DEVELOPING A TRANSLATOR CAREER PATH: A NEW APPROACH TO IN-HOUSE TRANSLATOR DEVELOPMENT EVALUATION

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DEDICATION

To my parents: My role model in life and my support.

And to my children: Tala and Abdullah, the joy of my life.
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CHAPTER ONE: OVERVIEW

This dissertation presents a comprehensive translator development evaluation framework that can be used for the evaluation of translator development in translation organizations. The proposed framework consists of three important constructs: a Translator Development Model (TDM), holistic rubrics that present levels of the development of descriptors of translator competences identified in the TDM, and a Translator Career Path (TCP). The overview chapter of this dissertation introduces a synopsis of the current translation industry situation, describes the research problems focusing on limitations in the translator evaluation system in Saudi Arabia, discusses the purpose of the study and its questions, and introduces the significance and the structure of the dissertation.

1.1. Overview of Translation Organizations

With the advancement of telecommunications, wireless communication, the internet, cellular data, and Wi-Fi, people worldwide have become connected socially, educationally, and professionally. People in the Far East are buying songs and music from the Middle East and vice versa. Students can have online education from Harvard, USA while in their living room in Riyadh, Saudi Arabia. Talented and well-educated people are competing for jobs all around the world. Authors such as Thomas Friedman (2007) have thus suggested that during the start of the 21st century, “The global competitive playing field was being leveled. The world was being
flattened” (Friedman, 2007, p. 8). However, such suggestions about living in a flat, globalized, interconnected world presuppose that people are communicating with a common understandable language, which is not the case. Here enters the role of translation. The modern way of life is increasingly calling for intercontinental communications. More specifically, the developing globalization of trade is driving the demand for translation services, which are necessary to bridge the communication gap between people and businesses around the world. Private and public organizations that provide translation services are growing and increasing. “According to the U.S. Bureau of Statistics, the translation industry is expected to grow by 42% between 2010 and 2020.” ("What is The Size of the Translation Industry?,” 2014). Taking English as the source language, for example, the demand for frequently translated languages such as French, German, Italian, Portuguese, and Spanish will remain particularly strong. The most widely used Asian languages, such as Chinese, Japanese, and Korean, will also remain in high demand. Arabic and other Middle Eastern languages will rank in the third position. As the 21st century progresses, companies and governments will continue to publish regularly in several languages and to communicate with existing and potential clients, business partners, and even employees in other countries. According to Common Sense Advisory, in 2012 there were 26,104 language service providers (LSPs)—this number includes companies with two or more employees, and most of these companies are private (N. Kelly & DePalma, 2012). In the same report, N. Kelly and DePalma (2012) provide the percentage of the total language industry market in each region in the world in 2012. The largest portion of the industry goes to Europe with 49.38%; the second largest market goes to North America with 34.85%; third place is reserved for Asia with 12.88%; and the remaining portion is divided among Latin America, Africa, and Oceania.
The professional nature of translator jobs and the way they are filled have developed over the last three decades or so. For example, traditional methods for hiring translators include offering positions for translators to work onsite within an organization; translators in this scenario are called in-house or staff translators. However, translation organizations started adopting new methods of hiring in the 1980s in order to complete the required translation tasks with the best quality and fastest delivery possible. Those untraditional methods include subcontracting to other language companies and/or individual freelance translators. It is worth mentioning that subcontracting has been considered the norm in most translation companies since the beginning of the 21st century. However, untraditional methods are not always the perfect solution. Managing translation traditionally onsite or in-house remains the most effective and stable strategy. According to Rodriguez-Castro (2011), the increasing use of subcontracting has sometimes led to difficulties with communication processes. She states that “corporations rarely share their time and resources with subcontractors, and generally do not involve themselves, or share their organizational vision with them” (p. 8). She adds that “the lack of communication or misunderstanding during the communication process may affect the quality of service and constrain a potential long term business relationship between the client and the LSP” (p. 9). Samuelsson-Brown (2010) attributes the communication gap between the client and the language service provider to a number of reasons: the project manager’s misunderstanding of the client’s project requirements; the client’s inadequate statement of requirements; and the project manager’s failure to send a detailed set of specifications to translators. This gap of communication is considered a disadvantage of subcontracting. As Samuelsson-Brown observes, all the aforementioned reasons for the gap ultimately lead to the project manager’s delivery of a product that does not meet the client’s expectations.
In the opinion of DePalma and Beninatto (2002), quality, process control, and cost are the main advantages of in-house translation. The authors argue that translations done onsite (or in-house) allow for better control and consistency in branding. The in-house translator is more familiar with the products, understands the quality expectations of the clients as well as of the top management, and generally shows a higher level of motivation to complete the work. In the case of outsourced translation, quality may not be closely controlled, the lack of consistency in branding may become apparent, and project management may be less effective (and inexperienced). With regards to process, in-house translation is usually completed in a more collaborative environment and allows for better leverage of translation assets. In-house translation is more cost effective when the project is relatively small with fewer languages involved.

Also, it is to the newly recruited translator’s benefit to start working as an in-house translator or as Samuelsson-Brown (2010) calls it a “staff translator.” The main advantage to working as a staff translator is gaining a practical guided translation experience needed by a fresh graduate. Samuelsson-Brown (2010) provides a list of advantages for working as a staff translator:

- An income from day 1 and a structured career path.
- On-the-job skills development under the watchful eyes of an experienced translator or editor. This will save you many attempts at re-inventing the wheel.
- Access to the reference literature and dictionaries you need for the job.
- The opportunity to discuss translations and enjoy the interchange of ideas to the extent not normally possible if you work in isolation as a freelance.
- An opportunity to learn how to use the tools of the trade. (p. 12)

As noted in the quote above, having a structured career path is considered one of the first advantages of working in an organization, and that is theoretically true and taken for granted. However, with a closer look at how translator evaluation and development are managed in
translation organizations, it is found that career paths are not formally structured or even do not exist in some organizations. The case of working in translation departments that belong to the public sector in Saudi Arabia, will be used as an example to illustrate this shortcoming. This notion will be presented in detail in section 1.2.1.

In addition to all of the aforementioned pros of in-house translation organizations, there is the issue of confidentiality. Some documents have a critical nature and must be kept in as few trusted hands as possible. In other words, the distribution of highly sensitive documents for translation must be limited to as few people as possible, and these people must be trustworthy. In-house translation organizations can ensure privacy and confidentiality and bridge the communication gaps discussed above. Therefore, traditional in-house translation services are still in demand and will be the scope of this dissertation.

Translation organizations that hire in-house translators occur in one of two environments. The first is the private sector environment and the second is the public sector environment. Within the private sector there are mainly two types of organizations; the large organization, which has a documentation department where translation, writing contracts, and proofreading take place; and the translation company.

In the first type of organizations in the private sector, the large organization, a translator will “have the opportunity of gaining experience and acquiring expertise in that particular company’s industry, [and] will have access to experts in the relevant fields and probably a specialist library” (Samuelsson-Brown, 2010, p. 12). In the second type of organization, the translation company, the translator “will be exposed to a broader range of subjects but will not have the same close level of contact with experts… the smaller the company, the more [the
translator] will be exposed to activities peripheral to translation. This in itself can make work more interesting” (Samuelsson-Brown, 2010, p. 12).

