptance in partial fulfillment
of the requirements for this master's degree.

Date: <u>May 21, 2013</u>

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ACKNOWLEGMENTS

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ABSTRACT

**Do We Play Well With Others? Personalities and Interpersonal Interactions
Among Signed Language Interpreters**

By

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Western Oregon University
May 21, 2013

The aim of this study was to collect information from spoken/signed language interpreters about

their own personalities and what personality traits they appreciate and do not appreciate in other

professionals. By asking respondents about their feelings toward working with others, this

research will take a pulse of the current morale in the field. Initially, the hypothesis was that the

morale of the profession is negatively affected by the interpersonal communication conflicts

interpreters experience as a result of different personality styles not meshing well. Data was

collected through a questionnaire in which 127 responses were obtained from all over the United

States, as well as a few respondents from two other countries. Research revealed that interpreters

dislike common traits in peers, but because there is no standard approach to deal with tension

between colleagues as it is a sensitive subject, the morale of the field is at a tipping point. Since

there is very little research about interpersonal relationships between team members in the

signed/spoken language interpreting and spoken language interpreting professions, literature was

reviewed that focused on personality characteristics that make for good interpreters,

interpersonal communication, and tension. The data collected from the questionnaire, as well as

the literature reviewed, suggest that while there is a diverse range of personalities and

preferences within the signed/spoken language interpreting field, and some of the diversity is

appreciated, some is detrimental to work and esteem. Also, the results of this study suggest that

interpreters may not be self-aware in regard to how we come across to others.

INTRODUCTION

Background

  After just five years working as an interpreter, I have had the honor of working with some incredibly smart, creative, and committed professionals. I have also had the opportunity to work with some challenging personalities who have left me feeling small, ignored, belittled, or just stumped as to what just happened. My interpersonal experiences with different interpreters have given me something to wonder and theorize about, but the fact is that I am still perplexed about some of these interactions. After sharing some of these struggles with others, I was comforted in knowing that it was not just me who had difficulties as a new interpreter, and it was seemingly not being new that was the stem of my interpersonal troubles. Seasoned interpreters were also confiding similar experiences in regard to differences in personality. Knowing that personality clashes occur in all fields, not just in the interpreting field, I wondered if investigating individual preferences about the kinds of personalities interpreters would like to work with would be pointless. Ultimately, this type of study was exactly what needed to be done. Documenting interpreters' feelings is necessary because they affect the morale of the field.

  The way that people communicate with one another is fascinating and illuminates much about personality. Even if communication is received in an unintended way, the personality assigned to the communicator is just as real as the intended personality (Tannen, 1986; Vangelisti & Young, 2000). Do interpreters think out loud with team members? Do interpreters communicate anything to them at all? What interpreters choose to say and how they say it is not just important in the moment. Messages stick with the receiver and can have a long term effect on their attitude toward colleagues and the interpreting field (Vangelisti & Young, 2000).

Ott (2013) conducted research on the topic of interpersonal communication among signed language interpreters. She posited that newer interpreters and more experienced interpreters experience intergenerational conflict, but she found an even more concerning trend, that there is evidence of horizontal violence in the interpreting profession. Freire (1992) defines horizontal violence as "striking out at their own comrades for the pettiest reasons" (p. 48). This was the only study about the specific topic of interpersonal communication in the interpreting field. Since playing nicely with others is a big part of an interpreter's job, one might think that the topic of interpersonal interaction must have been addressed in literature previously, so finding that there was only one research study on the topic was surprising.

Other research topics explored included personality traits among interpreters and personality and interpersonal communication. There were a few studies, which will be discussed in the literature review, done focusing on characteristics that make for a good interpreter in terms of being able to do the task of transferring meaning between two languages instead of the desired topic of playing well with others. The findings from such studies are still beneficial for the scope of this research because having the ability to do the interpreting task will affect how colleagues perceive other interpreters holistically.

My own personal experience would be the starting place for the hypothesis due to little research directly related to the topic of interpersonal communications. I hypothesized that while we do find friendly support from peers in the field of signed language/
spoken language interpreting, there are specific personality groups whose interpersonal communication skills cause opposing personalities to stifle angst; thus having a negative effect on interpreters' morale.

Deciding on an appropriate approach to explore this topic was a struggle. Needing a research question, conversations took place with professors, classmates, and other professionals to help find direction. Most everyone had their own stories to share or understanding nods and "mm-hms" while I spoke of experiences that inspired my research interests. Two main questions were determined for gathering data. The first question was, "Is there evidence of interpersonal conflict based on personality among interpreters?" This question was to get a descriptive telling from as many individuals as possible about their own perceptions on the root of conflict in the field. The second research question was, "What is the current morale level amongst interpreters?" A qualitative methodology was used so that interpreters' own words would be documented, and any trends among respondent's descriptions could be deciphered. Since this is a new topic to be formally addressed, but not a new experience to be had, letting participants freely describe their experiences would give a better sense of the community's unfiltered feelings, therefore capturing the state of the professional morale would be more accurate and rich. Once this introductory research has been done and there are some positive characteristics and negative characteristics that are recorded, several quantitative studies could branch off to explore different focused facets of what this current research is introducing.

Statement of the Problem

It was hypothesized that while interpreters do find friendly support from peers in the field of signed language/spoken language interpreting, there are specific personality groups whose interpersonal communication skills cause opposing personalities to stifle angst; thus having a negative effect on the morale of the field. Basically, some interpreters do not play well with others. Interpreters who have learned the skill of stifling their tension and putting on a good face, not confronting the colleague to keep the peace, are walking around with a smile and a jaded

esteem. Personal anecdotal experiences led to researching interpersonal interactions among interpreters, and efforts were made to collect and analyze data in a way that minimized my obvious bias.

It is important for readers to note that this research began because of experiences working with some interpreters who, really, just rubbed me the wrong way. We could get along just fine, but probably only because thoughts were kept to myself. Complaints were kept private. I convinced myself that I was just being picky. Rarely were issues brought up with the difficult personalities for several reasons, one of which was because I assumed the difficult personalities were defensive and closed-minded. That assumption was a disservice to interpreters in the field and only made the problem worse by not interceding, but once I started talking about my experiences I realized I was not alone. It is possible that the signed/spoken language interpreter species is probably still in existence because of those individuals who have adapted to putting on a smiling face and taking one for the team. Often, the peacekeepers are scarred. Who is inflicting the wounds?

Choosing a qualitative methodology was essentially a process of asking a few questions and letting the surveyed population discuss whatever was on their minds. While the questions asked about personality styles, when participants had a problem with the field, it came up in several of their responses, whether specifically asked for or not. Through this process, the data revealed what there was to be found. While it was confirmed that there are personality conflicts among interpreters, there is a troubling trend that professionals are not self-aware. Also, some interpreters simply do not play well with others. What do we do with these rogue interpreters, those who do not play well with others and who have a reputation as a difficult personality? Is

the negative effect on the morale of the field strong enough that there should be an intervention? Does confrontation fuel the flame?

Purpose of the Study

Since there is little research about how interpreters' interpersonal communication skill sets are connected to personality, and how certain personalities have a negative effect on the morale of the field, this study is a starting point for many more to come. Without a doubt, the production of interpretations is the foundation of an interpreter's work. Interpreters work between languages and cultures, and there is an undeniable need to focus on hard skills to facilitate communication between consumers. That being said, the ability to be civil with colleagues and communicate interpersonally in a way that shows respect and curiosity about team members is paramount to a healthy morale, and others would agree (Ott, 2013; Dean & Pollard, 2001). We often depend on colleagues to get a job done, and if we cannot play nicely, or at least try really hard to play nicely, then that is grounds for some self-reflection to see if harm is being done.

The preferences interpreters have for which personality characteristics they would like to see in their colleagues will hopefully encourage interpreters to reflect upon themselves and become more self-aware. There seems to be a group of Rogue Interpreters that negatively effect how others feel. These Rogue Interpreters might be different for everybody, but perhaps there are enough correlations between individuals' descriptions of this group so that a core set of characteristics can be identified as being the foundation for much tension. This research will lead to many more questions about personality and interpersonal interactions among interpreters that can be explored and used for professional growth, screening processes for interpreter preparation programs, and curriculum adjustments.

Theoretical Basis and Organization

Not having much guidance from other literature specific to interpreters and interpersonal communication among them, related works on topics such as personality, personality traits that make for a good interpreter, interpersonal communication, and tension were reviewed. After building a knowledge base on these topics, a questionnaire was designed as the instrument to collect data from a population of interpreting students, professionals, and educators. Once data was collected and indicated that interpreters do indeed experience interpersonal conflict with colleagues on the job as a result of specific characteristics, literature about tension and venting was reviewed.

A qualitative approach was taken to collect data. Since this study is one of the first of its kind, starting with a descriptive approach is wise. (Gay & Airasian, 2003). One of the goals of this research was to get descriptions of experiences with personalities from interpreters, and the qualitative methodology depends on descriptions (Gay & Airasian, 2003). Each question in the questionnaire was an open field where participants could write freely instead of choosing an answer from a list.

The open coding method and grounded theory were used to analyze responses. Patterns and overarching themes were revealed through constantly comparing and adjusting the codes assigned to responses (Strauss & Corbin, 1998; Glaser & Strauss, 1967). The process of assigning codes and allowing them to change through constant comparison (McMilan & Schumacher, 2009) is necessary if the researcher wants to establish data driven themes.

After analyzing the data from the 29 total questions, a few questions were selected for primary focus. These questions asked respondents about self-perceptions of their own personalities, how they believe others perceive them, times when they have felt tension, and

what they do with frustration and positive feelings towards colleagues. The correlations across the board were notable. No group, whether it was brand new or more experienced interpreters, appreciates an inflexible, egotistical, closed-minded, competitive interpreter. Most all respondents report disliking these traits, so clearly these interpreters exist and are leaving their mark. They cause conflict, resulting in negative feelings without the problem diminishing. In fact, confronting the problem may fuel the flame, because many report to not see the confrontation as worth the hassle. So stand back, because the explosion is not worth the effort of putting out the annoying flame. Or so we think.

Methodological Strengths

This study is one of the first of its kind. Intergenerational interpersonal communication research in the field of signed language interpreting has recently been undertaken by Ott (2013), and her findings have several correlations. My study is coupled with personality perceptions as well, making it a new area to be explored. The newness of this topic makes it a good match for the open coding methodology so that the data can reveal its themes through individual perspectives that will lead to overarching trends. Using open ended questions was deliberate as "[they] may re-emerge in web self-administered surveys as an effective format for collecting thick, rich, descriptive information from respondents" (Smyth, Dillman, Christian, & McBride, 2009.) While this sample of data and its conclusions may not be applied universally (Williams & Chesterman, 2002), the series of patterns that surfaced can indicate that there are common feelings held by groups of people.

Besides the strength of using the open coding methodology, the design of the survey allowed the researcher to reach a large population and it was designed to be somewhat like an interview, but less personal in that identities were kept confidential. The confidentiality piece,

while still getting interview-like responses, was important for getting honest answers. Etchegaray & Fischer (2010) remark:

> [Making] a survey anonymous might make participants more likely to participate because they know that there are no follow-up surveys. It is also believed that anonymity makes people more likely to provide honest responses, because they do not fear repercussions from those analyzing the survey responses. (p. 12)

While it was considered during the planning phase of this research study to hold interviews with participants whose identities would be revealed to the researcher, there was value found in doing an anonymous survey for the simple fact that respondents may have been less censored, leading to interesting, and, perhaps, more honest, data.

While open coding at first seems random and without clear categories, the process of exploring data and waiting for themes to emerge is an accepted research process that many have used to explore new areas of research.

The decision to have the survey be anonymous and through a website platform was twofold. One, it was a streamlined way to collect data, but the decision to do a survey instead of personal interviews was a tough decision to make. While the researcher was interested in contacting individuals to conduct deep interviews, it was decided that there might be too much influence if there was direct communication between participants and interviewees during the data collection process. Having a static survey mitigated some of the influence from the primary investigator. While each respondent to the survey did have the opportunity to contact me, it was unnecessary in most cases.

Another methodological strength was the scope of the population. Interpreters and interpreting students responded from twenty states nationwide, and there were even six

respondents from three other countries. While the results of this study cannot be generalized to the entire population of interpreters in the nation, having representation from a variety of locations removes the possibility of having too much of one location influence the results.

Methodological Limitations

There are a few limitations that are apparent in this study. The Registry of Interpreters for the Deaf (RID) has a membership of more than 16,000 individuals (Registry of Interpreters for the Deaf), but this survey was not sent to the entire RID listserv. A reasonable estimate of the number of interpreters informed about the survey is 500. Personal contacts were utilized and several contacted interpreters also spread the word. The sample size of 127 participants who responded to this study is a 25% representation. Of the 181 people who opened the survey, 73% of them participated; however, the total response rate overall left something to be desired. This could have been less of a limitation if contact lists were obtained from RID instead of relying on personal contacts to disperse the questionnaire through e-mail and social media websites.

There were twenty states and a total of four countries represented in this data, but qualitative research cannot be generalized to the full population of signed language/spoken language interpreters. While remarks can be posited about the sample size and their feelings about personalities and interpersonal communication, that is as far as it can go. It is natural, however, to take this data and feel compelled to say "all interpreters think this" or "all interpreters think that" but until more research is done in this area, we are limited to focusing on the sample size of 127 respondents from twenty states and three countries, and making statements only about that group of people. Williams and Chesterman (2002) emphasize the goal of qualitative research is to "lead to conclusions about what is possible, what can happen, or what can happen at least sometimes; it does not allow conclusions about what is probable,

general, or universal" (p. 64). It is unrealistic to generalize the findings of this study.

This study was done to take the pulse of the interpreting population and see where interpreters are in terms of personality perceptions, preferences, and morale. Results found in this study are only representative of the participating population, serving as a good starting place to conduct more extensive research leading to overarching facts about the entire population of interpreters.

Another methodological limitation is that the approach was very broad. Many discoveries were made that were just as interesting as, and, perhaps, more profound than the original goal. For example, many respondents spoke about their feelings of intimidation, nervousness, and excitement when asked how they felt about working with more experienced interpreters. Numerous comments were made about how more experienced interpreters tended to be set in their ways and had a take-charge attitude about a situation, which was described as being off-putting. This generational information is intriguing, but not in the original scope of the study. While there were questions related to working with interpreters of various generations on the questionnaire, the questions were designed with hopes to glean information about the respondents' attitude toward colleagues, and not as a way to collect data about the more experienced or new interpreter. Since the study was developed with hopes of understanding what kinds of personalities are in the interpreting field and what they value in communication, it may have been valuable to also focus on the generational piece as well so that findings were more specific.

At last, it is important to understand that as the researcher, I will have an influence on the study. As the one who devised the questions, reviewed literature, analyzed the data, and wrote this final thesis, all the ideas presented here are filtered through my experiences. The fact that I

even chose the to research personality traits and interpersonal communication skills is rooted in my experiences that left me pondering these topics and the importance of their effect on the professional morale of interpreters. I have seen interpreters whose days are made or destroyed depending on the kinds of interactions they had with colleagues earlier in the day. I have left jobs feeling like "Superwoman" or "Bad Luck Brian" simply on the kinds of interactions I had with other personalities and how they communicated with me. The factors influenced my reading of survey responses and even the analysis process. While one of my strengths is to be neutral when necessary, the possibility of totally removing my own experiences is unlikely. Efforts were taken to make sure I was being objective, but I would still consider my own filters a limitation.

Each limitation listed here was considered during or after this study, and so readers should be aware of the data collection and analysis process in light of these. Without taking into consideration the strengths and limitations of this study, readers and researchers may not understand the full scope and conclusions for this work.

LITERATURE REVIEW

Humans thrive on feeling good (Nicholson, 1998). When we know something was done well because others tell us so, we feel more confident and are willing to try again, perhaps, even striving to improve. In general, humans care about what others think, enjoy feeling good about their performance, and want to feel valued. These traits carry over into professional lives, where time is spent interacting with colleagues. In the interpreting field, interpreters often work in a team of two, supporting one another, providing feedback, and taking turns in an active interpreter role and supporting interpreter role.

Feedback and the Effect on Job Performance

In interpreted situations, the interpreter should be able to gauge if they need to improve their performance or keep doing what they are doing based on the cues from the participants or their team (Earley, 1986). While in the support interpreter role, which is when one interpreter is not actively producing the interpretation, but still engaged in the process, observations are made about the active interpreter's work, and those observations are often communicated to the active interpreter through what is commonly called feedback**.** The effects of feedback when the observations are shared can be positive or negative.

 One question that this literature review seeks to answer is: do interpreters working with teammates who provide encouraging feedback during a job count that as an interpersonal conflict? Encouraging feedback here does not necessarily mean it all has to be glowing, filled with comments such as, "You are really great!" Instead, encouraging feedback refers to the way in which somebody shares constructive feedback. If it is not hurtful, but motivating, that can be viewed as being encouraging feedback. For example, the feedback might note an area of needed improvement, but the way in which it is communicated can be encouraging and uplifting,

motivating the receiver to do better the next time, instead of causing them to feel embarrassed about their recent interpretation.

Earley (1986) looked into the effect of positive feedback and criticism on job performance. To do this, he looked at two populations – American workers and English workers. The research design included three groups which were the independent variables, all receiving different treatment, or different forms of feedback. Findings show that Americans improved their job performance when they received positive *or* negative feedback, whereas English workers improved their job performance only if they received positive feedback. It is interesting that English workers did not improve when they received negative feedback/criticism, but this has been attributed to differences in culture. While American culture is quite individualistic, English culture is much more of a collectivist society (Earley, 1986). Compared to the American Sign Language/English interpreting field, the mainstream American world is considered to be individualistic while the Deaf culture is more collectivist (Mindess, 2006). Interpreters may tend to find themselves somewhere in the middle of these two cultures, making a third culture valuing both the individual and the group. Since the individualists improved when they received *any* kind of feedback, positive or negative, and the collectivists improved only when praised for a good job, it would be interesting to find the results for interpreters who work between individualistic and collectivist cultures.

Earley's (1986) findings answer the question about whether feedback, positive or constructive, will enhance job performance. From this study, it is clear that any kind of feedback during a job performance will only make the performance better, at least when the population is American. The fact that both positive and negative feedback improve work production is curious. Ilgen, Fisher, &Taylor (1979) write, "The process through which a worker receives performance

feedback consists of several steps, including: Feedback is transmitted → feedback is received →feedback is accepted → recipient desires and intends to respond →recipient responds" (as cited in Earley, 1986, pp. 457). This is the model to explain why some workers have no reaction to respond; they simply do not have the desire or intent to respond to the feedback provided, perhaps explaining why England's population in his study did not improve their job performance based on negative feedback; they just did not have a desire to respond. Another explanation is that those who do not respond are inflexible and closed.