The second environment for in-house translators, the public sector, includes translation departments in governmental bodies. Examples of this working environment niche range from translation departments in general hospitals, in courts, and in ministries (e.g., ministry of education, ministry of commerce, ministry of foreign affairs, and ministry of defense). Translators in these environments usually get hired and paid through the Ministry of Civil Services (as the situation in the Saudi Work and Workers system).

Generally, in any kind of translation working environment, the main assets are skillful, successful, and productive employees. These assets are what make an organization special and what allow it to stand out in the midst of other competitive organizations. This leads to the discussion of the concept of organization’s core competencies, the identification of which allows the organization to exploit its specific potentials and strong points. Taking advantage of core competencies can maximize an organization’s growth. Prahalad and Hamel (1990) define “core competencies” as the collective learning in the organization and note examples such as the coordination of diverse production skills and the integration of multiple streams of technologies. The authors point out that core competencies are about the organization’s delivery of value; core competencies entail communication, involvement, deep commitment to working across organizational boundaries, many levels of people, and all functions. Core competencies do not diminish with use like physical assets. On the contrary, core competencies are enhanced as they are applied and shared over time (Prahalad & Hamel, 1990). In translation organizations, the translator is the most important employee, and providing a good environment with learning and development opportunities is essential to keeping translation organizations in a competitive state,
as the knowledge and skills of the developing translator contribute to the organizations’ core competence. Only with growing translators will translation organizations have the potential to grow.

Consequently, this dissertation focuses on the development of in-house translators and their evaluation. The context of the problems studied in this dissertation is translation organizations and translation departments within big corporations or large public-sector organizations. The performance of in-house translators is chosen as the starting point for investigation in this dissertation for several reasons. First, having translators working onsite under one roof makes it easier to evaluate their development. It is logistically far simpler to undertake the systematic evaluation, training, and mentoring of in-house employees than of freelancers. Another reason for investigating in-house translators is the question of loyalty and the nature of the relationship between the translator and the organization. An in-house employee works under an open-ended contract (assuming that the person is not a temporary employee), whereas freelancers work on a per-contract basis and are not considered official employees as such. However, once this model is designed and published, it can be used in different contexts with very little customization. Thus, the application of this proposed generic model, which is neither language nor country specific, is not confined to in-house translators.

1.2. Statement of the Problem

The concepts of translation assessment and translator assessment are sometimes treated interchangeably in the translation industry. However, they are vastly different, and each concept has different dimensions. Translation assessment deals with evaluating the final product of the translation process, and it focuses on target language words, phrases, sentences, structure
punctuation, layout, and publication type (e.g., House, 2001; Williams, 2004; Giraldo, 2005; Colina, 2008; and Angelelli & Jacobson, 2009). Translator assessment, by contrast, deals with evaluating the human being who is doing the translation on a professional level. For example, the first dimension of translator evaluation looks at how translators perform their work, the devices they use, the skills they have, the ways in which they develop their skills, the languages they have mastered, and so forth. The second dimension of translator evaluation deals with the personal aspects of translators’ work, including the ways in which translators interact with other stakeholders, how they interact in groups, and how willingly they help others. A comprehensive evaluation of the translator presumes a comprehensive examination of the performance of the translator, not only of his or her translated product. When translator performance is discussed in this dissertation, the concept comprehensively includes translation competence and other personal abilities and characteristics of the translator.

In sum, translation assessment is only one facet of comprehensive translator assessment. Yet, organizations that employ translators typically evaluate them based only on their work product. This is the main problem to be addressed in this dissertation. The following is a detailed discussion of the limitations in the translator evaluation system in the public sector in Saudi Arabia.

1.2.1. Translator Evaluation in the Public Sector in Saudi Arabia

A specific example that further demonstrates the problem in this dissertation is the situation of the translator evaluation system in Saudi Arabia. Translators working in the public sector in Saudi Arabia are assessed and placed on the general civil servant career ladder based on the highest academic degree that they have earned at the time of employment. For example, if the
applicant holds a language diploma (2 or 3 years program), he or she will be placed at the sixth level; if the applicant holds a bachelor’s degree in a specific foreign language or in translation, he or she will be placed at the seventh level; if the applicant has a master’s degree in a specific foreign language or in translation, he or she will be placed at the eighth level; and if the applicant has a PhD in a specific foreign language or in translation, he or she will be placed at the ninth level. These levels represent the vertical scale of the civil servant ladder in Saudi Arabia. The ladder also comprises a horizontal scale, consisting of steps, on which the employee—in our case the translator—moves forward each year to a more advanced step merely by completing the calendar year. For example, an applicant who holds a bachelor’s degree will be placed at level six, step one on the ladder, if he or she is a fresh graduate with no previous experience. If the same applicant has written proof of prior employment in a translation department of any recognized organization for a period of two years, then he or she will be placed at level six, step three on the ladder. Once a person is hired, his or her promotion will depend on time in rank. After working for four years, he or she will be a candidate for vertical promotion, but that is not typically granted upon first eligibility. Applicants must wait for their turn for several years due to what is called “point collecting.” The first point is gained by spending four years at the same level. The second point is gained by attending workshops, enrolling in training sessions, or earning a more advanced degree. The third point is gained based on the yearly appraisal. And most importantly, the biggest point is gained by the recommendation of top management. The Saudi career ladder (with its vertical and horizontal components, and in the middle the salaries in Saudi Riyal) is shown in Figure 1 ("Saudi Career Ladder," 2015).
Although the career ladder shown in Figure 1 appears organized at first glance, it lacks the basis for objective translator development evaluation and does not award promotion points based on acquisition of translation-specific skill sets.

The major problem in the yearly appraisal for translators in the Saudi public sector is that evaluation is based on a “generic appraisal form” identified by the Ministry of Civil Services. As published on the Ministry’s webpage there are several appraisal forms designated to each specific type of occupation. For example, there is a form for each of the following occupations: veterinarians, farmers, medical doctors, nurses and health specialists, computer operators, educators, students’ counselors, executive technical and craft professions, executive administrative professions, and finally supervisors ("Ministry of Civil Service, Electronic Portal," 2015).
Translators’ professions are included under executive administrative occupations, as designated by the Ministry of Civil Services in Saudi Arabia. Accordingly translators are included under the writing services class in the assisting administrative occupations group among various occupation groups ranging from top management and human resources to finance and accounting occupational groups. More details and listing of the entire occupations under the executive administrative occupations are available on the ministry’s website ("Ministry of Civil Service, Electronic Portal," 2015).

All these variant professions are evaluated according to the criteria of a single appraisal form [see appendices A, B], and here arises a major problem: how can a secretary, financial analyst, office manager, or a job analyst be evaluated on the same criteria as the translator? Translators have specific skill sets that are not or should not be available in all of the other included occupations. This idea will be further discussed in Chapter 4.

Moreover, the appraisal form used to evaluate translators and other administrative occupations includes merely general criteria divided into three groups and each group contains a number of elements [see appendices A, B]. The first group in the appraisal form is the “performance factors” group including the following elements:

- Ability to improve working methods
- Ability to train other employees
- Ability to determine work requirements
- Skillful execution in work
- Ability to determine work steps and schedule
- Respect to working hours
- Ability to overcome work difficulties
- Knowledge of work fundamentals and technical concepts related to work
- Knowledge of work regulations and processes
- Capability to follow work-related updates
- Capability to participate effectively in meetings
- Capability to perform effective work communication with others
- Capability to take further responsibilities
- Knowledge of agency objectives and tasks
- Ability to provide ideas and suggestions
- Ability to accomplish work on time
- Ability to review and supervise

The second group of criteria in the appraisal form is the “personal characteristics” group including the following elements:

- Converse and present opinions
- Takes responsibility
- Behaves properly
- Accepts instructions and guidance
- Keeps good appearance

The third and final group in the appraisal form is the “interpersonal communication” group including the following elements:

- With superiors
- With colleagues
- With clients
Each of the 25 elements in the form is assigned a certain amount of points; the ultimate total points equals 100 points. If the employee gains 90-100 points, he or she gets an Excellent grade. If the employee gains 80-89, he or she gets a Very Good grade. If the employee gains 70-79, he or she gets a Good grade. If the employee gains 60-69, he or she gets a Pass grade. However, if the employees gains below 60, he or she gets Fail grade. Besides the numerical section in the form, there is a “general notes” section where the rater is required to write few sentences about the employee’s performance:

- Employee’s strengths and accomplishments
- Employee’s weakness
- Performance areas which need improvements

This section will serve when a number of employees gain same grade and there is a need to choose only one for promotion reasons appointing a higher job.

The rater relies on a number of references to evaluate the employee, and they are:

1. The employee’s file
2. The direct supervisor’s notes
3. The employee’s accomplishment report
4. Attendance
5. Any other sources

Consequences of earning an Excellent grade are:

- To be considered for promotion after completing the required time
- To receive two points for promotion competition
- To receive the promotion related rise in salary
- To fulfill one of the conditions to be granted a scholarship or a study leave
Consequences for earning a Very Good grade are:
- To be considered for promotion after completing the required time
- To receive one point for promotion competition
- To receive the promotion related rise in salary
- To fulfill one of the conditions to be granted a scholarship or a study leave

Consequences for earning a Good grade are:
- To be considered for promotion after completing the required time
- To receive half a point for promotion competition
- To fulfill one of the conditions to be receive a study leave

Consequences for earning a Pass grade are:
- To be considered for promotion after completing the required time

Consequences for earning a Fail grade are:
- Will not be considered for promotion after completing the required time
- Will be transferred to a different occupation in the agency

From the above preview of the evaluation appraisal reform that is applied on translators in Saudi Arabia, it is clear that there is a need for new reform and solutions to translator evaluation system. The literature has been reviewed to find an efficient translator evaluation system to be customized and followed in the Saudi public sector; however, the search revealed a gap in the literature concerning translator evaluation. The following discussion explains this gap in the literature.
1.2.2. Translator Evaluation in the Literature

To date, the literature regarding the performance of the translator has paid little attention to comprehensive translator performance that includes translation competence and other personal abilities and characteristics of the translator. Existing studies have considered translator performance only fragmentarily. For example, studies have been carried out on how a translator acquires translation competence (Orozco & Hurtado Albin, 2002), on how to provide a learning environment for translators through scaffolding (Dunne, 2011), and on translator satisfaction and motivation (Rodríguez-Castro, 2011), but no single study has examined translator performance evaluation comprehensively. It is worth mentioning that the literature has traditionally treated translation performance (including translation competence and abilities to translate) as an abstract concept that is only seen in the production of the translation.

Regarding translation assessment in the professional setting, the majority of available models focuses on determining the quality of translation and depend on scales that mark translations on a point system, usually deducting a predetermined number of points for each “major” and “minor” error. Colina (2008) in this regard criticizes this category of evaluation systems for being experience-based and anecdotal in approach. She states that “They tend to be ad hoc scales developed for the use of a particular professional organization or industry, such as the ATA certification exam, the SAE J2450 Translation Quality Metric for the automotive industry” (p. 100). These evaluation models are too specific and designed for use only inside specific organizations. Furthermore, the models are not built on explicitly formulated theoretical models or on empirical evidence that could be referred to when revising or adapting the scales for transfer to a new setting. Thus, they do not have external validity.
Translator performance development depends on acquiring new skills. It is critical that translators have the opportunity to develop their skills in the workplace if they are to reach the ultimate level of performance, namely that of an expert translator. Expertise studies found that the differences in performance between the best and the least accomplished performers occur in part due to the presence or absence of “a long period of preparatory education followed by an apprenticeship” (Ericsson, 1996, p. 3). Ericsson (1996) further asserts that “Only after many years of further experience are some individuals recognized as experts in the domain” (Ericsson, 1996, p. 3). In the translation expertise domain, for instance, Shreve (2002) states that “it takes ten years or ten thousand hours of practice to become an expert” (p. 151). Moreover, Shreve has focused attention on the fact that developing translator performance is a matter of not only time spent practicing translation tasks, but also time spent on deliberate practice. Deliberate practice with a purpose, feedback, and guidance is necessary for translator performance development. In line with these observations, Dunne (2012) points out that “being a full-time professional translator for years or even decades is not necessarily synonymous with being an expert translator” (p. 157). Furthermore, translators do not just leap from the novice to the expert stage; the development of expertise is a progressive process that occurs over years of deliberate practice (Shreve, 2002). The path from newly hired novice to expert translator presumably encompasses various steps or developmental stages. The Dreyfus model of skills acquisition supports this theory and postulates that when humans develop expertise over their career journey, they go through five stages of skill acquisitions. These stages are novice, advanced beginner, competent, proficient, and expert (Dreyfus, 2004). However, most of the authors in translation studies, among them Jääskeläinen (2010), have focused on examining the expert translator and identifying the differences between the expert and novice translator in terms of skills and
strategies applied. Therefore, there is a need for additional work on the intermediate stages of development between the poles of novice and expert translators in the workplace setting.

A further problem is the lack of a professional career path in the translation profession. Having a structured career path with a clear description of employees’ tasks and skills at each level of the path lays the ground for objective evaluation. However, unfortunately, most translation departments rely on using a general employees’ career path to guide all employees, including translators. For example, the sample career path published on the website of the translation department of the United Nations is vague and lacks specific information about the skill sets required of translators at various stages of their career (UN, 2014):

There are few clearly marked career paths in the United Nations. The diversity of occupations and multidisciplinary mandates means that you may not only change functions, departments but even organizations or fields of work. While such shifts require learning, time and effort, they also provide valuable experience, broader perspectives and challenging work. Geographic mobility is yet another way for you to positively affect your career in the United Nations. Career progression to senior levels depends, in part, on evidence of mobility, including service in difficult locations. Your career path is a reflection of your aspirations and decisions about your professional development, where you play the leading role. The Organization plays a supporting role putting effective systems in place to enhance and support your career decisions.

The only example available of a UN staff member’s career path in the Conference Management job network is that of interpreter Weihua Tang (UN, 2014):

- 1970: Platoon leader at an Army farm, Heilongjiang Province, China
- 1978: Teacher of Business English and International Trade, Beijing
- 1982: Masters in Simultaneous Interpretation and International Affairs
- 1983: Conference interpreter UN Secretariat, New York
- 1990: Juris Doctor
- 2004: Conference Interpreter, United Nations Office at Nairobi, Kenya
This list more closely resembles a single person’s record of achievements than a career path. A career path system should be designed to guide employees—in our case: translators—to the different types and levels of positions they can move through over the course of their career and based on performance evaluation.