Thinking about interpreters working with a team member who provides feedback of both kinds, it is important to keep in mind that the receiver of the feedback may not want it in the first place, and so they may not adjust their work performance because they do not have a preset goal of responding to feedback; just because feedback is provided does not mean that it is a good or valid observation. There are a lot of opportunities for feedback to fail in the goal of making work production better, and it may frustrate the receiver at the same time.

Tension and Coping

Interpreters who work with teams are no stranger to feedback (Russell, 2011). Comments about each other's strengths and weaknesses are shared with the goal to improve the quality of work so that equal access is provided between participants who use two different languages. However, there are instances when it seems some feedback is given to set up a clear power differential between teams, which can also cause some tension. In addition to feeling tension from the feedback itself, as well as the perceived motivations behind the feedback, there is an entirely different realm for why colleagues may feel conflict during a work situation, and that is interpersonal skills. How individuals approach one another and communicate with each other can be the basis for a good deal of tense feelings.

What interpreters do with tension can have an effect on individual morale and also the morale of the entire field (Peterson, Park & Sweeney, 2008). One common practice for dealing with tension and anger is venting. It is a widespread belief that getting your feelings out instead of holding them in will make for a healthier state of mind. Bushman (2002) set out to discover if venting anger made people less angry compared to doing a distracting activity. He believed that venting anger, also called catharsis theory, was not an effective way to reduce tense feelings. His study revealed that ruminating about the cause of anger while doing an aggressive act, hitting a punching bag, only made his participants even angrier, and other research supports his findings (Bushman, 2002; Dalebroux, Goldstein, & Winner, 2008).

Dwelling on the source of anger or tension seems to be a common behavior, though. If something offends someone, the offended wants to think about it, dwell on it, mull over it, and figure out what happened and why they feel the way they do. That rumination, research shows, does nothing to make people less angry. Bushman (2002) writes:

Rumination is defined as "self-focused attention," or directing attention inward on the self, and particularly on one's negative mood (Lyubomirsky & Nolen-Hoeksema, 1995). Any process that serves to exacerbate a negative mood, such as rumination, should increase anger and aggression. In contrast, any process that distracts attention away from an angry mood should reduce anger and aggression. (pp. 726)

He conducted an experiment utilizing a rumination group and a distraction group to see which led to a less angry state of being. Venting through punching a bag while ruminating about the source of anger and maybe even imagining the bag as the offender's face, or punching a bag while just thinking about becoming physically fit led to a more angry self and a less angry self, respectively.

While not all venting includes a physical expression of the aggravation, Bushman's (2002) findings are still relevant to the professional who vents about their anger through some other medium. The act of trying to purge the negative feelings themselves seems to make the problem worse, or so research says. Rusting & Nolen-Hoeksema (1998) concluded the same thing; rumination leads to even more anger even through the process of writing. In their study, two groups were read an aggravating story. One group focused on their emotions and wrote about them for a period of time while another group wrote about something nonemotional and unrelated to the source of anger for the same amount of time. Like other research, their research supported the idea that dwelling on the emotions and venting did not make them feel any better.

Similarly, Dalebroux et al. (2008) claim that mood can be lifted by *not* thinking about sources of anger. At least for the short-term, distracting oneself with positive thoughts is better than venting, that is if the goal is to feel better. In their study, participants engaged in making visual art. Groups who created art that reflected their negative feelings felt just as bad or worse after their works were complete, but people who created art that reflected positive imagery felt happier. Distraction then proves to be a solid tactic for letting go of tension.

If research continually shows that venting about tension is of no help, why do interpreters continue doing it?[1] There must be something that makes people feel like it is actually beneficial to them. Dalebroux et al. (2008) say:

> Venting requires attention to one's feelings, and Lischetzke and Eid (2003) report that under some circumstances, attention to feelings, even if they are negative, can be beneficial since attention to a negative mood can lead to attempts to repair the mood. (p. 289)

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[1] See "Findings" section, Figure 3.

Yet, directing too much attention on the negative feelings and negative mood has been shown not to get people any closer to their goal of feeling better. Maybe blowing off steam is an ineffective approach, but more research should be reviewed or done about verbal venting with the intent of validating oneself. While some venting may be to literally rid oneself of angry emotions, other venting may have the goal of searching for external validation that the negative feelings are justified. Even still, other venting may have the goal of tearing down the offender as a way of indirectly retaliating. The intentions behind venting are an area that should be explored, but the gist is, in general, ruminating and venting about the source of anger has been shown not to fix a mood.

Effects of Conflict

Bruck and Allen (2003) make an interesting observation from studies. Type A personalities experience conflict in other areas of their lives because of work related stress. After hearing this claim, they did a study of 164 working individuals. Each respondent identified their personality label using the five-factor model. The following labels for personalities were used: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. Labels were assigned depending on the respondent's ratings. The researchers found that "perhaps less agreeable individuals are less inclined to seek others as a source of support. Moreover, it could be that a disagreeable nature (i.e., unwilling to help others, argumentative) dissuades others from offering support when time-based conflicts arise" (Bruck & Allen, 2003, pp. 468-9).

When this idea is transferred to the interpreting profession, it might be beneficial if professionals were to be picky about with whom they work. Will accepting a job with a team, whose personality requires me to suppress my own personality because they are forward and think their choices are better than mine, have too much of a negative effect on my work? Or will

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that challenge boost me to do even better? While research shows that feedback during the moment increases job production and quality (Earley, 1986), the emotional reaction getting in the way of cognitive processing, especially if the feedback is negative, is still a curious question. Feedback that is communicated well - respectfully and with compassion – will undoubtedly not hurt feelings so much that it would interfere with the work; instead, research says that it should motivate receivers to succeed. Teaming with somebody who could provide feedback will lead to a job well done and positive feelings toward colleagues, but teams should not damage a mood during that process or cause such tension that would elicit rumination (Lyubomirsky, King, & Diener, 2005; Bushman, 2002; Dalebroux et al., 2008).

Mood, Happiness, and Success

There are some who have no desire to be in a good mood, but for the sake of this research and review, it is assumed that most people prefer being in a good mood and experiencing happy feelings as opposed to being grumpy and negative. Lyubomirsky et al. (2005) claim that people who have a naturally happy disposition will be more successful in many areas of life including marriage, self-perception, and job performance. While Earley (1986) claimed that positive feedback does indeed enhance job performance as well as self perception, and also provided data to prove that claim, it is then curious that the whole tested population did not improve job performance. Most did, but why not all of them? Lyubomirsky et al. (2005) claim it has to do with the natural, or even induced, good mood of the participants.

This specific research on mood is actually a literature review itself, and Lyubomirsky et al. (2005) found a whole host of articles and different works that comment on disposition and success. To narrow their findings, they sought out to answer two questions, the first of which was whether happy people are successful. They concluded that happy people are, indeed,

successful compared to those who are less happy in three main areas: work, relationships, and health (Lyubomirsky et al., 2005, p. 825). Those individuals who are naturally happy will have a higher self-esteem, and that in itself will lead to more opportunities taken because of their confidence. So if happy people take advantage of more opportunities because of their outgoing nature, they will of course experience more success than their less happy peers (Lyubomirsky et al., 2005, p. 822). It is almost infectious – be happy, be positive, and you will be hit with the success bug.

The mood in the Lyubomirsky et al. (2005) study is referred to as positive affect, and the effect of affect on job performance. They report on other research saying,

> An individual experiencing a positive mood or emotion is encountering circumstances that he or she interprets as desirable. Positive emotions signify that life is going well, the person's goals are being met, and resources are adequate (e.g.; Cantor et al., 1991; Carver & Scheier, 1998; Clore, Wyer, Dienes, Gasper, & Isbell, 2001). (p. 804)

Interpreters react to the judgment seen on teams member's faces and it can affect mood. Is the team happy? Are they confused? Are they mad? All these questions run through the interpreter's head, even if unnoticed, but there is awareness about the team's disposition. If their disposition communicates that they do not feel the situation is going well, that their needs are not being met, and the resources are not adequate, we may have negative emotions as well.

Positive emotions during the interpreting process can be brought on by knowing interpreters are doing well. How do they know they are doing well? The nods from the team that show they support the interpretation from the target language to the source language, the natural interaction between parties, the supportive and encouraging notes the team leaves in the working notebook, or the amount of unrequested feeds during work. If what Lyubomirsky et al. (2005)

say is true, then positive affect during an interpreted situation where a team of interpreters are working together will lead to a better interpretation, a good connection between professionals, and perhaps a more positive outlook toward colleagues. Peterson, Park & Sweeney (2008) go so far as to say that "one can never be too happy if success is gauged interpersonally" (p. 29). If interpersonal interactions can lead to happiness and happiness to success, interpreters have some work to do.

Lyubomirsky et al. (2005) discuss naturally occurring happiness, good moods, and also induced moods. No matter which they are discussing, the outcome is that there will either be long-term or short-term feelings of positive affect. It would be unfair to say that only people with a naturally happy disposition can become interpreters since they will be more successful than the less happy people, because even those who are less happy can experience an induced mood boost so that they reach success as well. Nevertheless, those who are happier to start will have less attitudinal barriers to reaching their success.

A good mood can go a long way when it comes to the ability to perform well and communicate well with others. Jundt & Hinsz (2001) were cited saying that those who find themselves in a good mood will often set the bar higher and report self-efficacy (as cited by Lyubomirsky et al., 2005, p. 825). In order for interpreters to increase their job performance and become more successful, part of the job description should include a good mood. Different ideas on how to attain that would depend on each person. Some people naturally have an upbeat disposition while others may not. The team members interpreters work with would do well to recognize that everyone could all use a nudge every now and then. Showing positive affect to an interpreter to signal that she is making sense might be all she needs to let go of stress and feel confident that she is doing a good job, and "the person in a positive mood is likely to rely on

preexisting general knowledge structures (Bless et al., 1996) that have previously succeeded, because the situation is seen as predictable and safe" (Lyubomirsky et al., 2005, p. 839). Interpreters should help take care of one another and provide encouragement because research shows that said encouragement goes a long way in helping them to perform better and more than that, a person in a good mood is easier to get along with.

While performance is not the focus of this thesis, the research that has been done about mood and success leaves room for the possibility that the team members can take on the responsibility of mood maintenance while striving for the goal of producing stronger interpretations. A bonus of stronger interpretations and thoughtfulness about colleague's emotional state is building a positive relationship with team members. Happiness is correlated with success; colleagues should feel some responsibility to help team members be successful.

Another question addressed was "does happiness precede success?" (Lyubomirsky et al., 2005, p. 825). Through their review of literature, they found a strong correlation between happiness and success and it is quite likely that happiness creates long term success. Compared to a person who is induced to feel happy, there will be short-term experience of success. Lyubomirsky et al. (2005) report that "participants in a naturally occurring good mood set higher goals for themselves and reported more self efficacy on a laboratory clerical task (Jundt & Hinsz, 2001), and cricket players judged their performances more favorably (Totterdell, 2000)" (Lyubomirsky et al., 2005, p. 825). All of these findings, including that people will definitely improve job performance as a result of positive feedback; that people might improve   job performance as a result of negative feedback; that the recipient needs to receive, accept, desire to respond, and respond to feedback in order for the feedback to be successful; and that positive mood positively effects work, can be applied to the interpreting field and lead to several

questions that are worth investigating. One of those questions is whether or not teams can make or break success based on how they make their colleagues feel.

The interpersonal relationships experienced while interpreting provide countless opportunities to either make or break somebody's day, and thus affecting their ability to achieve success. How teams give feedback, how teams present themselves, and how participants and interpreters interact are just a few interactions that can either boost somebody or tear them down. Interpreters have a responsibility to take care of each other, not meaning that all feedback or interactions have to be superficial and only positive, but a priority should be to treat each other gently and genuinely - to have civility. That is not easy for everyone.

Personality and Success

Bontempo & Napier (2011) also set out to explore the possibility that not only testing one's aptitude for interpreting is a necessity, but also knowing something about their personality can be just as important for predicting job performance. They claim that "performance is dependent on factors of both general cognitive ability and personality" (Bontempo & Napier, 2011, p. 85).

Plenty of research exists about personalities and how that affects job performance and, although most research is not connected to interpreting specifically, parallels can be made. Research has shown that conscientiousness is the best predictor of job performance; motivation goes a long way on the job. (Bontempo & Napier, 2011). Emotional stability is the other trait that is tightly related to job success. This is measured on a scale that ranges from emotional instability and to a state of emotional stability. It makes sense that an unstable person, a nervous or negative person, would have a hard time dealing with stress on the job, which interpreting provides in abundance. An emotionally stable person, a more confident risk taker, would be able

to deal with stress and strive to be better as time goes on.

> Based on these interesting findings, Bontempo & Napier (2011) predicted four things: [Goal] orientation will be positively related to perceived interpreter competence; self-efficacy will be positively related to perceived interpreter competence; negative affectivity will be inversely related to perceived interpreter competence; and goal orientation, self-efficacy and negative affectivity will be salient predictors of interpreter competence. (p. 93)

Their data showed that self-efficacy was indeed related to perceived interpreter competence, and also that negative affect was inversely related to perceived interpreter competence. The first and fourth hypotheses were not supported, however. Goal orientation was not positively related to perceived interpreter competence, and self-efficacy and negative affect were not salient predictors of interpreter competence.

The survey also showed that "goal orientation, self-efficacy and negative affectivity were found to account for 9% of overall variance in ratings of interpreter competence in the study" (Bontempo & Napier, 2011, p. 98). That is statistically significant and does support that personality does contribute to job performance.

By studying different traits (goal orientation, self-efficacy, and negative affectivity), Bontempo & Napier (2011) explored how emotional stability (measured by negative affectivity) can have an impact on one's perceived level of ability to do a job. If somebody believes they can do well and succeed, they often do better, not unlike the fact that being in a good mood leads to a better performance Lyubomirsky et al. (2005). They are not arguing that an attitude can magically change a job performance, rather they are suggesting that if somebody's personality

includes thinking positively, dealing with stress well, and having goals to achieve, then that outlook will affect their behavior, and in turn, their job performance.

Screening Process and Soft Skills

When talking about personality or skill sets, it is often said that, "Everyone is different." It is also common knowledge that different jobs require people to have different tasks and dispositions. A curious question for many fields is what kind of person will be the best for a task?

Most interpreter training programs have some sort of admission process students need to go through before they are accepted for training. Whether filling out paperwork that is put through a screening process, language tests, interviews, or some other tool, many instructors are searching for something in the applicant that shows they are a promising candidate. After all, the goal of interpreter training programs is to train students to become interpreters, so losing a student after they have been admitted because their abilities are not up to standard is not the most satisfying situation. Screening processes reduce the risk of accepting unfit candidates.

More often than not, the screening process for interpreters tends to focus on hard skills, those skills that are connected to the ability to analyze language. Timarova and Salaets (2011) propose that soft skills are, perhaps, equally important to consider when screening students who would like to enter an interpreter training program. Rao (2012) provides a clear definition of soft skills:

> Soft skills are the abilities required in the workplace for professional success. They are the polite and pleasing way of presenting to others and are mostly related to personality, attitude, and behavior. They are a collection of several skills and abilities related to the execution of such tasks as communicating, managing time, negotiating, writing, listening,

reading, presenting, problem solving, and decision making. They are essential at every

level of an organization if it is to function smoothly and successfully. (p. 50)

For an interpreter, all of these skills are relevant to the task of interpreting as well as working

with colleagues in teamed situations.

The soft skills that Timarova and Salaets (2011) focus on in their research, are learning

styles, motivation, and cognitive flexibility. They looked for the strength of these soft skills in

two different groups to see what kind of student is perhaps better equipped to become an

interpreter. One group is called a self-selected group, consisting of students who were not

recruited, but just decided to apply to an interpreter training program. It is important to know that

all students in this self-selected group were all accepted to the program they applied to as well.

Those that were rejected were not tested. The other group they looked at was a subgroup of

conference interpreting students. These two groups were compared to a third group, the control

group, of third year undergraduate students.

Timarova and Salaets (2011) saw a need for this kind of study because there has been little

research related to the importance of soft skills when talking about the screening process

applicants go through. In fact, their article cites Lopez Gomez et al. (2007) who reports that "soft

skills were found to be weaker predictors than hard skills but did help to predict completion of

training" (Timarova and Salaets 2011, p. 32). Perhaps, they are weaker than hard skills to predict

completion rates, but soft skills and hard skills together may be stronger than hard skills alone. If

the goal is to find the best matched students for the interpreting profession, it is worth adding a

soft skills component to any screening process, if one is not already included.

When asked whether or not anybody could be trained in interpreting, Niska (2002) said, "In

principle I would say yes, but in practice time constraints and limitations on financial resources

make it advisable to select the people who need the least training (p. 133)." People who hold valuable soft skills before entering an interpreter training program would need less training. So those students who show they have the desired learning style, amount of motivation, and cognitive flexibility would be a good fit, or at least a better fit than the student who had all the perfect hard skills and none of the desired soft skills. The combination of the two really is desirable.

Through their research, Timarova and Salaets (2011) found that self-selectors, those who decided to enter the program, better handled stress and had fewer language errors in the interpreting process than the control group of third year undergrad students who study applied language. The self-selectors also show more cognitive flexibility than those who did not self-select, and they also show a higher achievement motive. Hopefully, from this information alone, we can trust that those students who wish to be interpreters and go so far as to apply to a program will have the desired soft skills that make a capable interpreter. There is a lot to be said about people who willingly put themselves in a career because it shows an intentional decision making process behind their chosen path. Recruiting has its place, of course, and can find unsuspecting superstars, but that is not to discredit those who see qualities in themselves and are able to match that with a career. Sometimes, though, persons will self-select to become an interpreter without the needed ingredients to make a good interpreter.

In the past, different fields focused mainly on hard skills when searching for good employees. Even in the interpreting world, if a student has phenomenal language and processing skills, they are often looked to as a candidate for admission into a training program before the person with weaker hard skills who may have solid soft skills, although I believe screening

processes may be changing that emphasis. Rao (2012) compares hard skills and soft skills, commenting on the importance of the combination of the two:

> Hard skills are technical competencies and domain knowledge, while soft skills are a combination of people skills, interpersonal skills, communication skills, and emotional intelligence. Companies search for a blend of both soft and hard skills among their employees to deliver goods and services effectively to their clients. (p. 50)

For the interpreter, hard skills are clearly a must. To be able to take in one language and produce another language is essential to providing access to consumers. It is seen as an essential ingredient of the job. Soft skills have often been overlooked. Some abrasive interpreters justify their behavior, calling it business-like and professional, leaving out all the fluffy interpersonal interactions. Fittingly, many industries are becoming very aware of how important it is to play well with others.

Getting Along

How people get along with one another is a complicated proposition, especially since there seem to be so many opportunities for conflict and tension to arise. Whether or not a person will get along with a stranger is pretty much unknown until she gets to know him, but people have a tendency to get along with others to whom they can relate. One way to ensure that someone can relate to another person is literally to assign characteristics to them, or even to ourselves.

There have been several studies done on assumed similarity, the idea that people will assign characteristics to themselves and also to others (Locke, Craig, Kyoung-Deok, & Gohil, 2012). A list of other vocabulary used for this concept includes Cadinu & Rothbart's (1996) "self-other similarity," Cadinu & Rothbart (1996) and Otten & Wentura's (2001) "self-

anchoring," Kreuger's (2007) "social projection," and Holmes' (1986, 1987) "attributed projection" (as cited by Locke et al., 2012). For the purposes of this literature review, "assumed similarity" and "self-other similarity" will be used to represent this concept.

The idea that humans will assume similarity brings up interesting interpersonal behaviors. With which groups people associate and with whom they choose to connect with are two decisions that are made only after thinking about how we might fit in with others. How alike are we to those we are thinking about associating with? Once somebody decides to enter into some kind of interaction, how connected or separated two people feel may have roots in self-other similarity.

Two other concepts worth understanding are the ideas of agency and communion. Agency is the desire to have control in a situation, while communion focuses on having a friendly exchange, leaving people feeling connected (read warm and fuzzy) (Locke et al., 2012; Horowitz, Wilson, Turan, Zolotsev, Constantino, & Henderson, 2006). Therefore, a person who values agency, who has strong agenic value, will see dominating an interaction as more of a priority compared to someone who has weak agenic values or strong communal values. The person with strong communal values will tend to avoid confrontation and try to find some common trait so that they can feel connected to the other person (Locke et al., 2012). When the ideas of assumed similarity and communal values are combined, researchers can begin noticing motivations behind interpersonal behaviors, and some would suggest that assuming similarity will play a part in having more communal mindset (Locke, 2003) .When humans want to feel connected, or communal, they find a common trait and see themselves as similar.

One study shows that "compared with people with weak communal values, people with strong communal values did describe themselves and others with whom they felt interconnected

in more favorable terms"(Locke et al., 2012, p. 892). Of course, people feel more comfortable with others who are similar in regard to what they believe and prefer, and if they feel more comfortable with these people, it means they will probably like them. If the group is liked, they might be described favorably, and if it has been decided that everyone in the group is similar, then everyone would be described favorably. Finding likeness in a group leads people to feel normal and accepted (Marks & Miller, 1987). Basically, those who are chosen to be around share likeness and are liked, however, people do not always get to pick who they work with. Self-other similarity helps to put aside some differences to better focus on the work.

Locke et al. (2012) reports that "when strangers are enmeshed in an interdependent task or social dilemma, assumed similarity can improve their cooperation and performance (Krivonos, Byrne, & Friedrich, 1976; Orbell & Dawes, 1991)" (p. 879). When two strangers show up to do a job together, finding similarities will help them feel accepted and supported since there is a shared likeness.

Aptitudes and Attitudes

While there has not been much research done about personalities and their interpersonal skill sets in the signed/spoken language interpreting field, there have been several studies done that have focused on personalities and aptitude for doing the job well. The studies that have analyzed which kinds of personalities may be better suited to providing more accurate meaning transfer are worth looking into being as that is the job goal of an interpreter.

A study done by Szuki (1998) focused on expanding the definition of what "aptitude" means, and how that plays into screening people who may be a good match for the translating/interpreting field. This research included translators and interpreters, but not specifically between signed and spoken languages. In the past, aptitude has included several

characteristics, including: the "mental and physiological characteristics which are required to accomplish a job…psychological factors which contribute to the success of occupations to various degrees…personality factors and physical factors" (p. 108). Szuki claims that aptitude should include more than this, and that one's ability to be satisfied with a job and stick with it for a period of time should be considered. The personality characteristics of being motivated and committed are essential. As a result of so many people not being sure what their interests and abilities are, Szuki also claims that those people who are already studying translation and interpretation "have trouble discovering if they really have the aptitude for these occupations" (p. 108). This study involved more than personality and personal interests; it also included their achievement motives and attitudes towards their jobs.

Szuki (1998) collected data though a mailed questionnaire. Originally, 244 were invited to fill out the questionnaire, all who worked for top-notch agencies in Tokyo, and 93 people responded. 30 of them were translators, 29 were interpreters, and 34 did both tasks. The study lasted from June to September, 1984. The questionnaire collected demographic data and also had an "Interest Test" to see which activities people marked as being enjoyable. The questionnaire included other activities that would help in measuring participants' achievement motives and attitudes towards work (pp. 109-110.)

The analysis showed that interpreters and translators do have different aptitudes for their jobs. The differences noted were that translators are labeled as patient, cheerful, humorous, and active, while interpreters are not. Interpreters were labeled as being extroverted, having a high achievement motive, and having a strong empathy towards others; translators were not (pp. 110-111). This leads me to wonder if human interaction is a major motivator for each job. Interpreters' qualities tend to gravitate toward others, whether because they feel good about

providing a service, or perhaps getting praise, or maybe the fact that their face is attached to their work are just a few possible explanations of this. Translators, on the other hand, are "patient." It is an interesting difference. Perhaps, interpreters lack some of the delayed gratification that translators have, or they simply enjoy the live interpretation task that happens amongst a group of people. There are a number of explanations, but still, differences in personalities were noted between interpreters and translators.

A research study that could go hand in hand with this one was conducted by Setton & Liangliang (2009), who studied job satisfaction and also general attitudes towards work within interpreters and translators in China. Their findings commented on attitudes toward pay and audience perceptions. Translators would like better paying jobs, but they stick it out and tend to keep their jobs for awhile. Interpreters often commented on the praise they receive from onlookers and the fact that audiences just assume interpreters are paid quite a bit, but really they are not paid a shocking amount. Interpreters in the study also reported that they enjoy the perceived status from onlookers. This particular finding of enjoying praise from onlookers leads to curiosity about intent for doing one's job and if, at least in the population of Setton and Liangliang's study, there is a big difference between interpreters and translators just over the attention seeking aspect of the job.

Personality Inventories

Nicholson (2005) conducted research on interpreters to find out what their personality traits are according to the Myer's Briggs Type Indicator (MBTI). Although there have been studies done that include personality traits of interpreters, there has been no inclusion of the MBTI until she conducted this study. Her goals for collecting data and analyzing the research were to provide the interpreting field with another layer of screening material when trying to

decide if an individual may or may not be a good match for the interpreting profession, and to "fill that void" where there was no literature on interpreter trainees and MBTI (Nicholson, 2005, p. 115). This information can be used to predict whether an individual has a predisposition for the kind of work interpreting entails, and, perhaps, be a good indicator of future success.

Nicholson hypothesized that the ideal interpreter would possess the ENTJ personality, which means they would be extraverted, intuitive, thinking, and judging. Each of these characteristics has a counterpart (introverted, sensing, feeling, and perception, respectively). An Extravert is defined as "talkative and gregarious…sociable and tend to like to meet new people (Nicholson, 2005, p. 116). In contrast to that, an Introvert is "overwhelmed by the outside world and prefers to work alone" (p. 116). The hypothesis that interpreters tend to be extraverted was not supported, and the MBTI indicator showed that many successful interpreters rank in the "I" category for being Introverts.

On the Sensing (S) and Intuition (N) scale, the hypothesis was that the ideal interpreter would be an N, but the results show that the field attracts the Sensing types as well. Sensing types make up 75% of the sample size and 25% are Intuitive. Sensors are "highly proficient at managing concrete details" and "are performance oriented" while Intuitive types "favor broad abstractions" (Nicholson 2005, p. 124). Both of these traits ought to be highly valued in the interpreting field, and there is definitely room for all these skills and personalities when it comes to the work between languages under high stress situations.

On the Thinking (T) and Feeling (F) scale, the hypothesis stated that the ideal interpreter would be a Thinker, and that is supported by the data collected through the MBTI indicator. Nicholson (2005) explains, "Thinkers prefer precise work and tend to speak and write straight to the point. They are not only good at organizing information but at synthesizing it as well" (p.

124). She also suggests that Thinkers and Feelers react to stressful situations differently, and this is the main reason that the field attracts more Thinkers, who tend to confront stress straight away while Feelers avoid it all together. There is surely room for both Thinkers and Feelers in certain situations, but perhaps the Thinker is better equipped to enter a stressful situation than a Feeler would be.

On the Judging (J) and Perceiving (P) scale, the hypothesis that the ideal interpreter would be a "J" is not supported. 56% of the sample size is "J" and 44% is "P," so she concludes that they are pretty much equal. Judgers are "extremely concerned with organization and closure" while Perceiving types are "curious, open-minded and often 'fly by the seat of their pants'" (Nicholson, 2005, p. 125).

Nicholson's (2005) research is valued for attempting to pinpoint what kinds of personality traits fit this field, and also that her predictions were not supported by the data, because it goes to show that this field is incredibly diverse. The mixture of people may lead to success that might not otherwise be had. While her hypothesis was that the ideal interpreter would be labeled ENTJ, the findings only supported the T. All other categories showed that the population of interpreters tested had both characteristics in every other category, which would look something like EISNTJP. All sorts of people become interpreters and while the diversity is appreciated, it does not help define what kinds of personalities make good interpreters.

Morale

How do personality, mood, happiness, aptitude, attitudes, and tension affect morale, and what is morale, anyway? Peterson et al. (2008) say that "morale is a cognitive, emotional, and motivational stance toward the goals and tasks of a group. It subsumes confidence, optimism, enthusiasm, and loyalty as well as a sense of common purpose" (p. 21). Morale can be applied to

an individual and also an entire group of people, and the individuals' morale will affect the group's morale. Someone, or some group, with a good morale would be considered to be happy, while an individual or group with a low morale would seem somewhat dysfunctional and askew.

To attain happiness is not simple. Individuals have an innumerable amount of paths that they walk down that can lead to something that they claim makes them happy. The same goes for groups; the paths to happiness are many (Peterson, Park & Seligman, 2005). It is probably necessary for the individual's morale to be good before a group's morale can be good. As Peterson et al. (2008) say:

> [It] is difficult to imagine a group with high morale in which only a few members are committed and confident. Most groups of sufficient size can sustain good morale with a handful of alienated or disgruntled members, but there is obviously a tipping point. (p. 21)

The tipping point is unknown at this point. There is no one standard way to measure morale across fields. Each field seems to have its very own way of taking the pulse of the individuals and projecting those feelings onto the group (Peterson et al., 2008). Until there is a standard established, that is the way in which the interpreting field will have to measure morale, as well. While it leaves something to be desired, it also has its strengths; starting with commentary and feelings from the individuals and then surmising an overall feeling of the group seems almost too simple, but then again simplicity is also profound.

The very foundation of good morale seems to rest upon relationships. If an individual is to reach a happy state, good relationships with others is a key ingredient (Diener & Seligman, 2002). Without the possibility of happiness, life would not seem worth living, and positive psychology has become the specialized investigation of finding what exactly makes lives worth

living (Seligman & Csikszentmihalyi, 2000). Positive psychology has become an umbrella term, and found under this umbrella is morale (Peterson et al., 2008). To have a good morale, it seems that people need to be happy, at least the majority of the time, and one way to reach that happiness is through good relationships.

Peterson et al., (2008) comment on positive psychology during their own research on morale:

What makes life most worth living? The simplest summary of findings from the new field of positive psychology is that other people matter. It is within groups that we live, work, love, and play, and groups should therefore be a primary focus of researchers interested in health and well-being. (p. 19)

The research process is complicated, time consuming, and tedious, and the findings seem simple. Kind behavior should be expected to build others up so that positive relationships can be established. Morale (happiness), and success depends on healthy relationships and positive feelings, yet individuals are experiencing tension that eats away at their individual happiness, having a negative effect on the morale of the group.

The most recent research on interpersonal interactions among interpreters at the time of writing this thesis is Ott's (2012) study which investigates horizontal violence among professionals. Friere (1992) defines horizontal violence as "striking out at their own comrades for the pettiest reasons" and Funk (2002) defines it as "the curious behavior of members of oppressed groups who often lash out at their peers in response to oppression instead of attacking their oppressors" (as cited by Ott, 2012, p. 13). There is evidence of horizontal violence happening among signed/spoken language interpreters, and although that is a hard pill to swallow, it is a finding that interpreters should take seriously. Horizontal violence includes

behaviors such as belittling, setting impossible demands for the victim, gossiping, ignoring,

insulting, or any kind of aggressive behavior meaning to hurt another person (Ott, 2012, p. 14).

METHODOLOGY

Research Focus

This research study was designed to determine whether there is a correlation between personality traits and interpersonal communication tendencies of signed/spoken language interpreters, and if there is a correlation, to describe the effects of various personality pairings on the morale of the field. Very little research has been done to establish interpersonal communication tendencies or personality traits among signed language interpreters, so two areas were investigated: personality and communication. One area is collecting information about self perception of personality and feelings of others in the field, and the other is to describe communication tendencies between professionals. With these two areas, the morale of the field will be discovered.

To begin, a questionnaire was developed to gather information about personalities and communication tendencies. A list of interview questions was also developed with the intent of contacting selected participants who answered the questionnaire to get a more rounded and thorough picture from a few differing perspectives. After review from the Institutional Review Board and re-evaluation of the extent and scope of the research, the focus of this study is on the questionnaire data only.

Survey Methods

Faced with the task of documenting personality types by self-identifying traits is a rather free and unrestricted process, and also overwhelming. After much consideration, open field questions were developed, rather than providing a list of adjectives to choose from. The open field questions removed some limitations that the alternative approach would have created. After reviewing past research regarding personalities and interpreters, literature is found that focuses on what kinds of personalities make for a good interpreter (Nicholson, 2005). Though, finding

trends in what kinds of personalities make for effective interpreters is undeniably important, the focus of this study is not about whether an interpreter is effective; instead, it is solely on the interactions between professionals.

This research is important because interpreters' relationships with one another are important. Personalities and communication styles have a huge effect on relationships with colleagues. This study will be an important contribution to the field by encouraging self awareness of and awareness of others' preferences and dislikes about personalities. Largely, this qualitative study is a study of feelings. What do interpreters feel their professional identity is? How do interpreters feel others perceive them? How do interpreters feel about working with teams who have various kinds of experiences? By exploring questions like these, the pulse of the field is documented in this moment.

When IRB approval was granted, data collection began. The most efficient way to collect responses from the widest possible area was to find an online survey platform that had the capability for the link to be sent through email and social media. After searching for a survey platform that would provide the services desired, Kwik Surveys was selected and determined to be the most efficient for this study. The survey questions that had been approved by Western Oregon University's Institutional Review Board were formatted into the platform, and a link was created for the questionnaire. I distributed this link via email to co-workers and on my personal social media page with a request for it to be shared with any interpreters.

Through Kwik Surveys, there is no way to track the identities of who responded to the survey, and since no questions asked for identifying information other than demographics, the survey was anonymous. Being that the questions were indeed open field and participants were free to write whatever they would like, there was a risk that somebody could have absolutely

identified themselves, but nobody did; therefore the results of the questionnaire were completely anonymous. Each of these participants communicated their consent to be a part of the study by the mere fact that they answered questions. When participants began the survey, the first page they saw was an implied consent form that explained the point of the research in detail. They were informed that their responses would be used in a research project and that they could decide to stop answering at any time. The scope of the study was explained. Refer to Appendix A for the informed consent form. All survey responses were stored through the platform's website, which could only be accessed with a username and password, and any documents printed for review were monitored by the primary investigator and stored in a locked cabinet. Once this study is completed and a degree is confirmed, the survey account will be cancelled and any documents will be shredded.

The survey had minimal risks for participants. As explained, identities are unknown even to the researcher, and the writing of the thesis will be written in a confidential manner. No physical risk exists, and while there was a slight chance that respondents could feel uncomfortable while discussing their interpersonal communications with others, they were able to opt out at any time.

Being as the goal of this survey was to take the pulse of the morale of the interpreting field when it comes to communication, and also get some personality perception data, this survey was sent out through professional contacts with the freedom to forward to their own networks. There is no way of knowing exactly how many people were reached, but the survey platform did keep track of how many times the questionnaire was viewed, which totaled at 181. It was made available the full month of January 2013, and a total of 127 usable responses were captured. Although not all 127 responses answered all 29 questions, all responses that had at least three

answers to a non-demographic question was kept for analysis. Kwik Surveys has the technology to be able to see how the link was accessed, and Facebook was the window in which 53% of respondents accessed the survey, with the rest from various e-mail servers. The primary investigator posted it on her personal Facebook page as well as to a few Facebook groups targeted at interpreter populations. Other colleagues posted the link on their own pages as well. See Appendix B to review the questionnaire.

All questions were open field and respondents were free to write as much or as little as they would like. Not every survey was completely filled out, but the questions that were answered are still a part of the data pool, so the response rates are different depending on the question at hand. It is unclear if participants simply decided to stop answering because they were uninterested, uncomfortable, had other time commitments, or perhaps did not realize that there were three pages of the survey. There was a trend of responses stopping after Question 11, which was the end of the first page of questions on the survey. It is possible that respondents did not notice the "next page" tab in the bottom right corner of the questionnaire, so the next two pages were missed.

For this survey, a qualitative approach to research was used. Gay and Airasian (2003) state that qualitative research is "exceptionally suited for exploration, for beginning to understand a group or phenomenon" (p. 163). Analysis was approached with the objective of finding overarching categories of personality traits among interpreters, and also common feelings about tension and communication among colleagues. After collecting survey responses, data was reviewed to see if there were any correlations between personalities and their communication tendencies. Perhaps it would be clear which pairings of personalities would make for a peaceful team that would boost professional morale, and which personality pairings would cause tension

that could potentially dampen professional morale. Since the qualitative method "relies heavily on verbal description" (Gay & Airasian, 2003, p. 164), the interpretation of the data is heavily dependent on the researcher and their rigor, as well as their ability to be patient with the ever-changing categorization. (McMilan & Schumacher, 2009).

Since respondents were able to write freely, the decision was made to not have pre-established categories in which responses would be assigned. Instead, through the reading of survey responses, a wide variety of codes were given to responses, which led to a broad yet detailed picture of each question at hand. The qualitative methodology provided the opportunity to analyze survey responses with the open-coding method. Later, the codes were reviewed and overarching themes revealed themselves through this process. Using grounded theory (Glaser & Strauss, 1967), patterns and theories emerged during data analysis. Gay and Airasian (2003) describe this systematic qualitative method as a "constant comparison" where the "analysis shifts from specific information to broader, more inclusive understandings" (p. 168).

Open coding method was used to analyze survey responses. This is "the analytic process through which concepts are identified and their properties and dimensions are discovered in data (Strauss & Corbin, 1998, p. 101). With the overwhelming number of pages of survey responses, it was necessary to assign meaning to responses to establish categories, or codes. Without these classifications, or codes, qualitative studies would have no formal analytical approach (Gay & Airasian, 2003, p. 232). It is necessary to review data, establish codes, and coupled with grounded theory, be able to synthesize greater categories that will establish themes.