As a conclusion to the above discussions of the practical limitations in the translator evaluation system in Saudi public sector and the theoretical gap in the literature regarding translator evaluation, the following solutions are presented in this dissertation. One solution presented in this dissertation to solve the limitations in the Saudi evaluation system is to specify a group of detailed criteria for evaluating the translator performance, instead of depending on general employees’ evaluation forms. The second solution is to provide an objective translator evaluation system which is based on a translator career path. The way in which this is dealt with is discussed in Chapter 4.

1.3. Purpose of the Study

The main purpose of this dissertation is to fill the gap in the literature by providing a holistic guide for evaluating the professional development of translators in workplace contexts. Based on the above overview of translation organizations and the related research problems, this study will address two main questions:

(1) What are the main elements of translator development in the workplace?

(2) How can a career path provide a solid ground for objective translator development evaluation?

Furthermore, the specific objectives of this study are to address the following research questions:
- How can translator development be objectively evaluated in an organizational context?
- How can the characteristics exhibited by expert translators be synthesized and represented in a standard translator development model?
- How can the progression of translators be conceptualized? In other words, how can the descriptors of the translator progression be represented in holistic rubrics?
- What are the levels in the proposed translator career path?
- Given the professional translator career path created in this dissertation, how can translator development be evaluated? What are the tasks, abilities, qualifications and minimum requirements for each level on the path? In other words, what are the descriptors that identify each level of the path?

1.4. Significance of the Study

This dissertation will begin to fill the gap in the translation studies field, which currently fails to provide a career path of translator development from novice to expert or a way to objectively evaluate professional translators in an organizational context. The development of the translator is one of the most important objectives of any translation organization that hires in-house translators. In fact, the core competence among any translation organization lies in the hands of each organization’s talented translators. Thus, the human translator is the most important asset of the translation organization, and fostering the development of translators will help both the translators themselves and the organizations that employ them.

The increasing demand for translation in this globalized era has led to increasing demand for qualified translators. Accordingly, the translation industry has boomed, the number of
language service organizations has increased, and more translators are being recruited by private language service providers as well as by governmental bureaus. Consequently, more translation programs are opening in academic institutions. However, a gap still exists between academia and industry. Graduates are not fully prepared to compete in the actual translation industry. This is not because academic translation programs are inadequate, but rather because each translation service organization (whether private or public) has a unique style and culture with which the newly recruited translator is likely unfamiliar. Therefore, this study posits that it is the responsibility of each organization to guide the development of the translator by formulating managerial strategies that help orient the newly hired translator to the organization’s working style, job description, and appraisal and promotion system. In order to foster such employee awareness and clarification, this study recommends that organizations should provide clear goals, objectives, and guidance to new translators by giving them access to organizational standards that include the career path used in the organization.

Further support for the importance of having a translator career path comes from Gambier (2009), who asserts that there is a need for established criteria for excellent professional translators. The European Master’s in Translation report (2009) states the following:

[A]s the exercise of the profession is not regulated, there is a clear need to search for and apply criteria of excellence; it is also time to upgrade the working conditions and remuneration of translators, who are essential players in facilitating all forms of exchange and integration and promoting linguistic diversity.(p. 1)

Finally, it is worth mentioning that the comprehensive translator development evaluation framework, including the Translator Development Model (TDM), the holistic translator competences development scales, and the Translator Career Path (TCP), which is proposed in
this dissertation is expected to have direct implications for employers, managers, and trainers within the translation industry, and indirect implications for educators. The framework has many advantages. First, it presents formal guidelines for professional development evaluation for use by organizations that employ in-house translators. Second, the identification of the characteristics of each level of the career path—derived from theoretical models in the translation studies literature as well as the human resource development literature—will enable translator evaluators to objectively situate the level of the translator performance on the career path and, by extension, facilitate the creation of appropriate and personalized professional development plans. Third, translators themselves will have a clearer vision of the career path they need to move along; they will have guidance as to how to climb a visible career ladder, and they will be able to identify the skills they need to develop in order to continue to improve their professional performance. Fourth, this framework of evaluating and guiding translators’ development can also be used to potentially improve translator quality of production. Fifth, this framework can provide translation educators and trainers with new concepts to supplement their existing curricula.

In conclusion, the main function of this comprehensive evaluation framework is to guide the processes of translator development evaluation in translation service organizations. This evaluation system uses a set of criteria or standards based on theories published in the literature of translation studies and human resource development concerning the characteristics of an expert translator. Thus, this framework fills the gap between practical professional evaluation models, which lack a theoretical basis, and purely theoretical evaluation models, which are too complicated and impractical to be applied in the workplace.
1.5. Review of the Theoretical Framework

The Translator Development Model (TDM) is based on descriptors or indicators of expert translator performance and best employees’ practice documented in the literature. Descriptive translation studies emphasize that theory is not supposed to dictate how the translator should perform. Pym (1992a) states that theory is not to “tell the translators what they should be doing” (p. 198), and he continues that translation theory “begins when there is a practical problem to be solved” (p. 197). In short, translation theorists tend only to describe translation problems and discuss them. Solutions are rarely recommended. Jiri Levy (1965), in providing his opinion about the value of translation theory to translators, states that “writing on the problems of translation has any sense at all only if it contributes to our knowledge of agents which influence the translator’s work and its quality” (cited in Pym, 1992a, p. 199). Therefore, this study discusses suggestions on how a translator could develop his or her professional translation performance. Thus, the purpose of this study is to rate or gauge translators’ competence, which is generally done using a set of criteria or standards (Shields & Rangarajan, 2013). The process of utilizing normative criteria is a way of developing a logical rating system to avoid arbitrary evaluation. Shields and Tajalli (2006)’s Practical Ideal Type Model (PITM) employs this process. Shields and Rangarajan (2013) explain the use of the term “practical ideal” as follows: it is “practical” because it follows and utilizes each model’s purpose. It is “ideal” because it represents the best possible option and is the best component that the researcher can find; however, it is neither fixed nor a given fact (Shields & Rangarajan, 2013, pp. 162-163).

Consequently, the TDM proposed in this dissertation consists of practical ideal categories of translator competences published in descriptive and empirical studies that examine and compare novice to expert translator performance. The five practical ideal categories that form the
TDM are: declarative knowledge, procedural knowledge, psycho-physiological abilities, communication skills, and professional skills. Each category comprises a number of criteria important for the development of the translator. After these criteria are identified and arranged in the model, they are graded in holistic scales. The Dreyfus Model of Skills Acquisition was the conceptual framework used to build those scales. The Dreyfus model identifies five levels of skills acquisition: novice, advanced beginner, competent, proficient, and expert (Dreyfus, 2004), and the core of the idea of the Dreyfus Model of Skill Acquisition is the concept of acquiring new skills while gradually ascending a progression ladder.