The coding process began with no established idea of what kinds of codes would be assigned to various concepts. Through reading, notes were written to the side of responses, and after reading several surveys, it was clear that patterns were emerging. As McMilan and

Schumacher (2007) state, "the ultimate goal of qualitative research is to make general statements about relationships among categories by discovering patterns in the data" (p. 378). Some questions seemed to be far easier to code and others presented more complicated challenges, but the open-coding method allowed for unrestricted categorization. In fact, shoving responses into categories that eliminate some of the content would be a disservice to this study, and the researcher has freedom to shape categories as they unfold being as there is no one right way to establish codes (Gay & Airasian, 2003). Interpersonal communication and personality trends is an area with so little research, and the process of letting themes unfold from the data provides an opportunity to collect and analyze data without preconceived notions. While the process was confusing and tedious at times, there is confidence that open coding led the researcher to the underlying themes, instead of forcing the data to fit pre-established themes.

Codes were identified and developed upon reading survey responses initially, and then re-readings led to more general data. Gay and Airasian (2003) describe this constant comparison, or grounded theory, as a dynamic process that requires each new piece of data to be compared to previous data. That comparison will lead to modified or new categories that will later be analyzed again and again before finding the more general concepts. Since the topic of personality traits and interpersonal communication is somewhat of a new topic to be explored, the process of open coding was the perfect match so that a phenomenon could be discovered through the examination process.

Questionnaire Results

      The number of interpreters who may have known about the questionnaire is unknown as it was distributed through personal contacts and social media. However, the online survey platform had the capability to track how many times it was viewed, which was 181, and out of the 181 individuals who opened the survey, 132 responded at some length, but 127 responses were kept for analysis. Any response that had at least three answers to questions that were non-demographic in nature was kept for analysis. A total of 5 responses were discarded because the only information provided was their age. If 181 is the number of respondents considered to be in the population contacted to participate, and 127 is the number as the total respondents, the response rate was 70%. The following figures include demographic information of the 127 respondents.

Figure 1: Age Demographic
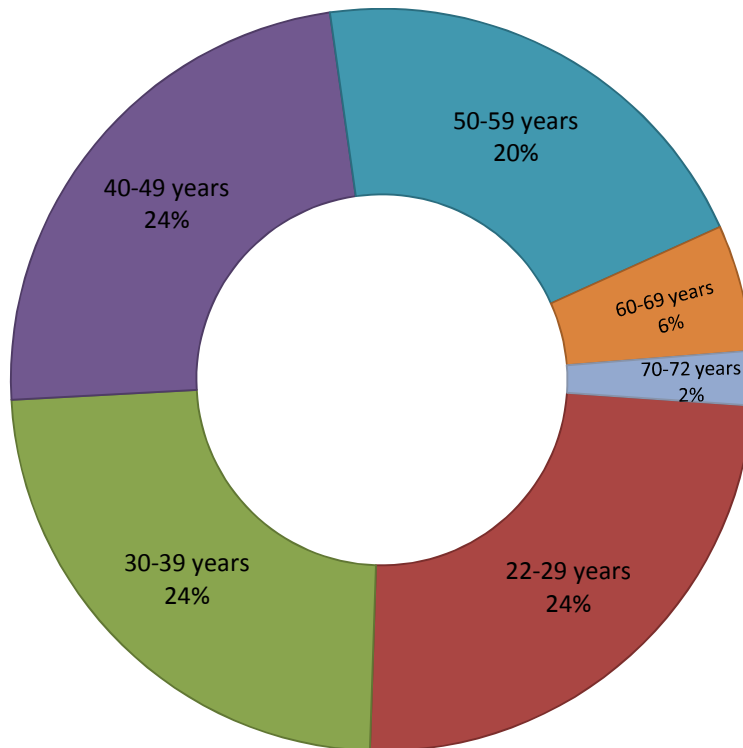
The youngest respondent was 22 years old and the oldest was 72. There were 31 respondents in the 22 to 29 year age group, 30 in the 30 to 39 year age group, 30 in the 40 to 49 year age group, 26 in the 50 to 59 year age group, 7 in the 60 to 69 year age group, and 3 in the 70-73 age group. The mean age of respondents was 41 years old.

Figure 2 illustrates the respondents' roles in the signed/spoken language interpreting profession.

Figure 2: Role in Profession
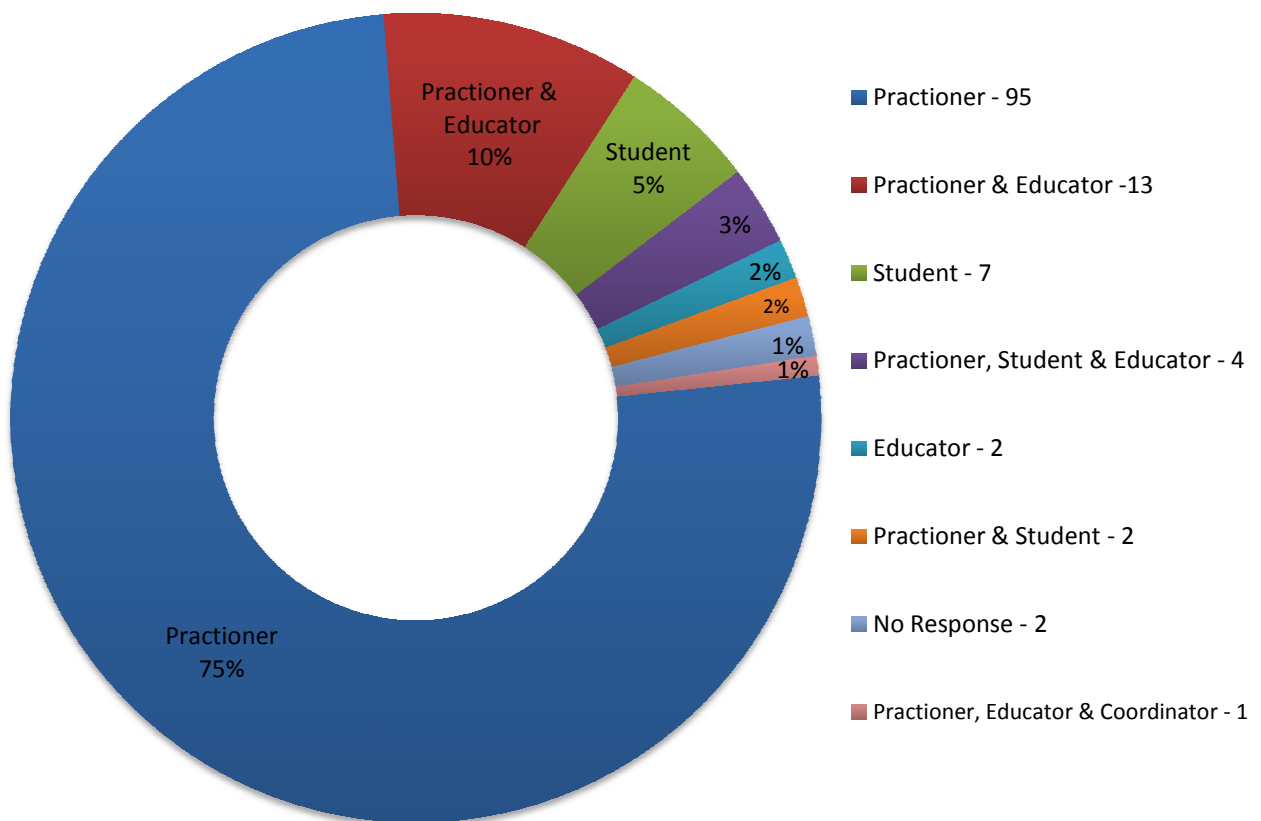
The legend to the right indicates the number of respondents in each category while the chart reports the percentages. The majority of respondents identified as practioners. Of the 127 respondents, 95 were working interpreters. The next largest group, with 13 respondents, includes

those that identified as practioners and educators. Participants did not elaborate to clarify if they were educators in an interpreter education program or if they taught workshops regularly, so that information is unknown. Students accounted for five percent of the population with seven responses. Four respondents identified as practioners, students, and educators. Only two participants identified as solely educators. No response was offered from two other participants, and one respondent identified as a practioner, educator, and coordinator.

Table 1 shows the locations of respondents.

TABLE 1: Locations of Respondents

Location	Number of Respondents	Percentage of Total Respondents
New York	31	25%
California	27	22%
Oregon	26	21%
Arizona	7	6%
Idaho	6	5%
Canada	4	3%
Colorado	4	3%
Washington	2	2%
Washington, D.C.	2	2%
Ohio	2	2%
Alabama	1	1%
Alaska	1	1%
Australia	1	1%
Iowa	1	1%
Louisiana	1	1%
Massachusetts	1	1%
Michigan	1	1%
Minnesota	1	1%
New England	1	1%
New Jersey	1	1%
New Mexico	1	1%
Texas	1	1%
Virginia	1	1%
No Answer	1	1%

New York had the most respondents with 31 respondents, followed by California and Oregon with 27 and 26 respondents respectively. These three states accounted for 68% of the surveyed

population. In total, three countries were represented – United States, Australia, and Canada. Within the United States, one district and 20 states were represented.

Figure 3 shows the ethnicities of respondents.

Figure 3: Ethnicity
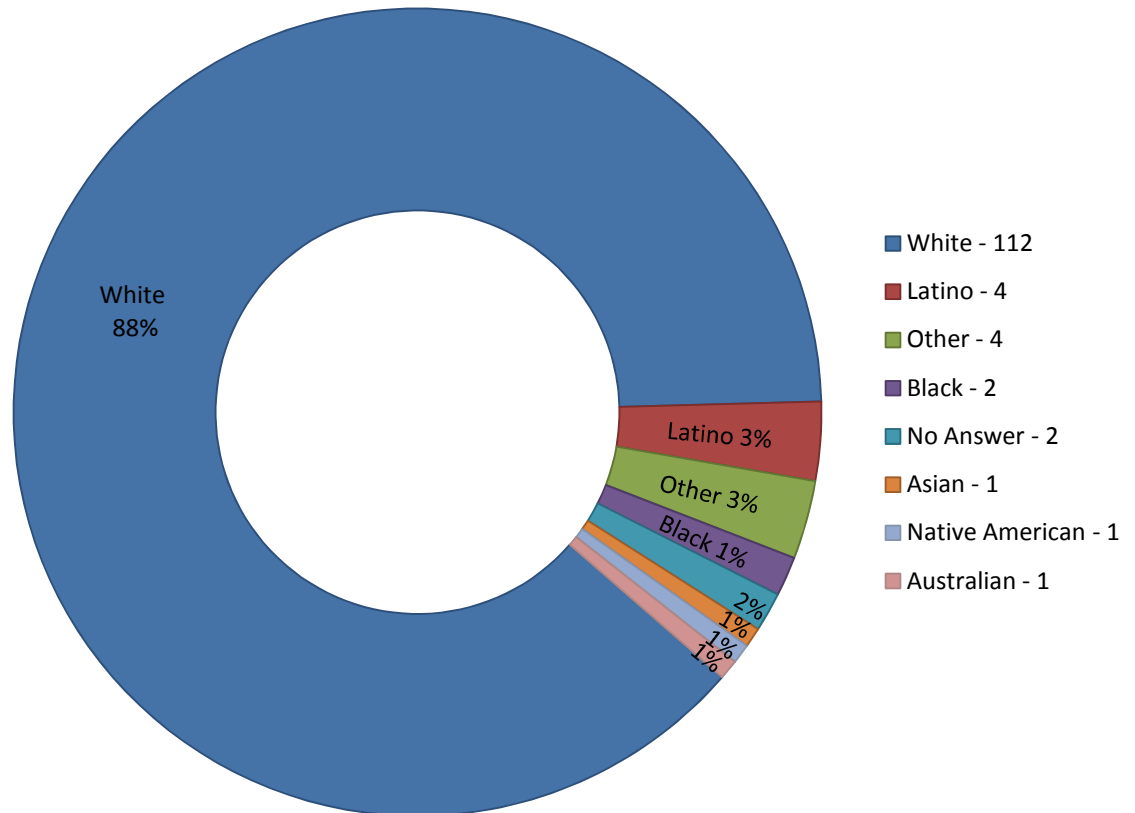
Those who decided to open the questionnaire were directed to the survey platform and the first page they saw was the implied consent form. This form, or first page of the questionnaire, explained the research and stated that by answering the questions, they have indeed consented to participate in the research. (Refer to Appendix A to view the form.) Once participants clicked "next page" they were directed to the first ten questions. To advance to

further questions required participants to click "next page." It was noted that not every questionnaire was fully filled out, and there are three possibilities to explain the incompleteness. One is that respondents no longer wished for their responses to be recorded; in fact, it was explained to participants that they could discontinue their participation at any time. The second possible explanation is that the survey was longer and more involved than they were anticipating, and the third explanation is that participants were unaware that there were more pages.

There were a total of 29 questions spread out over three pages, of which the first seven questions were demographic in nature. They asked for age; whether they were a student, practitioner, or educator; location and setting of work; certification level; and how often they worked in a team situation. The following questions were more subjective, mostly focusing on their own and others' personality traits, and opinions about working with other interpreters who had various characteristics and varying levels of experience. (See Appendix B for the full list of questions.)

Of the 29 questions, the responses to 14 questions were focused on more heavily after reviewing all the data because the answers were more focused and substantive, while the others were referred to for a fuller picture of each respondent's opinions when needed. After the first reading of several of the questionnaire responses, it was surprising that some of the most interesting responses were to the questions about the participants' self-perception as well as their perceptions of how others might perceive them to be. Also noticeably interesting were the reported feelings towards both less experienced and more experienced team members, preferred and disliked personality traits in other interpreters, and how they dealt with both negative and positive feelings about co-workers. Overall, these responses provide an interesting snapshot of

the kinds of interpersonal interactions professionals perceive they are experiencing, and the effects of those interactions.

A point worth mentioning is that perception of interactions and perception of others is an important variable to keep in mind when discussing these findings. The nature of the questionnaire elicited responses from participants that were very much based on their own experiences, opinions, and perceptions of the field. While all of their experiences, opinions, and perceptions are genuine, they should not be seen as the absolute truth of what is going on, rather, it is the perception of their experience seen through their own lens. For example, and this will be expanded upon later in the findings, the majority of respondents list very similar personality traits that they dislike in other working interpreters. These traits include being inflexible, closed minded, critical, and egotistical, among others. While these four traits came up in many of the responses, not one participant identified themselves as having these traits when asked to describe their professional personality. It is, I suppose, possible that none of the inflexible-closed minded-critical-egotistical interpreters responded to the survey, but I assume the more probable explanation is that our self-perceptions tend to be more positive while others' perceptions of ourselves is more negative. Therefore, the interpreter who describes himself to be assertive and business-like may see these traits as very positive, but a co-worker might describe them as being confrontational and closed-off in a negative light. Who is right and who is wrong cannot be determined; these are two different perceptions, conflicting perceptions that cause some interesting dramatics.

The questionnaire responses were coded using open coding format (Strauss and Corbin, 1998). Preconceived code labels were not decided on beforehand, rather, responses were read and noteworthy answers pertaining to the point of the question were given labels. These labels

changed and morphed into new codes as more and more data was reviewed until the entire population's responses were reviewed several times. This occurred for each question and required several readings, organizing, and reorganizing of data. An example from one of the simplest responses to code was to the question, "Would you say that you are easy to get along with?" Many respondents answered with "yes" but there were also many responses that had narrative and explanation regarding their answers.

The following codes were assigned to responses as the first step into narrowing down the data:

- Yes
- I think so
- most part, yes
- yes, but…
- somewhat/fairly
- it depends
- yes and no
- No

Noticing that there are several responses that include a conditional "yes," codes were then reviewed and made even more general. Four final codes were decided on, those being:

- Yes
- Mostly
- it depends
- No

Too much generalizing, all the way to just "yes" and "no", was avoided because the levels in-between "yes" and "no" communicated important self-perceptions and conditional behavior. However, if one step further, the first three categories would all become "yes." Table 2 shows responses to whether or not interpreters think themselves as easy to get along with in professional situations.

TABLE 2

Responses to Question 11: Would you say that you are easy to get along with?

CODE	Details of code	Detailed breakdown	CODE TOTAL
YES	Yes	102	**105**
	I think so	3	
MOSTLY	Most part, yes	7	**12**
	Yes, but…	3	
	Somewhat/fairly	2	
IT DEPENDS	It depends	3	**4**
	Yes and no	1	
NO	No	1	**1**

Out of 122 responses, 105 individuals plainly stated that "yes," they are easy to get along with, but there were several respondents who expanded on their answers with comments like "Yes. I have been told this by colleagues" and "Absolutely (except to the mean girl club...which I avoid like the plague)." One more example of the kind of responses that were coded as "yes" is:

I believe that I am. That is certainly my goal, especially with other interpreters, since a lack of good working relationships can lead to less effective service to consumers. Formal feedback (evaluations to deaf consumers at the end of the term) and informal

feedback (based on how people respond in general) lead me to believe that I am easy to get along with.

These three examples are just a sampling of the wide range of responses received for this particular question, all of which were coded as a simple "yes." Seeing the differences in what participants decided to include in their responses served as assurance that a qualitative research design over a quantitative research design was beneficial for this particular research because the unprompted expansions on responses gave insight into reasoning behind participant's answers. Also, a more well rounded picture of the particular participant can be painted when each of their responses is compared with their responses to other questions.

More responses to whether interpreters find themselves easy to get along with, 105 said that "yes, they are easy to get along with," only 12 were coded as being "mostly" easy to get along with. "Mostly" included comments like "for the most part, yes," "yes, but…" and "somewhat" or "fairly." These respondents did not expand so much, except for the three participants who replied with "yes, but…" because they added something about themselves that colleagues seemingly did not appreciate. For example, one respondent said, "Yes, but frank." This implies that they do believe themselves as agreeable, but that their frankness may not be seen agreeably and that they are aware of that. Another respondent said, "Yes, but I have my days when that's not true," and a third comment was coded in the same manner, "Yes, but less so with unqualified teams." These three respondents, unlike the 105 respondents who said they were absolutely easy to get along with, have pinpointed some instances when they know that colleagues might find them less friendly. These comments are very similar to the next category, but different enough that it was decided to keep them separate.

The next category of responses fell into "it depends" and there were only 4 respondents who said that it would depend on the situation whether or not they would be easy to get along with. One example from an individual who elaborated on their answer to the question of "Would you say that you are easy to get along with?" is:

> Sometimes. I get along easily with interpreters that I have developed a good working relationship with (we see eye to eye, egos are not involved in the work) over time. If someone is behaving in what I perceive as an unprofessional or unethical manner, I tend to withdraw, become distant and just 'do my job' until the assignment is done.

While this category of responses could really all be lumped together as "Yes, I am easy to get along with" including "yes" and "mostly," the decision was made to separate the category out simply because it seems that respondents have a clear idea of when they are likely to get along with somebody and when they are not. They are aware of their behavior and what causes them to behave in such a way, and they are aware that others might perceive them as being difficult. Separating this category from the "mostly" category was partly for my own clarity when searching for findings and preferring some level of detail while looking at generalities, but also what participants decided to say without prompting says a lot about their personalities, and their decisions behind their comments are valued. Some are clearly "Yes. I think I make it easy to get along with me. I know how to get along with in the various settings and situations where I work," while others have some traits that they recognize others may not find agreeable. Still others have conditional circumstances when they are easy to get along with. The level of self-awareness communicated in responses is interesting.

Only 1 respondent says that she[2] is not easy to get along with. This code is, obviously, "no." There was hesitation over whether or not to actually code this person's response as "no" simply because their full comment says, "At first meeting, no." This comment could also be read as, "Yes, after the first meeting." Other responses to different questions in Respondent 127's survey indicate that while she has a positive view of herself as being "attentive, friendly, and silly", she believed that others perceive her in a negative light as being "quiet and awkward." Because Respondent 127 is aware that others might not be able to get to know her very quickly, she is willing to say that, no, at first meeting she is not easy to get along with. This leaves plenty of room, though, to assume that perhaps after first meeting she is indeed easy to get along with. Still, the code stands as a "no" mainly because the perception is really very interesting, even if it is only applicable to the first time meeting her.

To reiterate, 105 respondents said they are easy to get along with, 12 respondents are mostly easy to get along with, 4 respondents said it depends whether they are easy to get along with or not, and only 1 reported that she is not easy to get along with. Overall, the research population thinks of themselves as affable at least if their teammate can play well with them, which leads to perceptions of self and beliefs about how others perceive personalities.

Question 9 asked participants to describe their professional personality, and question 10 asked how they thought others might perceive them. Comments were analyzed and the following codes emerged: positive, negative, positive & negative, and unclear. Each question had a total of 125 responses. Table 3 has a breakdown of responses for questions 9 and 10.

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[2] The genders of the respondents are unknown and have been assigned randomly for the purpose of this write up.

TABLE 3

Self Description & How Others Might Perceive

Question	Subject	Positive		Negative		Positive & Negative		Unclear		Total Responses
9	Self description of personality	109	87%	2	1%	9	7%	5	4%	125
10	How others might perceive you	89	71%	8	6%	20	16%	8	6%	125

While 87% of the population described their professional personality positively, when asked how

they believed others may perceive their personality, only 71% said that they thought other

professionals would see/perceive them in a positive light, meaning that 16% of respondents

changed their answers. Of the 16% of participants who described themselves positively, but said

that they thought others would think of them as something other than positive, 5% said that they

believed other professionals think negatively about them, 9% reported that others probably see

them both positively and negatively, and 2% were unclear or neutral.

This difference in self-perceived identity and how respondents believe others perceive

them is especially interesting and suggests a few things about the level of self-awareness and

how behavior is perceived. For example, Respondent 41 answered that she viewed herself as

being "subdued, professional, and compassionate" when asked to describe her professional

personality for question 9. This response was given the "positive" code. While "subdued"

seemed a neutral response, the adjectives "professional" and "compassionate" are words that are

often used positively, thus falling into that category. Now, when Respondent 41 was asked how

she felt other professionals might perceive her professional personality, she replied, "withdrawn,

abrupt." Her self-view of being subdued may be what others see as being withdrawn, but the

"abrupt" response given, referring to how others may see her, could be a new trait listed or

connected with "professional" which seems to be a catch-all response in several questionnaires.

Another example of somebody who had different codes between questions 9 and 10 was Respondent 79. When asked to describe her professional personality, she said, "It depends. Quiet. Excited. Tentative." This response was coded as "positive & negative." Her response to question 10, which asked how she felt others might perceive their personality, Respondent 79 said, "It depends. Hot headed. Definitive." While in both answers, she includes "it depends" and this survey is not the last word when it comes to her thoughts, it is interesting to note what each participant decides to share. Surely, Respondent 79 has worked with teams who would describe her with positive words, but she chose to share, "It depends. Hot headed. Definitive." I think there is a natural tendency to look at the other side of a coin when we are asked a similar follow-up question, so that is perhaps what happened here and with several other respondents. Also, perhaps she just has a job where she did not feel like she and her team connected, so after some self-analysis, decided that these traits may have led to the negative interaction. Whatever the case may be, the population surveyed shows that there is a level of self-awareness when it comes to how behavior is perceived, whether or not that matches the intentions.

Another noticeable finding from this set of data was that while 1% of participants responded that they would describe themselves negatively, that number jumped up to 6% when asked how they thought others would describe them. Either interpreters behave in ways that can be clearly misunderstood as being negative traits, perhaps they are not trying to be seen in a positive light, or they just feel misunderstood. Yet another noticeable jump is within the Positive & Negative category. 7% of respondents describe themselves in both positive and negative ways, and that number increases to 16% when guessing how others might perceive them.

Seemingly, at least some interpreters are aware that they may not be seen favorably, but this data also suggests that a few are not particularly worried about it, or perhaps have given up.

Two respondents describe themselves negatively, and both of those respondents' answers to question 10, about how others might perceive them, were coded as "positive & negative." Respondent 84 in this category stuck out as a sad response. To question 9, she says, "I just want to get the job done as well as I possibly can. Have lost motivation for a lot of skill development, though so I just sort of plug on through my days." This response was coded as "negative" because it seems without hope. Although this respondent strives to do the best job she can, the tone of the response gives an overall sad impression, a sense of deflated morale. The response to question 10 was:

> Some perceive me as extremely competent and overworked whereas others perceive me as not fulfilling all the tasks set before me. I am an average interpreter, at best, but in coordinating the schedules for others, I am very attentive to detail. I am known to want to do the right thing.

This response was coded with "positive & negative" because it seems she is aware that others can see she is hard working and wants to do the right thing. Yet, it is notable that her self description is mostly negative. Sadly, her morale is deflated.

The other respondent who described themselves in a negative light was Respondent 78. She describes herself as "not particularly motivated," which was coded as "negative." Her response to question 10 was, "Competent, sardonic, old-timer," which was coded as "positive & negative" because of the word "sardonic." Also, "old-timer" could be seen as negative. The descriptions of self of both Respondent 78 and Respondent 84 cannot be fully captured in one questionnaire. They seem to be outliers in that they had the most negative descriptions of themselves. The rest of their questionnaires seemed very open, honest, and peaceful. By comparing their responses to the responses on several of the other questionnaires, it is possible to

see that other respondents describe themselves positively, think others think positively about them, and answered other questions very offensively, arrogantly, and, sadly, presumptuously.

Rogue Interpreters

There are two paths identified leading to the label of Rogue Interpreter. One is through the descriptions and stories shared from respondents about what and who they do not like. These disliked professionals are called Rogue Interpreters in this study. Respondents provided detailed descriptions of interpreters who they feel are detrimental to the field, and a big picture of Rogue Interpreters was painted.

The other path identified that lead to the label Rogue Interpreter was an unexpected finding during the research process. The respondents who communicated harshly in the written questionnaire, the ones who claim to be positive influences yet are very abrasive and belittling in their responses to the researcher, are the other individuals that I am inclined to label as Rogue Interpreters. Again, labeling is no fun for anybody and it is a risky move to make. Risks are being taken with this research, so hurtful respondents will be referred to as Rogue Interpreters for the sake of this thesis. Whether it is admitted or not, groups are labeled within the field. Even if not everybody likes the idea of labeling, or does not participate in it, I myself have heard both positive and negative labels for various personalities and skill levels, and they came up often even within this research.

Rogue Interpreters can be defined as interpreters who say or do things that make others feel small, belittled, or unappreciated in this field. Rogue Interpreter 27 describes herself positively and believes others would as well, saying that others would think of her as "highly-skilled, empathetic, and supportive." She also says that she is easy to get along with. She dislikes egotistical colleagues, but when coupled with her response that she believes others see her as

"highly-skilled" makes me wonder if she knows that even stating that others see her as highly-skilled can be seen as an egotistical remark.

Respondent 36 answered similarly in that he is highly-skilled, but took the time to communicate it in a way that does not, in my opinion, come across as being egotistical. His response to question 10 is as follows:

> I am told that I am "really good." I respond that I believe that they would have interpreted as I did, therefore deflecting the praise from myself to them. Occasionally, I just accept the compliment if I agree that a situation even caught me off guard and was just grateful to complete the job in a cohesive manner.

Respondent 36's responses to most questions, in general, were very humble and honest. Gathering from this response and others, it would be safe to say that this interpreter is indeed highly-skilled, but the thoughtful way in which he decided to articulate it was refreshing. Compared to Rogue Interpreter 27 who concisely stated that she believes others perceive her as highly-skilled, followed by her highly charged responses later on, I realize that to come across as a competent interpreter without sounding egotistical takes some effort. If the goal is to appear humble and skilled at the same time, interpreters need to think twice before saying "Yeah, I'm a top-notch interpreter" without any other comments. This does, perhaps, highlight my own biases toward egotistical behavior and all that I believe that behavior entails, but I am finding that I am often not alone in my thoughts and experiences.

Rogue Interpreter 27 also went on to criticize word choices in the questionnaire. Much like I had a negative reaction to her comment of being "highly-skilled" and later stating she dislikes ego, she had a negative reaction to the use of "brand new interpreters" in question 20. Understanding that people have various preferences for word choices, and there is probably a

good reason behind that preference, the tone of the response is still startling. Question 20 asked respondents to comment on how they feel about working with "brand new interpreters." The response is as follows:

> First of all, the term "brand new" is pejorative. It implies "not ready" to sets up the clients for a less-than ideal interpreter. When my students graduate, they are not allowed to refer to themselves as "new", "wet behind the ears" or "babies". I look forward to work with interpreters that are recently certified. I can learn from them as they can learn from me.

The term "brand new" interpreter may or may not be certified, so the use of "recently certified" would be inappropriate because it excludes the possibility of working with a "brand new" interpreter who is not certified. Also, there are very experienced interpreters who are recently certified or perhaps not certified at all. The label "baby interpreters" and "newbies" came up many times during the questionnaire results, often times in a very positive light.

Another respondent who communicated in a, what I deemed a belittling fashion was Rogue Interpreter 108. Question 13 asked participants to list qualities they like to see in other professionals, and question 14 asked them to comment on *why* they like the listed traits. When designing the questionnaire, I noted that participants might feel the questions were redundant, but I wanted to see what responses they decided to provide. Often times by overlapping questions, more information was gathered from participants; respondents would simply skip the question or direct the researcher to refer to another answer, and a few were rather annoyed. Rogue Interpreter 108 thought it was too obvious, however, and replied with, "Oh come on!" Question 16 then asked respondents to list disliked traits and question 17 asked, again, *why* they disliked those traits. Rogue Interpreter 108 replied with, "Again, duh!" Other respondents'

answers were reassuring, because the diversity of responses captured some valuable data. This data is simply what interpreters like and dislike in peers, and the reasons behind those preferences are also explained.

While Rogue Interpreter 108 felt the preferences listed needed no explanation, other thoughtful participants had very interesting remarks as to why they like traits or why they do not like specific traits, and from their comments a deeper understanding of who they are and what they value can be gleaned. For example, Respondent 1 reported disliking "proud, stubborn, domineering, inflexible, not confident" interpreters because

> They shut down communication between teams. It is hard to have a professional dialogue between colleagues and brainstorm ideas and approaches for different situations. Also if a person doesn't have confidence in their work, it's hard to have meaningful dialogue.

From this response, it can be assumed that Respondent 1 values meaningful, open dialogue between colleagues and the disliked traits listed are barriers to that dialogue. This can be compared to Respondent 3's dislike of "negativity, laziness, and lack of respect." Respondent 3 dislikes these traits because

> No one likes a negative person. Period. It is hard to work with someone when they are only willing to put forth a minimum effort and not pull their fair share of the job. Even worse is when the team is so wrapped up in their smart phone that they aren't even worth working with.

Respondent 3 seems to value attentiveness because without it, it makes working with them difficult. Using a phone during work does not communicate respect, a strong work ethic, or a positive demeanor. Respondent 12 says they dislike their listed traits because "they get in the way of the work and are also unpleasant to be around," communicating that they would prefer

being around pleasant colleagues during work. Respondent 14 says, "It makes me nervous when working with people who are cold and unfriendly, I feel like they are judging me." Similar to the previous comment, Respondent 14 appreciates pleasant colleagues and feeling valued. Lastly, Respondent 21 says he dislikes those whose characteristics include "arrogance, laziness, lack of intelligence, mean-spirited, sense of entitlement, jealous nature, overly competitive, rudeness, and lack of sympathy" simply "because people with these traits make my job harder." In a way, this comment seems self-serving especially after reading the other comments, but this just goes to show that each respondent expresses various values in their comments on *why* they dislike what they listed, all the way from feeling comfortable and respected to disliking traits that make their job harder for them than it needs to be. Even Rogue Interpreter 108's sarcastic "Oh come on!" and "Again, duh!" responses say a lot about the personality sitting behind those words, but I find it interesting that he chose to be rude directly to the researcher in that instance instead of simply answering the question or, yet another option, ignoring it. There were several options he could have chosen, and his decision may very well be a pattern in his communication with others. This kind of communication may be what hurts interpreters and more data needs to be collected to verify. Refer to Appendix C for a full list of responses given to question 16.

New Interpreters

There were several comments made during the questionnaire that spoke of some stereotypes out there concerning newer interpreters. While many interpreters enjoy working with new interpreters because of their enthusiasm and fresh education, others have been scarred by negative experiences. See Figure 4 for a breakdown of coded comments concerning working with new interpreters.

Figure 4: Feelings Toward Working with New Interpreters
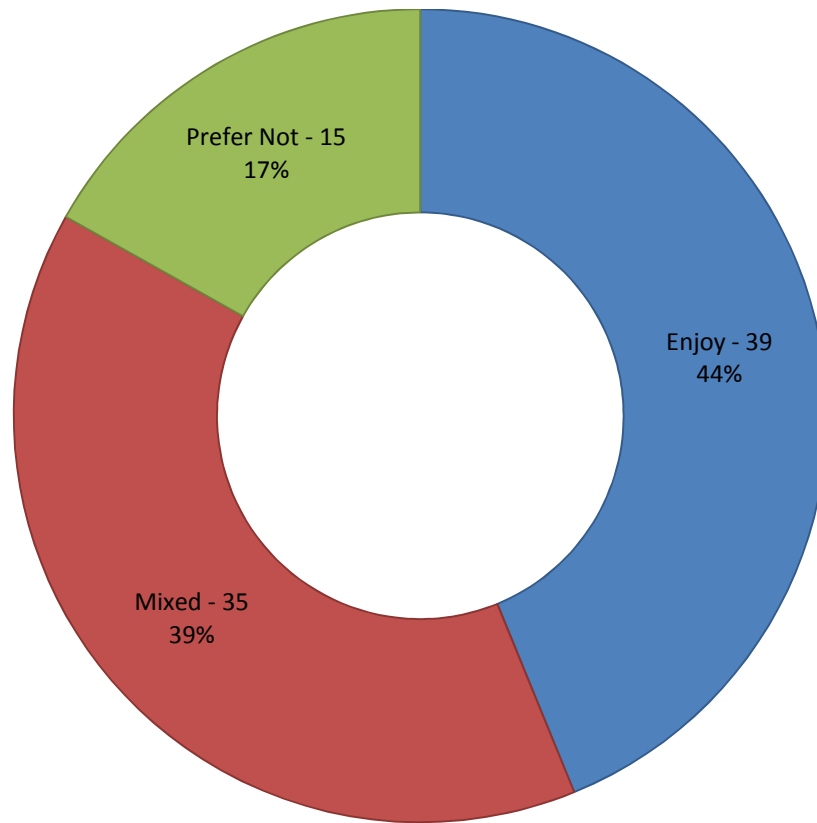
There were a total of 89 responses to this question. Through the coding process, comments were generalized into three categories: those who say they enjoy working with new interpreters, those who have mixed feelings about it, and those who prefer not to be teamed with new interpreters. 44% of respondents reported that they enjoy working with new interpreters, and there were varying reasons for why they enjoy the experience. Some respondents reported that they are excited to mentor and teach newer generation, while others reported to love it because "[new interpreters'] enthusiasm and optimism adds positive energy to the work and the community," as Respondent 18 nicely stated. It is uplifting to see that 44% of the 89 responses were positive.

Of the 89 responses, 38% reported to have mixed feelings of some sort regarding working with newer interpreters. Often times, respondents said that they enjoyed the experience if the new interpreter had enough skill and a good attitude about the work. It was conditional on the new interpreter's part whether or not the respondent enjoyed being paired with them, and it was not always conditional on the skill level. Of the 38% of respondents (or 35 total comments) who said they had mixed feelings about working with new interpreters, 19 of those comments were about personality or attitude, and had nothing to do with the skill level of the new interpreter.

TABLE 4

Feelings Toward Working with New Interpreters

Code	Enjoy	Mixed			Prefer Not			
Number of Comments | Percentage	39 | 44%	35 | 39%			15 | 17%			
		Personality 19 | 21%	Skills 10|11%	Unclear 6 | 7%	Personality 8 | 9%	Skills 2|2%	Unclear 1|1%	New myself 4|4%

Across the board, the 44% of respondents who reported enjoying working with new interpreters said they had positive feelings because either the new interpreters were enthusiastic or the respondent enjoyed fostering their development. While fostering development does not comment on the personality of the new interpreter, it does communicate that the respondent is willing to mentor. There is a possibility that they become mentors without the new interpreter wanting that guidance, making the more experienced interpreter appear to be pushy and overly helpful. See the section on experienced interpreters for more explanation.

A few comments from the 44% of participants who enjoy working with new interpreters include Respondent 36's, who says, "I love it. I love to mentor and shape 'newbies'" and

Respondent 84 says "I love it. They are enthusiastic and positive." Respondent 85 interestingly says, "I feel great. I love for them to observe my work and remind myself how far I've come." This particular comment seems to be more about self-gratification, but nonetheless, the new interpreters are responsible for those positive thoughts because it is they who are responsible for Respondent 85's confidence boost. Lastly, Respondent 50 says, "I enjoy providing formal and informal mentorship" which is the positive part of her comment, but she goes on to say, "but I find some attitudes disturbing." While there are many new interpreters who have wonderfully made a positive name for their generation as being motivated, positive, and enthusiastic, there are others who have, as Respondent 50 stated, disturbing attitudes.

The disturbing attitudes are not only noticed by Respondent 50. Of the 39% of participants who reported having mixed feelings toward working with new interpreters, the majority, 19%, had reasons pertaining to their personalities. Respondent 74 says, "Many recent graduates have over-inflated egos and are not willing to learn from experienced interpreters." Similarly, Respondent 76 says that "sometimes they are judgmental and less flexible about the work." To these respondents, ego is a big problem among new interpreters, which is the number one reported disliked trait in a team member, which can be seen in Figure 2. The second most disliked trait exhibited by other professionals is inflexibility. If there is a group of new interpreters who are known for their egos and inflexibility, it is no wonder there is a negative stereotype that some of the more positive personalities must battle.