The content of the Translator Career Path (TCP) depends on the TDM and its associated holistic scales. The structure of the TCP is based on the Dreyfus Model of Skills Acquisition as well. Thus, five levels of translator performance are identified with respect to the descriptors graded on the scales of the TDM. At the end of the evaluation process, the translator is assigned one of the following labels: novice translator, advanced beginner translator, competent translator, proficient translator, or expert translator. This dissertation proposes that these labels that describe the translator’s skills level will facilitate the structuring of a translator career path, which consists of five translator positions or ranks. The first rank is the \textit{intern translator}, which is equivalent to the novice level in the TDM scales. The second rank is the \textit{assistant translator}, which is equivalent to the advanced beginner level in the TDM scales. The third rank is the \textit{associate translator}, which is equivalent to the competent level in the TDM scales. The fourth rank is the \textit{translator}, which is equivalent to the proficient level in the TDM scales. Finally, the fifth rank is the \textit{expert translator}, which is equivalent to the expert level in the TDM scales.
1.6. Structure of the Dissertation

This dissertation follows the traditional format of the College of Arts and Sciences. The traditional format presents the work as a single body, with introduction, literature review, methodology, results and discussion, conclusion, references, and appendices sections. Following the traditional format, this dissertation has started with this general introduction chapter, which has introduced the problems, purpose, significance of the study, and the theoretical framework. In the second chapter, related literature is reviewed to construct a conceptual framework, which includes definitions of the specific terms used in this dissertation. The third chapter states the methodology used to build up the proposed model and evaluation scales. The fourth chapter gives the results and discussion of the study; it is in this chapter that the practical ideal model, namely the Translator Development Model (TDM), the holistic scales for grading the translator competences development, and the Translator Career Path (TCP), are presented. The dissertation ends with a fifth chapter that concludes and synthesizes the dissertation, thus tying the body of work together. Finally, the references of the whole dissertation are given at the end of the document followed with the appendices section.
CHAPTER TWO: CONCEPTUAL FRAMEWORK

This chapter lays the conceptual framework for the dissertation, bringing together the literature on translation competence, human resource development, and adult learning in order to design the constructs necessary for the dissertation’s recommendations. This type of translation studies research requires an interdisciplinary investigation of literature. Therefore, studies and theories from different related areas of study are reviewed in this chapter in order to address the dissertation’s two main questions: (1) what are the main elements of translator development in the workplace? (2) How can a career path provide a solid ground for objective translator development evaluation?

Research in the translation development area is discussed first. Aspects such as attempts to define competences, translation competence, and translation competence models are introduced. The discussion of how to evaluate competences from different standpoints is introduced as well, including examples of language proficiency evaluation systems. Second, the literature review covers work related to evaluating systems meant to measure translation competence. Consequently, assessment tools that measure the translation product in professional and educational contexts are introduced. Furthermore, types of general assessment methods in pedagogical settings as well as general assessment methods in professional settings are also reviewed.

The question of how humans develop their knowledge and skills is addressed by discussing theories of adult learning and adult skills acquisition. As professional translator development occurs in the workplace, it is also essential to review studies examining the concept
of development in the workplace from the literature in the human resource development field. The idea of career development is discussed by distinguishing between an organizational perspective and an individual perspective of career development. Finally, the literature on the importance of career ladders is introduced.

2.1. Translation Competence

Since the beginning of literacy, translation of written texts has been used for communication between members of different cultures. Translation, whether as a profession or skill, became a way to gain recognition in the 20th century with the emergence of Translation Studies. Initial attempts in the Translation Studies field at defining translation and proposing a theoretical background for translation led to the proposal of translation theories attempting to explain the best ways to teach translation in order to enhance skills acquired in one or more foreign languages and cultures, in addition to mastering a mother tongue, for the purpose of producing the most effective translation. It is believed in this dissertation that devotion to conceptualizing and theorizing the most effective ways to develop and improve translation abilities is one of the most important research areas within the field of translation studies.

2.1.1. Competence Definitions

The Oxford American Writer’s Thesaurus defines competence as “capability, ability, competency, proficiency, accomplishment, expertise, adeptness, skill, prowess, mastery, talent; informal: savvy, know-how” (Lindberg, 2008, p. 156). Numerous disciplines have carried out studies to determine what constitutes competence or competency, as it is sometimes spelled, in different fields, how it is acquired, and how its acquisition can be measured. One of the earliest
concepts of competency was proposed by McClelland (1973), who remains very general and inclusive in his view of competency as any psychological or behavioral attributes associated with success. McClelland advocated for the competency approach as an alternative to trait and intelligence methods to measure and predict human performance. This approach was very important and spread from the field of educational achievement testing to be applied in many other fields, among them business. This view of competency changed the way human performance was evaluated in many organizations. For example, Spencer (1997) states that a lot of U.S. organizations have spent around $100 million annually over the past several years on applying and improving competency models. This attraction to the competency approach is largely due to its several advantages and implications. Athey and Orth (1999) summarize the competency approach principles as follows. First, the finest method to understand performance is to observe what people actually do to succeed, rather than to rely on expectations about their innate traits or intelligence. Second, the finest method to measure and predict performance is to have people perform vital features of the competency under consideration, rather than to test underlying traits or attributes. Third, competencies can be learned and developed over time, as opposed to traits and attributes, which are inherent and incontrovertible. Fourth, competencies must be made visible and accessible, so people can understand and develop the required level of performance, rather than be left shrouded in the mystery of vague traits and intelligence aspects. Fifth and finally, competencies must be connected to meaningful life outcomes that explain the way people must perform in real situation, rather than to esoteric mental traits that only psychologists comprehend (Athey & Orth, 1999).

The concept of competency has evolved over time as more studies and models have developed from the 1970s to 1990s. With this maturity of the concept, the thinking about
competency shifted to a more specific and analytic definition: competency is “knowledge, skills, abilities, or other characteristics that differentiate high from average performance” (Mirable, 1997, p. 75). This definition is of particular interest to this dissertation. To differentiate from average to high performance is the essence of the model proposed in this dissertation. The latest view of competency from a human resource standpoint defines competency as “a set of observable performance dimensions, including individual knowledge, skills, attitudes, and behaviors, as well as collective team, process, and organizational capabilities, that are linked to high performance and provide the organization with sustainable competitive advantage” (Athey & Orth, 1999, p. 216). Moreover, some organizations have developed their own definition of competency. For example, the United Nations report on competency development states that the term competency “may be defined as a combination of skills, attributes and behaviors that are directly related to successful performance on the job. They are important for all staff, regardless of occupation, function, or level” (UN, 2010, p. 3).

In the field of translation studies the concept of competence is connected to the cognitive resources required to perform a translation task. Several proposals have been made to understand what constitutes competence in translation and how it is acquired. Nevertheless, “translation competence” is a problematic term that has attracted the attention and discussions of translation studies scholars for the last four decades. Even the term itself has a number of variations: some authors call it “translation competence” (Vienne, 2000), some call it “translational competence” (Neubert, 2000), and others call it “translational knowledge” (Pym, 1992b) or “translation skill” (Sim, 2000). Some scholars consider competence in translation to resemble Chomsky’s linguistic competence as “an abstract concept that can only be measured in performance” (Beeby, 2000, p.
Others perceive translation competence as the ability of “knowing how to translate” (Orozco & Hurtado Albir, 2002, p. 376).