Seventeen percent of respondents said that they would prefer not to work with new interpreters, and some even reported that they go to some lengths to avoid it. Nine percent of total responses were directly linked to personality rather than skill or a preference to work with a more seasoned interpreter. Some respondents self-identified as being new, saying that they

would feel more comfortable with their teammate taking the lead because of their learned skill sets. Some comments from the 9% of respondents who prefer not working with new interpreters include, "New interpreters have NO Deaf heart and are in it for the money" and "it is difficult because they do not allow corrections" by Respondents 55 and 65 respectively. Respondent 80 says that "they have a reputation among more experienced interpreters as having an ego" and Respondent 90 says that working with new interpreters is "nerve-racking because their nervousness impedes the process." Figure 2 shows that 3% of respondents dislike when their team is not confident. The more experienced interpreters probably feel as though they need to pick up the slack, and that can cause resentment when they know that if they were teamed with a more experienced or more confident interpreter, they would not be responsible for carrying the team through the assignment.

There are Rogue Interpreters who seem to be the source of resentment in this field. Some new interpreters fit into this category because of their ego, judgment, and inflexibility. New interpreters are not the only Rogue Interpreters, though; when asked how participants felt towards working with more experienced interpreters, there was plenty to say about their disposition as well.

Experienced Interpreters

Question 21 of the questionnaire asked, "How do you feel about working with the most experienced interpreters in our field?" Responses were coded the same as the responses to feelings towards new interpreters. The categories that comments were placed into express that respondents enjoy working with the most experienced interpreters, have mixed feelings about it, or prefer not to work with them. Most respondents fell into the category of having mixed feelings.

Table 5 contains the breakdown of the codes with details for the "mixed" and "prefer not" categories.

TABLE 5

Feelings Toward Working with Experienced Interpreters

Code	Enjoy	Mixed			Prefer Not		
Number of Comments | Percentage	34 | 36%	51 | 54%			9 | 10%		
		Personality 31 | 33%	Skills 5 | 5%	Unclear 15 | 16 %	Personality 4 | 4 %	Skills 0 | 0%	Unclear 5 | 5%

Figure 5: Feelings Toward Working with Experienced Interpreters
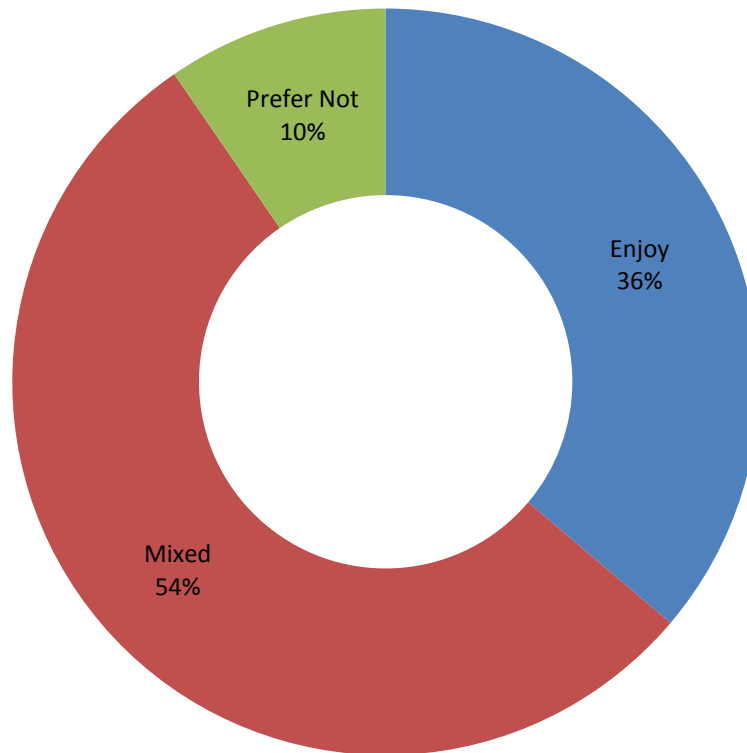
There were a total of 94 comments in answer to this question. The numbers to the left of the percentages are the total number of comments out of 94, and the percentage is also shown for a clearer picture of the population size. Those who enjoy the experience comment on the

supportiveness of experienced interpreters and how much can be learned from them whilst teaming together. These experienced interpreters who do show support often motivate less experienced interpreters to continue in their skill development. They are positive lights in the community. It is important to note, though, that depending on the pairing, these same positive experienced interpreters may not be supportive of an egotistical new interpreter because they dislike the new Rogue Interpreter's personality. Different characteristics are manifested depending on the pairing of personalities.

Focusing on the 54% of responses indicating that participants have mixed feelings about working with experienced interpreters, most respondents were mixed because of the personality or behaviors exhibited by the more experienced interpreter. Responses indicate that pessimism, impatience, inflexibility, and a high and mighty attitude exist among the group. Respondent 59 sums up her attitude towards working with experienced interpreters, saying, "As a generalization, I don't usually feel great about that. Individual experienced interpreters can be great, but as a whole, I feel kind of uncomfortable about them as a group." This response is reflective of many other responses that basically communicate that while they have had individual positive experiences, there are enough negative experiences with difficult attitudes that taint the experienced interpreter group's name.

More comments regarding experienced interpreters include Respondent 112, who says, "If they are still fresh about their work, and open to feedback, great. If they are burned out or not putting any thought into the work, I get frustrated." This is reflective of many other responses illustrating frustration with more experienced interpreters in regards to their self-awareness concerning skill. When commenting on experienced interpreters, the surveyed population

believes that the more experienced interpreters think that just because they have years in the field, their skills are automatically good enough. For example, Respondent 21 comments:

> I think it is sometimes a nice treat [to work with experienced interpreters], depending on their personalities. I have found that experience does not always equal skill or pleasant personality. I work with people who have a variety of experience but this is seldom the most influential factor in whether I like to work with him/her or not.

It is interesting to document data in support of the old saying that circulates the interpreting field: "Attitude is just as important or more important as skill." While this saying is often from the Deaf perspective, it is clear that the interpreting community values a good attitude in their teammates. The problem, though, is that different groups of interpreter will define a "good attitude" differently. When definitions and preferences are all relative, it gets tricky fast, so the takeaway is just that interpreters need be cognizant of the likes and dislikes teams have.

It has been discussed that there are differing self-views, assumed perceptions, Rogue Interpreters in both the new and experienced groups, and several traits that are cause for tension. Participants were asked to identify some personality traits that are not appreciated in their co-workers. When asked to list the traits that interpreters do like seeing in other professionals, comments were not surprising as the characteristics listed are ones that most people would not enjoy in anybody, not specifically interpreters. However, it is interesting to note that so many of the characteristics have nothing to do with the skill of the interpreter; some do, but most do not. In fact, of the 310 total coded responses to this question, there were only three comments that fell within the category of being "unskilled," and the other 307 comments were about personality characteristics rather than hard skills. This is notable after a few respondents adamantly stated that personality characteristics have nothing to do with the job of an interpreter. Perhaps there are

some professionals who do feel as though interpersonal interactions between interpreters are not a priority of the job, and that is a legitimate perspective, but the overwhelming number of responses I collected show that there are some very standardized disliked traits in others; interestingly, one of those disliked traits is being "more focused on the work than on the people" as one respondent stated, and four others paralleled that thought.

Figure 6 shows categories of disliked traits listed by respondents. Percentages of the total comments can be seen in the figure.

Figure 6: Disliked Traits in Colleagues
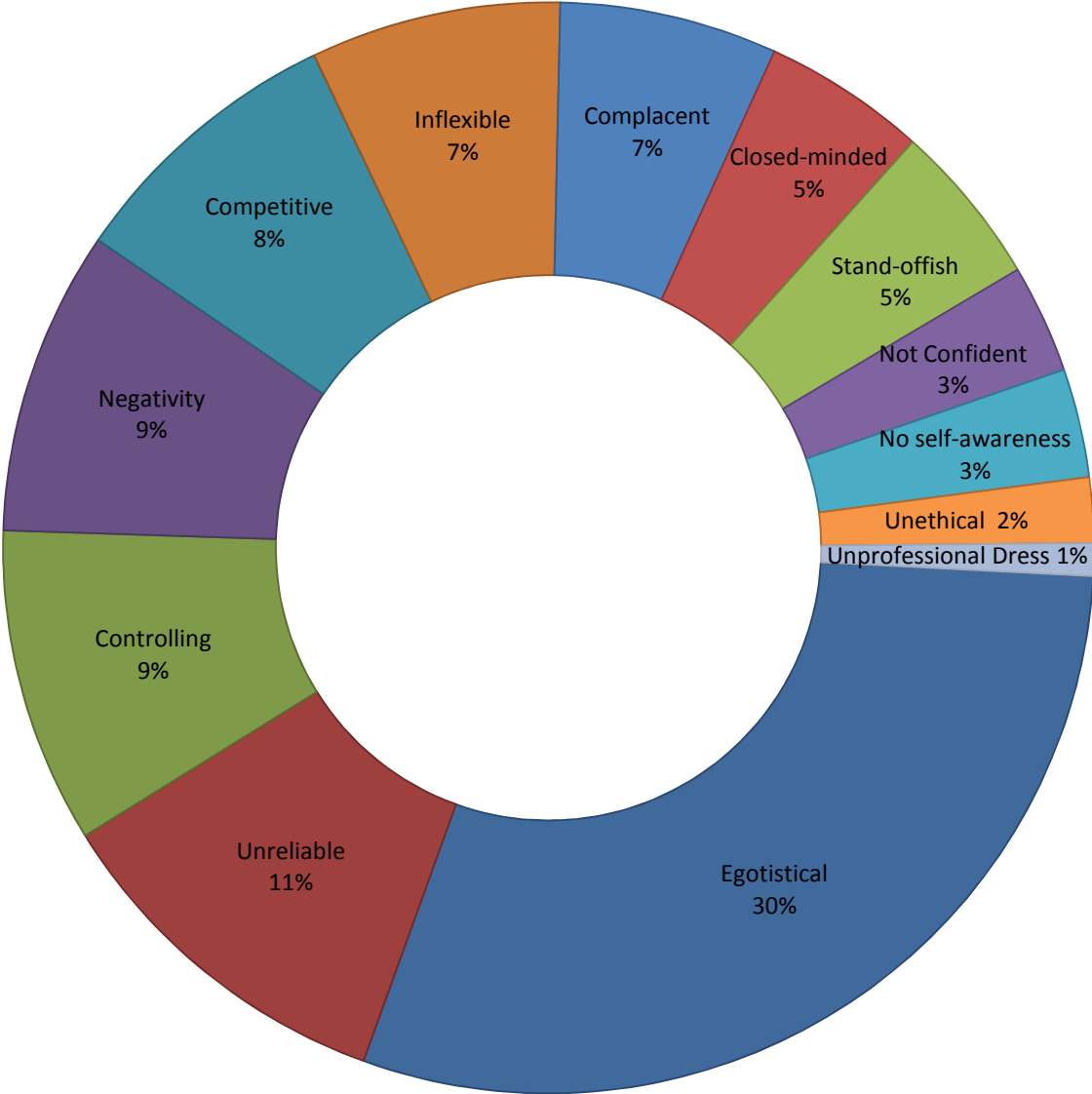
In total, 310 comments were coded that make up these 13 categories. Ninety-two of those

remarks, or 30% of every comment recorded, had to do with professionals disliking the

egotistical characteristic sometimes exuded from teams. The next highest category with 33

comments, or 11% of the total, showed distaste for unreliability. These are followed by the

categories of being controlling, with 29 comments or 9% of the total; negative, with 28

comments or 9% of the total; competitive personalities were also disliked, getting 26 comments,

or 8 % of the total. The following characteristics each account for 7% or less of the total

comments: inflexibility, complacency, closed-mindedness, stand-offish, no confidence, no self-

awareness, unethical, and unprofessional dress. Again, these characteristics are not specific to

the interpreting profession, but it is interesting to document these disliked traits because a few

respondents did say that they believed there to be no room for consideration of personalities in

the work, but really, 310 comments made from 127 respondents from only one question in the

29-question questionnaire painted a picture of interpreters who cause conflicts with others –

Rogue Interpreters. This collection of data shows that, indeed, interpreters do most definitely

notice what personality traits they have negative reactions to, and those traits are potentially

bothersome during work. Further research should be conducted to see how work performance is

affected by personality conflict.

Tension

The data presented above is reason enough to believe that there are several reasons

interpreters will feel tension during work situations. Because there are several opportunities for

conflict, which can be detrimental to morale, participants were asked what they tend to do when

they are experiencing tension. There were 95 responses regarding what is done with tension. See

Table 6 for details.

TABLE 6

What Respondents Do With Tension

Code:	Stifle	Try to Stifle	Depends	Unclear
Number of comments out of 95	Percentage	69	73%	18	19%	6	6%	2	2%

A staggering 73% of those who responded to this question reported that they stifle their tension. Later, respondent's tension releasing techniques will be described. While it may be a professional behavior to keep the peace in the working situation and not make a big spectacle out of an interpersonal conflict (read not have a hissy fit) it is still true that 73% of this population reports suppressing stressful feelings. Nineteen percent of respondents report that they attempt to stifle tension, but are seemingly disappointed in themselves because their tension is manifested in some way, whether through their signing becoming choppy or withdrawing to the point that it is noticeable something is bothering them. An interesting note is that any time a respondent expanded on their answer in the "try to stifle" category, they expressed disappointment in themselves, as if they had failed the task of stuffing the tension down hard enough so that it was not visible in any way.

Six percent of respondents provided comments that were coded and placed into the "depends" category. Either participants reported that they do both, stifling and showing tension, so their response went into this category. Another reason for including the "depends" category was because respondents said that it really does just depend on the situation whether or not to show their tension or to keep it to themselves.

Not one respondent claimed to purposefully show tension. The closest anybody came to saying that they show tension purposefully were those comments in the "depends" category. Respondent 52 reports that she stifles tension, but she goes on to say, "but if showing tension can

lead to a conversation (after the job) that will resolve it, I show it." It seems interpreters are very

well aware that keeping tension to yourself and sweeping conflict under the rug is the acceptable

behavior while working, which serves an important purpose, but they also expressed that they

use different techniques for dealing with their tension.

While it is very clear that interpreters feel tension and mostly stifle it, many report not

letting it sit and fester. Several respondents reported various techniques for helping them cope

with stress. See Figure 7 for details of techniques used.

Figure 7: Techniques for Dealing with Frustration
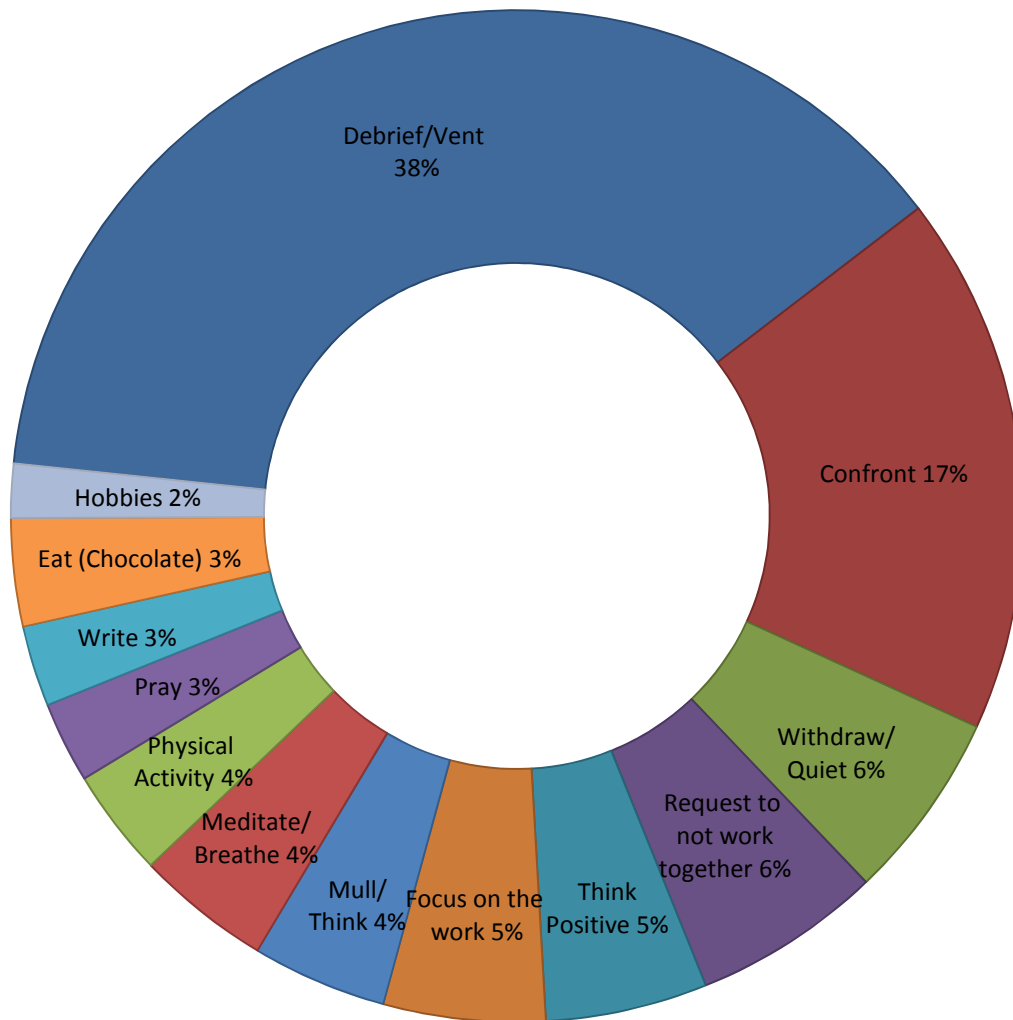
The root of the problem is not that there is tension and it is dealt with in various ways, necessarily. The problem is that there are Rogue Interpreters who cause the kind of tension that does not feel safe to address in the moment. Assume that interpreters are conditioned, through experiences or through interpreting folklore, to grin and bear it. Seventeen percent of interpreters said they would approach the one doing harm, but not outright. Responses were hedged with comments like, "I do my best to keep tension to myself, unless they bring it up" or "if it is really

bad, then I will talk to them." That 17% of the respondents reported confronting the frustration was more than expected; after reading the comments it is clear that confrontation is often avoided if possible.

Six percent of interpreters say that they request to never team with the interpreter who causes them frustration. In a field where there are limited professionals, the community shrinks quickly when a name is black-listed. Confronting the other interpreter and requesting the agency to not be placed with a particular team in the future are both rather confrontational in that they address the problem with the goal of removing the source of tension. More popular, however, are techniques on personally dealing with feelings.

The most popular approach for dealing with negative feelings is to vent. Here, "venting" includes comments provided from respondents such as "complaining" and "debriefing." Interpreters say that a trusted friend, colleague, spouse, or a partner becomes their listening ears when they need to get their feelings out in the open. Thirty-eight percent of respondents claim to participate in this behavior, most of whom are sure to include a comment about how they vent while upholding confidentiality. While venting is a self-care technique, the more interesting finding is that 38% of participants said they vent to somebody who is not a part of their bothersome situation.