Considering the controversial nature of the concept of translation competence, several definitions of translation competence have emerged over the past years. For example, Sykes (1989) defines translation competence as “an excellent command of the source language, an equally excellent command of the target language plus a very good understanding of the subject matter” (PACTE, 2000, pp. 35-39). Bell (1991) defines it as “the knowledge and skills the translator must possess in order to carry out a translation” (PACTE, 2000, p. 43). Rothe-Neves, Alves, and Gonçalves (2001) identify translation competence as including not only resources such as repertoire but also purported result; furthermore, they suggest that it can be learned by theory and practical training. In other words, they believe that competence is the suitable “use of specific abilities according to surrounding demands as a goal-oriented behavior” (Rothe-Neves et al., 2001, p. 46). Finally, the most widely spread and accepted definition is the PACTE Group definition of translation competence as “the underlying system of knowledge required to translate” (PACTE, 2011, p. 4). The PACTE (2011) group believes that translation competence is expert, procedural knowledge that consists of different interconnected sub-competences, of which strategic competence is the most important.

In conclusion, in this dissertation, translator competence is the group of observable knowledge, skills, and abilities that the translator requires and draws upon in order to perform a translation task. Translator competence is learned and developed over time by following guides, having mentors, and receiving feedback. Thus, translator performance is the application of a translator’s competence, and this dissertation is interested in evaluating the development of translator performance in the workplace.
2.1.2. Translation Competence Models

The list of models presented below is not inclusive, but they have been selected in this review for several reasons. First, these models are considered the most cited and influential in the literature. Second, they are of particular interest for this dissertation, as their components form the fundamental source for the knowledge, skills, and abilities that are included in the Translator Development Model (TDM) proposed in Chapter Four. Third, the competences, namely the knowledge, skills, and abilities identified in these models, are concrete and measurable. These models are either theoretical or empirical; most have some features in common, though some models do conflict in some aspects.

2.1.2.1. Theoretical Models

The following group of models is termed the theoretical group because each model is either the result of experiences that academics have had in educational environments or a blueprint that has informed the designing of translation courses. Examples from this batch of models include the models of Neubert (2000), Winkler (1992), Schäffner and Adab (2000), Beeby (2000), and Pym (2003) as well as the EMT model (EMT, 2009).

Neubert (2000) proposes the following hierarchical model for translation competence. It consists of a number of competences and sub-competences:

1. Language competence, which includes knowledge of grammatical systems as well as repertoires, terminologies, syntactic, and morphological conventions;
2. Textual competence, which emerges from and is intertwined with linguistic competence and represents an ability to define the textual features of, e.g., technical, legal or literary fields;

3. Subject competence, which stems from textual competence and represents the familiarity with what the particular text is about, thereby covering both knowledge about the world (encyclopedic knowledge) and specialist knowledge;

4. Cultural competence, which is relevant because translators, as mediators between various cultural backgrounds and presuppositions, need to be specialists on cultures and because technical texts are considered culturally bound;

5. Transfer competence, which encompasses the strategies and procedures that allow translating the text from language 1 to language 2 and is, in short, the ability to perform translation as such quickly and efficiently.

Winkler (1992) presents a model of competences and skills that are to be developed during a four-year-long degree course held at the Flensburg Polytechnic. This model of technical translation (competencies) rests on three pillars: engineering, language proficiency (including cultural competence), and language information technology (Dollerup & Loddegaard, 1992).

Schäffner (2000) defines translation competence “as a complex notion which involves an awareness of and conscious reflection on all the relevant factors for the production of a target text (TT) that appropriately fulfils its specified function for its target addressees” (Schäffner & Adab, 2000, p. 146). Schäffner’s translation competence model consists of the following translation sub-competencies:

1. Linguistic competence: having the knowledge efficient to communicate in the languages concerned;
2. Cultural competence: having general information about historical, political, economic, and cultural aspects in the respective countries related to source and target languages;

3. Textual competence: knowing the conventions of texts, genres, and text types;

4. Subject specific competence: knowing about the related subject;

5. Research competence: applying general strategies including the ability to resolve problems specific to the cross-cultural transfer of texts;

6. Transfer competence: being able to produce target texts that fulfill the requirements of the translation task.

Models of translation competence can differ with respect to directionality as well. Translating from the first language (usually the mother tongue) to the second language (usually the learned language) is one direction, and translating from the second language to the first language is a different direction. Beeby (2000) proposes a model of translation competence pertaining to second language translation that she calls “Inverse” translation competence. The model is multipartite and consists of the following four sub-competences:

1. Transfer competence: awareness of the translation process (advanced reading skills in the source language, deverbalization skills, and reformulation skills in the target language), awareness of multiple contexts involved in translation, awareness of the interdependence between micro and macro structures in text and translation.

2. Contrastive linguistic competence: knowledge of typographical differences between the source language and the target language, knowledge of lexical differences between the source language and the target language, awareness of the limitations of
dictionaries, and knowledge of syntactic differences between the source language and the target language.

3. Contrastive discourse competence: knowledge of text type and genre differences between the source language and the target language, awareness of the relationship between context and register (field, mode and tenor), knowledge of differences in textual coherence and cohesion between the source language and the target language.

4. Extra-linguistic competence: knowledge of pragmatic and semiotic differences between the source culture and the target culture, documentation skills.

Pym (2003) puts forward a model that is built upon distinctions between binary and non-binary errors. At first, a minimalistic definition of translation competence is proposed, describing translation competence as a binary concept consisting of:

1. The ability to generate a series of more than one viable target text (TT1, TT2...TTn) for a pertinent source text (ST);

2. The ability to select only one viable TT from this series, quickly and with justification.

The final theoretical model to be reviewed is the European Master’s in Translation (EMT). The EMT is a project in which the Directorate-General for Translation (DGT) together with European universities established quality criteria to help university translation programs at the master’s level to fulfill agreed-upon standards (EMT, 2009). According to the EMT (2009) report on professional translators, translation competence is the combination of the following sub-competences:

1. Translation service provision competencies: how to market services, negotiate with a client, manage time and budget, and handle invoicing;
2. Language competence: how to summarize texts, for example;

3. Intercultural competence: how to understand presuppositions or allusions; consists of sociolinguistic and textual dimensions;

4. Information mining competence: how to search terminology databases and familiarity with databases;

5. Technological competence: how to use a particular translation tool, for instance;

6. Thematic competence: knowledge about a specialist field.

All these competences are interdependent; there is no hierarchical order introduced into the model, and together they form translation competence.

2.1.2.2. Empirical Models

The following batch of models is based on case studies and empirical research examining how translators produce the translation product and what techniques and skills they use. The first empirical model was developed by Campbell (1991), and emerged from an assessment of several target test (TT) solutions that were evaluated using an empirical tool that the author designed himself. Campbell used a psycholinguistic approach to translation competence. In order to establish his model of translation competence, he analyzed 40 solutions of a single sentence in an Arabic source text (ST) that he had asked participants in his experiment to translate from Arabic to English. The target text equivalents of these lexical items were categorized into six kinds of “product phenomena,” and these phenomena were later re-organized according to the processes that may have been used to produce them. Upon concluding his tests and assessing the results, Campbell proposed the following model of translation competence, which consists of two basic parts:
1. Disposition, or the attitudes and psychological qualities that the translator brings to the task. Campbell proposes that disposition has two axes: risk-taking vs. prudent and persistent vs. capitulating.

2. Proficiency, which has to do with certain special bilingual skills and has a developmental dimension. Campbell proposes that proficiency consists of three closely related aspects: lexical coding of meaning, global target language competence, and lexical transfer.

Generally, there are two routes that emerge during the building and testing of empirical models of translation competence. The first approach is product-oriented, which means that respective competencies are manifested in the target text and that by describing the translation product, the competences that played a role in its inception can be elicited from the target text. The second approach is process-oriented. It aims to describe how respective competences manifest during translation. The latter approach derives its methodology from the field of psychology, namely from cognitive science, and uses tools like TAPs. Both routes converge in the following empirical model proposed by PACTE.

The PACTE empirical model differs from Campbell’s model in several key respects. First, the PACTE model emerged as a purely theoretical concept and was later tested employing empirical tools. Second, it is a continuous project that has lasted over a decade and is still ongoing. Third and finally, it is a result of group efforts and not a construct formulated by a single scholar. This model of translation competence was developed in 1998 by a research group named PACTE, an acronym that stands for Process in the Acquisition of Translation Competence and Evaluation (PACTE, 2011). This model was constructed by taking into account: (1) research into notions of competence, expert knowledge and learning processes in other fields
such as pedagogy, psychology and language teaching; (2) current models of translation competence and translation competence acquisition currently available in the field of Translation Studies; and (3) empirical research on written translation in Translation Studies. PACTE has devoted a full decade to establishing an empirical model of translation competence and translation competence acquisition based on the presupposition that translation is a communicative activity. As a result of their empirical research and studies, PACTE (2011) identified the following sub-competencies as components of their translation competence model:

1. Bilingual sub-competence: primarily procedural knowledge needed to communicate in two languages. It includes the specific feature of interference control when alternating between the two languages. It is made up of pragmatic, socio-linguistic, textual, grammatical and lexical knowledge in the two languages.

2. Extra-linguistic sub-competence: primarily implicit and explicit declarative knowledge. It encompasses knowledge about the world in general. It includes: bicultural knowledge (about the source and target cultures), encyclopedic knowledge (about the world in general) and subject knowledge (in special areas).

3. Knowledge about translation sub-competence: primarily implicit and explicit declarative knowledge. It encompasses knowledge about what translation is and aspects of the profession. It includes knowledge related to professional translation practice.

4. Instrumental sub-competence: primarily procedural knowledge related to the use of documentation sources and information and communication technologies applied to translation: dictionaries, encyclopedias, grammars, style books, parallel texts, electronic, corpora, search engines.
5. Strategic sub-competence: procedural knowledge to control the translation process and solve the problems encountered. It is considered an essential sub-competence that affects all the others and causes inter-relations amongst them because it controls the translation process.

6. Psycho-physiological components: primarily different types of cognitive and attitudinal components and psycho-motor mechanisms. They include: cognitive components (memory, perception, attention and emotion), attitudinal aspects (intellectual curiosity, perseverance, rigor, critical spirit), and abilities such as creativity, logical reasoning, analysis, and synthesis.

To sum up, the review of the theoretical and empirical models mentioned above has described translation competence as composed of interconnected multi-components. Translation competence is not a single construct. On the contrary, it is a complicated set of knowledge, skills, and abilities that can be learned and developed by deliberate practice in the workplace.

2.2. Competences Evaluation

After reviewing the related literature and having a background on the nature of competences in general, translation competence in particular, and translation competence models, it is essential to consider general strategies used to evaluate competences. The following review covers language proficiency evaluation systems, translation competences evaluation systems, and human competences evaluation from pedagogical and professional standpoints.
2.2.1. Language Proficiency Evaluation Systems

Language proficiency evaluation models are designed to measure general linguistic competence and not translation skills. To be more specific, these scales are designed to measure lower levels of linguistic competence. An individual in a translation training program should demonstrate performance at the upper levels of the scales. These scales have provided effective operational definitions of the different skills that comprise linguistic competence; however, translation is an exceedingly complex skill (Lowe, 1989). Thus, though some of the linguistic aspects of translations can be described by these scales, other aspects are insufficiently addressed by the scales. Nevertheless, two of the most prominent foreign language proficiency evaluation frameworks such as the American Council on the Teaching of Foreign Languages and The Common European Framework of Reference for Languages are worth noting in this literature review.

2.2.1.1. American Council on the Teaching of Foreign Languages

The language teaching profession began to study the issue of proficiency during the late 1970s. Reflecting this growing interest in proficiency, a project called Common Yardstick was launched in April 1978 by the President’s Commission on Foreign Language and International Studies, which was formed by the federal government of the United States of America. Sánchez (2007) explains the main goal of the Common Yardstick project as “to attempt to define language proficiency levels for academic contexts using a scale parallel to the one used by the federal government schools since World War II” (p. 55). In order to precisely measure the speaking skills of candidates applying for Foreign Service positions, the government scale was
developed by linguists at one of the major government language schools, which was the Foreign Service Institute (FSI) (Omaggio, 1986).

Under a federal grant, this work was continued by the American Council on the Teaching of Foreign Languages (ACTFL) and by the Educational Testing Service (ETS). The responsibility of the project was to develop wider verbal descriptions of the scales in the form of “guidelines.” These guidelines, which were generic and language-specific, were designed to assess language proficiency in speaking, listening, reading, writing, and culture. The assessment includes describing a range of abilities beginning at the novice level, progressing through the intermediate and advanced levels, and concluding in the superior to distinguished levels. First published in 1982, the guidelines have been recently updated and will continue to be regularly revised to match the needs of users. The most recent set of generic guidelines of the ACTFL comprise four scales, one each for speaking, writing, reading, and listening. The first one is the ACTFL Proficiency Guidelines for Speaking, and it consists of the following levels from low to high: novice low, novice mid, novice high; intermediate low, intermediate mid, intermediate high; advanced low, advanced mid, advanced high; superior; and distinguished. The same structure follows for the second scale, which is the ACTFL Proficiency Guidelines for Writing, for the third scale, which is the ACTFL Proficiency Guidelines for Listening, and for the fourth scale, which is the ACTFL Proficiency Guidelines for Reading (ACTFL, 2012).

2.2.1.2. The Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (CEFR) was created by the Council of Europe (CE) to deliver a reference for language learning, teaching, and assessment for all main European languages (CE, 2001). The aim of the CEFR is to describe
what language learners need to learn in order to use a language to communicate properly; and what knowledge and skills they need to develop in order to function effectively. Another significance of the CEFR is that it identifies levels of proficiency which allow progress to be measured at each stage of the learning process (CE, 2001).

The first of the CEFR scales was designed to have a simple global representation that makes it easier to apply the system to non-specialist users. It consists of six levels divided into three main levels of users: basic users, independent users, and proficient users; each level is further divided into two sub-levels. For educational purposes and to serve specialist teachers, a more detailed version of the CEFR was presented in the form of a grid presenting the major categories of language use at each of the six levels presented in the first scale. The grid includes the category of understanding, divided among six levels of users; the category of speaking, divided among six levels of users; and the category of writing, divided among six levels of users. One important aspect of this reference scales is that there are no negative statements such as: lack of specific vocabulary, inaccuracy or failure to respond appropriately, and difficulty linking ideas. On the contrary, all their descriptors are can do statements designed to indicate the positive aspects of the learner’s language. Also, positive descriptors are considered the norm in creating career paths, as the stages of the development progression are usually written as can do statements not as can not do statements.