There are many positives to suppressing frustration in the moment. Part of being an adult and professional is learning how to deal with feelings and talking about matters as grown-ups should, in a diplomatic and calm fashion. However, it is still true that there are unapproachable interpreters, which is the most problematic finding of all. They probably exhibit some of the characteristics that were listed as being the most disliked. They are Rogue Interpreters, making others feel small or powerless. Stories circulate about their level of stubbornness, inflexibility,

among other negative personality traits, and so there are some who are considered to not be worth a fight. Many respondents report that they believe these stubborn interpreters will not change anyway, so what is the point of making a mountain out of a mole hill? This can be true for both new interpreters and more experienced interpreters based on this data, and there should be options to approach and minimize the problems.

Positive Points of the Field

Before discussing the conclusions about the research, there are many positives about the signed/spoken language interpreting field that should not be overlooked amidst this research about conflicts and deflated morale. While there are Rogue Interpreters out there, the field does have much positivity that cannot be ignored. When asked for some preferred personality traits in teammates, respondents had a lot to say about what they appreciate in a colleague. Figure 8 shows the categories of personality traits listed, as well as behavioral characteristics. While I understand that some of the categories do not pertain to personality, such as "Competent & Skilled," I think it is beneficial to be aware of the other nuances that respondents listed.

Figure 8: Preferred Personality Traits
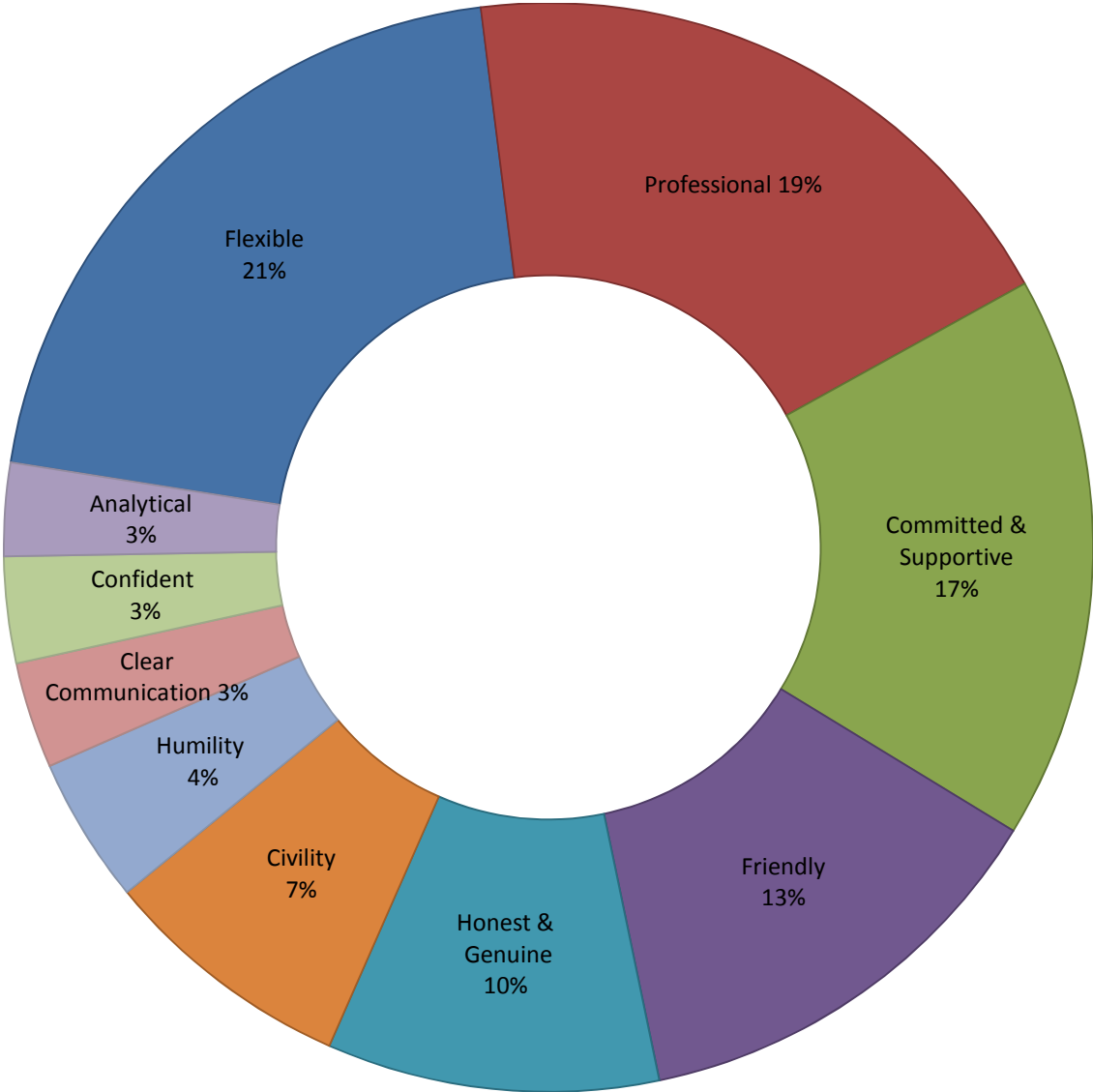
A total of 507 comments were coded from the 127 participants that fell into these 10 categories. The most popular response from participants expressed that they prefer their team mates to be flexible in some fashion. The category titled "Flexible" included characteristics such as being open, easy-going, and having the ability to both give and receive feedback. The characteristics listed painted a picture of a professional who could go with the flow in an amiable way. This category had a total of 104 comments out of the 507, accounting for 21% of the total responses.

The second most popular category is "Professional." This category included several characteristics. A few examples of the traits listed include being reliable and punctual, competent and skilled, educated, ethical, prepared, consumer focused, responsible, and having good boundaries. This category accounts for 96 of the total 507 comments, or 19%. After "Professional" is "Committed & Supportive" with 85 comments, or 17% of the total. This category included characteristics such as being attentive to the team member, motivated to continue education, and a willingness to provide mentoring when requested.

The fourth most popular category is comprised of traits that exemplify friendliness, and is thus labeled "Friendly." Respondents reported that they appreciate team members who are funny or who have a sense of humor, are positive about the work and situation, and who are, as the category is titled, friendly. Sixty-six of the total 507 comments made, fell into this category, accounting for 13% of the total. This is followed by the category titled "Honest & Genuine" with 10% of comments referring to characteristics such as being understanding, sensitive, trusting, trustworthy, and having the ability to listen. The next category is "Civility" with 7% of the total comments, including being kind, respectful, thoughtful, and courteous.

The seventh category is "Humility" with 4% of total comments and includes characteristics such as being non-judgmental, humble, and seeing others as equals. The next three categories each comprise 3% of the total, and they are "Clear Communication," "Confident," and "Analytical." See Table 7 for a visual summary of the detailed breakdown for the kinds of traits respondents listed.

Table 7: Preferred Personality Traits

Categories	Detailed descriptors of code with totals		Total %
Flexible	Flexible	6.7%	21%
	Open	6.7%	
	Easy-going	3.6%	
	Ability to take/receive feedback	3.6%	
Professional	Professional	4.1%	19%
	Reliable & Punctual	3.6%	
	Competent & Skilled	3.3%	
	Educated	2%	
	Ethical	1.6%	
	Consumer Focused	1.4%	
	Good Boundaries	1.2%	
	Responsible	1.2%	
	Prepared	0.6%	
Committed & Supportive	Attentive & Supportive	7.9%	17%
	Committed & Motivated	5.6%	
	Team Mentality	2.6%	
	Mentoring	0.4%	
Friendly	Friendly	8.3%	13%
	Funny/Sense of humor	2.8%	
	Positive	2%	
Honest & Genuine	Honest & Genuine	4.9%	10%
	Understanding & Sensitive	3.4%	
	Listening	1%	
	Trustworthy/Trusting	0.6%	
Civility	Respectful	3.2%	7%
	Thoughtful	2.6%	
	Kind	2.4%	
Humility	Humble	2.6%	4%
	Not Judgmental	1.2%	
	Equality	0.8%	
Clear Communication	Clear Communication	3.2%	3%
Confident	Confident	2.4%	3%
	Outgoing	0.8%	

Analytical	Aware	1.8%	3%
	Analytical	1%	

Interpreters who possess the positive characteristics listed above are bright spots in the field. Seemingly, there are many bright spots who are having a positive effect on the field's morale, lifting colleagues up and encouraging them in a supportive way. Further research of these bright spots would be beneficial if researchers could surmise if these interpreters are bright spots in the face of adversity, unaware of conflict, or naturally positive in most situations. They should be honored for their commitment to caring for the morale of others.

Implications and Discussion of Findings

As a whole, the interpreting field is a wide mix of personalities, but all had the same preferences as to what traits they liked and disliked. Interpreters are a hodge-podge group of individuals who all appreciate flexible, good natured, positive, kind and supportive teammates, while being turned-off by egotistical, unreliable, controlling, negative, competitive, and inflexible colleagues. Not one interpreter reported to enjoy working with an egotistical and belittling team member, but also, not one interpreter described themselves as an egotistical and belittling person, or what I am calling a Rogue Interpreter. Where are these Rogue Interpreters with inflated heads and hurtful remarks? They are among us and likely among the respondents to this survey; there are enough of them that almost every participant in this study commented on them. I suggest that there are some interpreters who are not self-aware enough to recognize that they are Rogue. Their behavior is perhaps interpreted differently than how they intend it to be taken, but the fact is that those who are interpreting behavior as Rogue set up a very real personality.

One important point to keep in mind is that someone who is a Rogue Interpreter for me may not be a Rogue Interpreter for somebody else. For example, Respondent 27, the one who

used the questionnaire as a medium for talking down to me, is a Rogue Interpreter in my mind right now, but somebody who knows her better and has the same mind set may not think of her as a Rogue Interpreter. Instead, they might think of me negatively instead since they obviously did not appreciate my word choices, or research for that matter. Since it is difficult to identify Rogue Interpreters, this research is mostly bringing to light those personalities who tend to be difficult for the majority of interpreters with whom they work. Most interpreters will experience light conflict here and there with a couple of interpreters, but there are some who are difficult across the board.

While this research does tend to resonate negatively because it touches on sensitive subjects with which some may not be comfortable, I do not want to ignore all the good happening in the field. Respondents were quick to share their glowing remarks about positive interactions they have had with other interpreters, raving about how friendly some interpreters are. It seems that there are many who have a set of soft skills. Rao (2012) writes, "It is rightly said that people rise in organizations because of their hard skills and fall due to a dearth of soft skills" (p. 50). I would also suggest that many individuals succeed as interpreters because of their soft skills. There does seem to be a strong support system among colleagues from reading what respondents had to say about positive characteristics they have experienced in others.

However, like Rao (2012) said, "[People] . . . fall due to a dearth of soft skills" (p. 50), there is plenty of evidence in this research of that happening in the field of signed/spoken interpreting as well. Interpreters' names are tainted if they are too hard to work with, agencies know which pairs of interpreters are not the best matches, and stories circulate about bad experiences. The problematic part is that those who do not have strong soft skills seem to think that their awesome hard skills makes up for the fact that they are rude to other interpreters, and

sometimes the Rogue Interpreters make others fall. Respondent 56 said that she is most likely to get along with another interpreter if that interpreter is "talented." This shows that this interpreter treats others with kindness conditionally; if they have the skills then it will be a pleasant time. If not, there is going to be conflict.

The respondents in this study reported that they feel affronted when interpreters are blunt, controlling, and inflexible, among a host of other behaviors. The affronted will vent, withdraw, and request to not work with the Rogue Interpreter again. The simple action of requesting an employer not place two interpreters together again can be punishment for the Rogue Interpreter and also the offended. Perhaps the Rogue Interpreter still gets offered work, and the offended does not because the agency knows it is an unsuccessful pairing, or vice versa. If the Rogue Interpreter is the one not being offered as much work, that is one way they could be falling in the field as a result of their soft skills. Also, when professionals vent to their trusted confidantes that may or may not happen in a confidential manner. Sometimes, a trusted group consists of others in the interpreting community. Word gets around about difficult, brash, and inflexible interpreters and there is a hesitancy to work with them even if other interpreters have not personally had a bad experience with the Rogue Interpreter.

What should interpreters do when they see negative behaviors that could lead to someone being labeled a Rogue Interpreter? Should somebody be called out on their behavior if it is hurtful? 100% of respondents said they have experienced interpersonal conflict, yet, only 17% of respondents said that they already practice confronting the interpreter who causes interpersonal angst, but they only do so after much consideration over whether the confrontation is worth it. Will the Rogue Interpreter listen and be receptive? The characteristics listed by participants in this study indicate that Rogue Interpreters are closed-off and do not listen.

Confronting someone about their rogue behavior needs to be done carefully. One respondent was approached with this kind of feedback and she calls it "bullying." Her experience was a powerful one that she reported has had a positive effect on how others view her, but also seems to have left some scars. Respondent 8 was a bright spot in this research who opened my eyes to an important perspective. From her responses, at first glance, I might say that she used to be a Rogue Interpreter who changed her ways and was done with it, but the situation is curious, leading to some issues that should take into consideration before approaching colleagues with whom interpersonal conflict is experienced.

Respondent 8 reports that she hardly socializes with other professionals at all. She describes herself as being shy, introverted, and humble. When asked how she thought others might perceive her, she said:

> Several years ago I was told by my peers I was cocky, arrogant and conceited. This caused a 180 in my personality. Now I'm very quiet and when I do meet other peers I seem to get a positive reaction. People I've met recently describe me as nice, quiet, funny and humble.

Perhaps Respondent 8 did have Rogue Interpreter characteristics. Others perceived her to be arrogant, and after being approached, she changed her behavior. It seems to be a beautiful example of intervention when bad behavior is exhibited – see a problem, request to fix it, and it is fixed. This all seems well and good until reading further into her responses and seeing that her view of the situation was very much the opposite. When asked how she deals with tension, Respondent 8 replied with, "After being bullied and isolated by my interpreting peers, I keep everything to myself." She was receptive to the feedback she got concerning the conceited behavior, and then changed accordingly, but her comment about being bullied was troubling and

leaves me to wonder how she was approached. Maybe other Rogue Interpreters approached her with an intent to hurt her back, only exasperating the problem.

How someone is approached is of upmost importance. Even if they have caused others to feel hurt or belittled, they are not always aware of their behavior, so how they hear it for the first time can have a powerful impact on them. What a Rogue Interpreter sees as assertive in a positive light, others might see as aggressive and bossy. From their perspective, how they are behaving may be very positive, so if they are approached only to be told that they are causing problems, they might feel very hurt. The goal should not be to hurt someone, but to bring them to awareness of their behavior – a tricky feat.

Moving past a confrontational approach that would happen after conflict has already been experienced, preemptive tactics would be beneficial within interpreter training programs. Screening processes with strong dispositional components to weed out problematic personality traits would be beneficial, and some programs are already using this approach. Candidates for programs should be aware that references will be contacted with the purpose of gleaning information on their interpersonal strengths and weaknesses, especially their ability to play well with others. Even when screening processes are well designed and implemented, surely Rogue Students will still get through. Dispositional reviews could be implemented that can decide if a student will proceed in training or not.

Within the curriculum, classes focusing on interpersonal communication among colleagues would be wise. This sort of class can focus on specific communication approaches. Self reflection on the students' part will hopefully lead to self-awareness of strengths and weaknesses that will promote change where necessary and confirmation when appropriate.

I am a believer in the power of kindness and that kindness has remarkable effects on attitudes. Kindness activities can be artfully woven into curriculum and programming to promote positive behavior in the community. Designing service learning projects or doing outside activities with one another that would lead to stronger relationships and appreciation of one another may have a long term positive effect on the future morale of the field. Stamping out competitive behavior could go hand in hand with promoting kindness.

The thought of kicking somebody out of a field because they are not a good fit seems harsh, and, if nobody had any feelings, that is probably what I would be inclined to suggest. However, that would make me very Rogue. Instead of ousting the trouble makers, there needs to be action taken via a gentle process of leading practicing interpreters to self awareness and to a place where they may see the value of changing their behavior. This will be a long-term process that could incorporate workshops, publications, one on one discussions, and a variety of other creative approaches. For training programs, there needs to be a portion of the screening process based on personality, perhaps not even considering the students' hard skills and knowledge about the field, but an overall emphasis on civility.

Reviewing Ott's (2012) work and comparing it with the results from this present study, it is plausible to say that horizontal violence and personality conflicts are a problem area for interpreters, and it is a curious question of where the group's morale level stands. Some seem to be experiencing horizontal violence, and further research about mental and emotional health should be investigated.

As the field stands right now, the majority of individuals' morale is alright, but there are a few dark spots on the radar. A handful of the population size surveyed seems to have very low morale from their overall tone of being down, hurt, jaded, and sad. Eventually, if Rogue

Interpreters continue to hurt others, low morale will strike more individuals, leading to a low

group morale. Baumeister, Bratslavsky, Finkenauer, & Vohs (2011) make an interesting

comparison, saying:

> National Football League Coach George Allen espoused a philosophy that "less is more",
>
> meaning that a team could be dramatically improved by trading or releasing particular
>
> players who did not share the common purpose of the team. Not all groups have the
>
> luxury of removing their bad apples, so it is a question of considerable importance
>
> whether a high-morale group can raise the morale of individual members, or whether
>
> low-morale individuals eventually bring down the morale of the entire group. (as cited by
>
> Peterson, 2008, pp. 30-31).

Since I am undecided if removing bad apples is even possible, or fair for that matter, the focus

shifts to raising the morale of those who are already down, and sustaining the high-morale

individuals so that group morale no longer teeters on the edge of high and low.

CONCLUSION

Equipped with my own personal experience of basically getting my feelings hurt and my hypothesis that the morale of the profession is negatively affected by the interpersonal communication conflicts interpreters experience as a result of different personality styles not meshing well, I embarked on a qualitative research adventure that gave me more data with so many implications that I had a hard time deciphering what it all meant. Interpersonal interaction among signed language interpreters is a brand new area to be explored, and although there is not much previously published literature on the topic, in no way did that convince me that this was not a worthy topic. The findings of this research and future research on interpreters' interpersonal skills are beneficial to the field because results will lead to understanding how interpreters are responsible for the field's morale. Good interpersonal skills are paramount to a healthy morale in this profession.

Two research questions were formed. The first was "Is there evidence of interpersonal conflict based on personality among interpreters?" The answers to this question came in the form of narratives from respondents who told about positive and negative experiences they have had with various personalities. The second research question was, "What is the current morale level amongst interpreters?" There is no standard way to measure a group's morale, and although a questionnaire is not the most effective way to approach measuring morale (Peterson et al., 2008), it was a necessary first step to take in this research process being as this project is a first of its kind.

The questionnaire that was used as the tool for collecting data was designed utilizing the qualitative methodology. Searching for narratives from a large population, and knowing that conducting many interviews was unrealistic, an interview-like questionnaire was designed. The

survey was conducted through the internet employing an online platform, and all respondents (all 127) were anonymous.

The respondents' answers to the questions were widely varied. Some were short and to the point and others were quiet elaborate. The data was narrowed down to a reasonable amount that solely focused on personality characteristics, tension, and causes of negative or positive feelings. Because of that, not every question was used for the final write up of this thesis, but the responses were still useful when trying to get a bigger picture of individuals who presented extraordinary responses.

Responses to the questionnaire were coded using the open coding method (Strauss & Corbin, 1998) in which patterns in the data manifested themselves during the process. While attention was directed toward personality characteristics as well as positive and negative feelings, there were no preconceived ideas for what kind of data would be found. This was surprisingly effective because while there are instances of conflict based on personality, the generational factor is often involved, which was not included in the hypothesis. Questions were asked about working with either experienced or new interpreters, and respondents assigned personality characteristics to the entire group. The original intent of the questions regarding experienced interpreters or new interpreters was to instead understand if the respondents themselves felt positive or negative feelings when thinking about working with an interpreter with more established skills as compared to newer skills. Instead, the comments that arose included "new interpreters are egotistical" and "the experienced interpreters are unaware of their actual skill level and are incredibly inflexible." This finding was remarkable.

While the data did reveal that there are definitely interpersonal conflicts because of different personalities, that personalities would be assigned to entire groups more than

individuals was unexpected. Rogue Interpreters were thought to be isolated individuals, but this data has revealed that, to some respondents, an entire group can be labeled "Rogue." For one respondent, most experienced interpreters are Rogue, except for a few who can prove themselves differently. For another respondent, the entire group of new interpreters is Rogue, having no Deaf heart and are only in this field for the money. Stereotypes cannot be applicable to each member of a group, but the phenomena continues (Ott, 2013; Flora, 2013).

Data revealed that there is indeed evidence of interpersonal conflict among interpreters, leading to a few interpreters having low morale. While one could conclude that, overall, the morale of the entire group is just alright, morale seems to be approaching a tipping point. The schism between more experienced and new interpreters is stronger than expected, leading to interpersonal conflict simply because of a group association. While the intergenerational interpersonal conflicts are occurring, there are other interpersonal conflicts unrelated to generational memberships, and based solely on personality attributes. These findings are disheartening because negative behavior of Rogue Interpreters is occurring and hurting other interpreters and the Rogue Interpreters are often left to continue down their path without intervention. Interpreters are encouraged to brainstorm ideas on how to deal with rogue behavior while celebrating the mix of personalities the field attracts. There is a need for communication studies, but because interpreters are in the business of communication, they are unaware of the desperate need to improve interpersonal communication techniques.

The design of this study was not done in a way that could lead to definitively concluding that the morale of the profession is at a tipping point, but it was successful in capturing a morale from a moment in time from each respondent. While the majority of respondents seemed neutral and fine, there was strong enough evidence that several were jaded, angry, sad, and hurt by other

interpreters in the field. For now, this research serves as evidence that interpersonal conflict is happening because of personality differences, and while the group morale is still alright, there are several individuals with low morale because of these personality conflicts.

The findings of this study indicate that personality conflicts exist, and that because of hurt feelings, some interpreters are sad. More research should be done. The consequences of rogue behavior lead to tension, and this field does not have a standardized accepted way to deal with tension. It seems as though interpreters still believe they cannot talk about their work, and if they do, they feel like they are breaking rules. Some withdraw or isolate themselves from certain groups. This creates further divides and avoids confrontation that could lead to better interpersonal relationships down the road.

There are still several questions that cannot be answered from this research. One of them is what other factors are feeding into negative attitudes in the field. Why are Rogue Interpreters rogue at all? Are they tough to deal with in every aspect of their lives, or is it something about the profession that sets them off? One last question in the questionnaire elicited responses about any problem areas participants would like to see addressed. While this question was not analyzed, there were a noticeable amount of respondents who stated that this profession is too competitive, and that our governing board, RID, is a source of negativity. More research should be done to see what other factors, such as these, lead to a low morale or negative personality traits.

Another question left unanswered is the role of Rogue Interpreters in this field. While personality conflict is tough, these professionals may play a vital role for the profession. Perhaps these practioners' skills are strong, so their personality can be overlooked for the sake of

providing clear interpretations. What to do with the group of people in this category is unclear. This data shows that they make others feel very uncomfortable, but the next step is unknown.

Further research investigating interpreters' feelings about discussing their work would lead to insight about guilt related to having work related conversations. The data could lead to a better understanding of what is needed for tension release. Also, further research should be done in the area of interpersonal interaction among interpreters focusing on several different tension release techniques. For instance, while research showed that venting does not lessen angry feelings (Bushman, 2002), the type of venting tested included physical venting of anger. Research on the topic of verbal venting with the goal of feeling validated would be applicable to the interpreting field. Further research is also recommended into the application of positive psychology and morale to the interpreting field to see if thinking happy thoughts will indeed increase individual and group morale. For those interpreters who are identified as having low morale, perhaps findings from such research could change their outlook on the profession and lead to longevity.

Another area for further research could assess the perception of interpreters coming out of interpreter education programs. This might give the interpreter educators from particular programs a sense of the attitude the students leave with. While there is plenty of anecdotal information regarding attitudes of specific groups, something more scientific would be beneficial.

With these recommendations, the hope is that interpreters can find trusted and true ways to ease tension without guilt, and that the morale of the profession becomes stronger. Without a change in interpersonal interactions among generations and among various personality types, negativity will fester. Baumeister (2001) leaves me with much hope, saying, "Good can still

triumph by force of numbers. Even though a bad event may have a stronger impact than a comparable good event, many lives can be happy by virtue of having more good than bad events" (p. 362). Until further research is done, I encourage each interpreter to set a personal goal to lift somebody up and not tear somebody down. Be a bright spot instead of rogue.

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Research: Personality Interpersonal Communication
Skill Sets and the Effects on Professional Morale
Western Oregon University: Master of Arts in Interpreting Studies
Sarah Hewlett

Consent to Participate in a Research Study Leading to a Graduate Thesis
You are invited to take part in a data collection process and your responses will be part of a research study titled, "Personality's Interpersonal Communication Skill Sets and the Effects on Professional Morale." This form will tell you about the study. You may ask the principal investigator any questions that you have. This study is simply gathering information about self awareness and preferences interpreters have for our colleague's demeanors. By completing this survey, consent to participate is implied.

What will I be asked to do?
If you decide to take part in this study, you will be prompted to answer the questions provided.

Who is eligible to participate?
Pre-professional, professional, and post-professional ASL-English Interpreters

Your participation in this research is completely voluntary. You do not have to participate if you do not want to. Even if you begin the study, you may quit at any time.

Why is this research being done?
The purpose of this project is to identify personality types in the field of interpreting and see how different personalities interact and affect each other.

Benefits
The findings from this study will help members of the signed language field be thoughtful about communication skill sets of different personality types and the possible dynamics that could result of pairings.

Discomforts and Risks
This project will require you to answer questions about your professional experiences. Your name or any identifying information will not be used in the final thesis. There will be no physical risk of any kind.

Who will see the information about me?
The primary investigator will see your responses, and the data will be shared in a graduate thesis with no identifying information - location and names will not be discussed.

Confidentiality:
The records of this study will be kept private. Research records will be stored securely on password protected computer and only the researcher will have access to the records. If you provide identifying information, be assured that the write-up of data will use pseudo names, and

will tweak situations to make it impossible to identify individuals.

Can I stop my participation in this study?
Your participation in this research is completely voluntary. You do not have to participate if you do not want to. Even if you begin the survey, you may quit at any time.

Who can I contact for questions?
If you have any questions about your rights as a participant, you may contact the WOU Institutional Review Board at any time regarding the study at 503-838-8589.

If you have any questions or concerns about the research, please contact Sarah L. Hewlett, Principal Investigator at hewletts@wou.edu or 971-267-9395. If you have questions about your rights as a participant, you may contact the WOU Institutional Review Board at any time regarding the study at 503-838-8589.

Thank you for your participation!

Questionnaire for Interpreters
Online Web Questionnaire

1. What is your age?

2. What is your ethnicity?

3. Are you a student, practitioner, educator, or other? Provide an explanation of other.

4. What kind(s) of certification do you hold? For how long?

5. In what state do you work/study?

6. What settings do you work in most often?

7. How much of your interpreting work would you say you do with a team?

8. How do you socialize with other professionals?

9. How would you describe your professional personality?

10. How do you think others perceive you?

11. Would you say that you are easy to get along with?

12. From your own perspective of the interpreting community in general, do you see any problem areas when it comes to our relationships with one another? Strengths?

13. What are some personality traits that you like to see in other professionals? Make a list of qualities.

14. Why do you like those traits?

15. What are some personality traits that you don't enjoy in other professionals? Make a list of traits.

16. Why do you dislike those traits?

17. When talking with other interpreters, about what kind of personalities do you find yourself venting?

18. Please describe a memorable teaming experience, or experiences.

19. Share your own thoughts/theories/opinions (if any) about why our field can be catty?

20. How do you feel about working with the brand new interpreters in our field?

21. How do you feel about working with the most experienced interpreters in our field?

22. When are you most likely to get along with a colleague?

23. When are you most likely to feel tension?

24. Do you show tension or keep it to yourself?

25. When you are irritated, how do you deal with those feelings?

26. When you feel great about a colleague, what do you do with those feelings?

27. We all have something that gets to us about our field. Please provide your thoughts about some interpersonal communication issues that you hope our field could improve upon.

28. If you had to categorize some generalized personality types of interpreters, what would they be? For example, you could pick 3 different types of interpreters and just give them a label (The Nerdy Ones, The Cha Heads, etc).

29. What are the areas of our field that you wish would be addressed?

APPENDIX C

Follow up to listing personality traits that are not appreciated in colleagues

Question 16: Why do you dislike those traits?

- Healthy critizing/critical feedback is important for growth of a professional but back handed comments and spreading negativity is not helpful to the community. The things listed above are too often used to push people down when in reality we should be scaffolding each other up.
- So much f our work requires us to work well with others and if we can't do that we risk making our profession look inept.
- They are uncomfortable to be around. You can't give valid feedback to someone like that, they dismiss it or get defensive. They can create an unprofessional atmosphere with inappropriate boundaries.
- recipe for disaster
- Those traits aren't conducive to the nature of our work and don't allow for optimal growth or discovery. This profession is about learning new things everyday and being open to that is really important.
- An interpreter who thinks they already know everything is the most likely person to maintain their bad habits, even if there aren't many. It makes teaming difficult and professional collaboration impossible.
- roles get confused, we can be too disruptive if late or loud entering a space, take attention away from the Deaf person and onto ourselves, create ore work for the team and possibly jeopardize the accuracy of the material.
- Because those are the ones that have caused me and others the most trouble.
- Not conductive for the interpreting situation
- It's hard to work with those type of interpreters. Our jobs are so complicated and hard enough as is - especially in highly specialized settings - that when I work with an unsupportive or judgmental team it just makes it that much harder. It's hard for me to concentrate and feel that I can effectively do my job, when some of my mental energy has to go to monitoring what my team is doing or thinking.
- It makes it hard to communicate with that person because I don't want to get their bad jojo in me. It is more work for me to do what I need to do. I feel like I have to monitor them because they seem volatile.
- Hard to work with. I also want to add that I know we all have our hard/bad days, no one is perfect. Sometimes a quick check in can quickly change a feeling or the energy in the air.
- They divert the focus from the interpreted interaction and participants, they do not support the provision of high quality interpreting services (no collaboration/less success)
- They are short-sighted, selfish, and encourages undo competition.
- they all affect the quality with which we meet clients' needs. our product quality is reduced when i have to spend time taking care to not help an interpreter who is clearly struggling out of fear of their reaction to support on the job.
- Presenters should know their topic inside and out and be able to answer a broad range of questions authoritatively, otherwise they are wasting everyone's time.
- Again, duh!

- they get on my nerve, makes working environment less gratifying
- I dislike those traits because they do not foster an environment that supports the work. They make the work assignment stressful.
- It is difficult to work with people who are not realistic in knowing their own traits and the effect they have on an interpersonal situation. People who are judgemental and/or too focused on their own needs without being aware of the balance of needs between all clients and team members in an interpreted situation usually have a negative effect on the interaction. The work is often less effective and less enjoyable with colleagues with such personality limitations.
- It's frustrating when interpreters don't show for work or give jobs back at the last minute which make it impossible to find a sub. It looks bad on the agency and the interpreter that was there.
- I don't give up. You need to be resourceful enough to find a solution. If you don't have a good solution you need not be in that position in the first place. Either way it reflects badly...poor judgement or lack of character in some other way, but both end up the same...me doing their work!
- We are privileged to work in this field. Deaf consumers should not need to deal with interpreters mental health issues or the problems interpreters sometimes create among themselves.
- If someone had the traits listed above, of what benefit will that person be to me in a teaming situation? I might as well be by myself.
- make work unnecessarily difficult
- it makes it difficult to work effectively
- It's disrespectful, unprofessional and I end up doing more work but we get paid the same amount.
- Because they make it harder to work together and skills are not improved.
- harder to feel comfortable
- Interpreting will put you in several different situations with several different teams and clients. If you are unwilling or don't care to see the world and situations through or with others, it makes interpreting effectively almost impossible. If you are egotistical, arrogant and stubborn, you are less likely to fix or accept feedback of your interpreting errors.
- They get in the way of working in our field and in working with people in general.
- I believe they get in the way of doing our work, make for poor interpersonal relations, and are based on a posture of superiority which does not belong in interpreting.
- They tend to disrupt the flow of an assignment
- they are difficult people to be around the thus work with on a job.
- because it make a bad environment and the work suffers. not to mention it is just annoying
- ~sometimes assignments are tough enough, then to find out your teamer is not interested in working "with" you can add to the stress
- stifles development and progress and makes you look bad in front of deaf and hearing consumers
- they are exclusionary and divisive.
- They are distracting, and look unprofessional
- unprofessional behavior, makes us both look bad to the clients, difficult to work with
- It's ugly...no judgement there...

- such a person is typically not easy for me to get along with
- when we act from personality and ego only then we are wearing masks rather than just being...when we just be, after cultivating an ability to return to center in each second thru breath and global looking and being with self, just being like that leaves room for each other to be together and dismisses fear and judgement and all the personality weapons and masks fall off and we just be and share and enjoy or work out or create together
- The do not instill a feeling of trust and can cause distrust, discord, and animosity
- A person with those traits is not easy to work with and makes me uncomfortable.
- that kind of person does not want to improve their skills etc. they are not open to new ideas
- They interfere with my provision of service and the other professional's.
- These traits don't support are mission as interpreters to be professional and empowering.
- Because it makes the interaction strained, it causes me to not want to trust that person.
- Does not cause camaradarie among team members. Don't like to be in the company of people with those negative traits.
- impairs the interpreting process, mars the image of professional interpreters, and limits potential for growth and change amongst interpreters
- They're all insensitive and can lead to disrespect and distrust
- They bring the whole situation down.
- Interpreters who chose to rest on their laurels indicates to me that they believe their skills are good enough and do not need to engage in professional development.
- The above traits hinder or outright stop a professional from being able to advance in a healthy, successful way as an interpreter and can, instead, often become stagnant and stuck in old habits with little motivation to improve.
- I feel like I can't be myself or trust those people.
- They are demeaning, unproductive behaviors that hurt everyone within our small community.
- They make a pain in the ass and a lousy interpreter.
- does not care about the needs of the deaf consumer gives the interpreting profession a bad name
- It is completely opposite of how professionals should interact.
- It makes it hard to work with them, how can you have true conversations like that?
- it creates tension on the job and discomfort for me as a professional
- Becaise either an interpreter become overly involved with the client and steps ethical boundaries, or tries to take over the whoe process and leaves no room for teaming and joint dicision making.
- People who are overconfident and egotistical make mistakes, and either don't notice or don't admit them.
- Makes it hard to feel comfortable working with people.
- It's distracting behavior.
- They foster negativity among professionals
- I feel these traits define a poor communication facilitator.
- The above traits have no place in a profession that focuses on serving/accommodating the language needs of all of the consumers involved in an interaction.
- because it's rude and disrespectful

- Perhaps I am old fashion, but I disapprove of the sweeping nature of the Gay Agenda within the Interpreting field. I feel that a person's personal life is just that- personal. Also when people work with others and they don't pretend to be something that they are not, then working together can be much easier because I will not how much they can ask of me and vice versa.
- I think most of them relate to inflexibility. If you can't go with the flow or respond in the moment to what is happening, then you aren't moving the situation forward. I like to think that we are all growing and learning and not moving backwards or standing still.
- Those do not foster effective professional attitudes
- difficult to work with and get along with, will lead to hurting other people
- Those kinds of traits can hurt the fabric of the community, bussiness.
- It provides substandard service to our clients.
- offers a negative environment to work
- I don't understand this question. You asked to list the traits that "you like to see in other professionals"? Why would I dislike the traits that I like to see?
- it shows arrogance and a lack of professional knowledge
- If a person is too rigid, then the individuals will not receive a higher level of interpreting services that they should entitled to receive.
- these make us less than human i feel. while they are traits of humanity, they are traits that really are degrading on our humanity in general.
- If a team displays these traits, I am essentially working alone and that takes way too much energy and effort
- Because people with these traits make my job harder.
- I can't get the feedback or support I need
- is not collaborative or positive
- I am still learning and the above approach makes it difficult for me to have a safe learning environment and one with which I can successfully grow as a professional.
- Many of us work hard to keep the profession recognized in a positive way. When you work hard to make that happen and raise awareness in consumers, it can be frustrating to work with, hear about, witness others that damage a positive consumers by an unethical and/or unprofessional interpreter.
- It makes me nervous when working with people who are cold and unfriendly, I feel like they are judging me
- They make it very difficult to work with. If someone has a negative view on the consumers, that not only will affect the work, but it is really going to bother me. All of the traits I listed in, in my opinion, will negatively affect the work.
- They get in the way of the work and are also unpleasant to be around
- They all make me feel like I can't trust them.
- I do not value them.
- They make for very annoying coworkers
- Why would you like those traits?
- I don't like when people try to seem entitled, or even try to act they are better than myself or anyone else. Most times if that starts to happen, I will just "shut down" in terms of trying to make a connection and focus on work.
- It's uncomfortable and hard to relate to someone like that.

- No one likes a negative person. Period. It is hard to work with someone when they are only willing to put forth a minimum of effort and not pull their fair share of the job. Even worse is when the team is so wrapped up in their smartphone that they aren't even worth working with.
- Because they usually lead to the type of person that isn't open to change or really able to listen to the needs of the people he/she works with.
- They shut down communication between teams. It is hard to have a professional dialogue between colleagues and brainstorm ideas and approaches for different situations. Also if a person doesn't have confidence in their work, it's hard to have meaningful dialogue.