A very positive aspect of the ACTFL and CEFR scales is that they aim to address both strengths and weaknesses in the assessment of the performance of the language user, not merely look for users’ errors. Unfortunately, the mainstream translation evaluation systems are centered on error-detecting evaluation approaches. However, it is believed in this dissertation that error analysis is not always the perfect approach to translation and translator evaluations. Instead, the
measurement of strengths and weaknesses approach is more promising for learner development. Therefore, there is a great need to develop a translation career path that describes the different levels of strengths of the translators along the progression continuum to fill in the missing gap in the literature.

2.2.2. Translation Competence Evaluation Systems

The main stream translation studies literature has focused primarily on translation quality assessment. This product evaluation approach concentrates mainly on correcting translation errors, which form the first criticism on such approaches, as it merely searches for negative points and is not interested in emphasizing the strong points of the translation reflecting the translator’s capabilities. This approach to evaluation usually centered on the word or phrase level, constituting the second aspect of criticism, since focusing on the parts of the translation distracts the evaluator from viewing the bigger picture of the translated text. The third aspect of criticism to this approach is subjectivity. What is considered an error to one rater might not be considered an error to another. What is considered an acceptable translation to one rater might not be considered qualified to another. Factors playing a major role in translation assessment include individuality and context. Quality is in the eye of the beholder and depends on the situation surrounding the evaluator. There is an emergent trend in translation studies that there is no right or wrong in translation. Pym (2003), for example, states that there are “many ways of translating, many things can be said through translation” (p. 8). In short, the notion of quality in translation is a fuzzy, grey area that needs more attention by researchers to attempt to find the best evaluation approach possible. As the focus in this dissertation is on evaluating the
development of translators in their workplace, the following section reviews evaluation models in the context of professional translation.

2.2.2.1. Translation Evaluation in Professional Contexts

Within the translation profession a number of translation evaluation models are used on a daily basis. Examples of such translation assessment tools are SICAL, ATA, SAE J2450 and BlackJack, all of which are analytic and quantitative. Three of their essential features are that they test the translated product, rather than the process whereby the product is created; they center on the concept of translation error; and there is no consensus on what constitutes an acceptable translation. More specifically, there is no agreement about criteria: how important are typos, style, and minor shifts in meaning? What is a major error as opposed to minor error? If a system involves counting errors, could a text with X number of errors be accepted and satisfactory while a text with X+1 number of errors be unacceptable and unsatisfactory? These questions challenge the validity of such evaluation models. The following is a discussion of four of the most prominent professional translation evaluation models such as SICAL, ATA, SAJ2450 and BlackJack.

The Canadian Language Quality Measurement System (SICAL) is considered the first step towards an innovative Translation Quality Assessment (TQA) model that is based on the concept of categorization of errors. It was established in Canada in the 1970s as a property of the Canadian government’s Translation Bureau. SICAL was based on an error scheme that distinguished between transfer error and language error and labeled the errors as being major or minor. The scale was ultimately deemed too complex to be used. It allows the identification of 675 error types (300 lexical and 375 syntactic). In judging the acceptability of a translation, the
major errors were the ones that counted most. A major error was considered to have occurred when, upon translating an essential element from the source text, the translator failed to render the exact meaning of the original, created confusion with respect to meaning, or used incorrect or inadequate language. Criticism to SICAL includes the following: according to Williams (2001) SICAL entailed sample analysis at the word and sentence level, not on the text as a whole; also, according to Secară (2005) “the fact that SICAL deals only with syntactic and semantic aspects means it overlooks any phenomena that occur at the level of sentence relations. This resulted in criticism over the acceptability of the content of a translation as a whole and over the imprecision of the specific number of errors and their type” (p. 40). However, SICAL proved to be popular, since numerous other organizations and agencies in Canada opted for a customized version of it.

The American Translation Association (ATA) assessment model takes an approach similar to that of SICAL but with far fewer error categories. The ATA scheme includes 23 error types ranging from terminology and register to accent and diacritical marks. The framework for standardized error marking is published on the ATA website and it encompasses the following error categories introduced in alphabetical order (ATA, 2015):

1. Addition
2. Ambiguity
3. Capitalization
4. Cohesion
5. Diacritical marks / Accents
6. Faithfulness
7. Faux ami / False Friends
8. Grammar
9. Illegibility
10. Indecision
11. Literalness
12. Mistranslation
13. Misunderstanding
14. Omission
15. Punctuation
16. Register
17. Spelling / Character
18. Style
19. Syntax
20. Terminology
21. Unfinished
22. Usage
23. Word form / part of speech

Under the ATA framework, the evaluator should spot the translation errors, then assign 1, 2, 3, 4, 8 or 16 error points for each error. For example, a passage of 225-275 words with a final score of 18 or higher is marked as a failed translation. This approach to assign a weighting on a pre-defined scale to every translation error, rather than to simply mark an error as minor or major, rapidly gained popularity as it was considered a step forward in the development of translation quality evaluation models (Secară, 2005). But, while acknowledging that such a scale is more refined, we cannot accept that it is objective. Some of the disadvantages of the ATA evaluation scale are summarized by Sánchez (2007) as the following: “The problem with this
type of scale is objectivity. There are no criteria to determine what constitutes a 2-point error versus a 16-point error. Therefore there is inter-rater inconsistency among evaluators.

Furthermore, the scale focuses on sentence-level errors, rather than text-level errors” (p. 42)

The SAE J2450 is another translation evaluation model developed by the Society of Automotive Engineers (SAE) in collaboration with GM (General Motors). The aim of this model was to provide a standard quality metric for the automotive industry. This standard is generic as it is irrespective to the source / target language or to the process followed in translating; and, most importantly, it offers objective measurement methods for evaluating the linguistic quality of automotive service information. The model consists of four parts: seven error categories, two sub-categories, two meta-rules, and numeric weights (SAE, 2001). The seven error categories are:

1. Wrong term
2. Syntactic error
3. Omission
4. Word structure or agreement error
5. Misspelling
6. Punctuation error
7. Miscellaneous error

These error categories focus on overall understanding of the content, rather than on style. After the errors are found, the evaluator classifies them to sub-categories as major or minor.

According to its relevance in the source text, each error has a certain weight; the final score is obtained by adding up the scores of the errors and dividing the result by the number of words in the text (SAE, 2005). The meta-rules serve to help the evaluator “decide ambiguities on the assignment of an error to the categories an sub-categories” (SAE, 2001, p. 1). This model has
been criticized for being inappropriate for other fields, strongly based on terminological evaluation, and unsuitable as a quality metric for sectors that might be equally interested in grammar, spelling, or style. Another criticism was the lack of a defined threshold between an acceptable and an unacceptable translation (Sánchez, 2007). Nevertheless, the main advantage of this metric is its ease of use and its applicability regardless of the source or target languages (Secară, 2005).

Another translation evaluation model for the professional context is BlackJack, which was developed by the British Translation Agency (ITR). The BlackJack is a software application developed to rate 21 error types with a description and a corresponding numerical value. This system rates errors according to: the impact the error has on the acceptability of the translation, the impact the error has on the intelligibility of the translation, and the amount of time it takes to improve the translation. The software automatically allocates the appropriate value to each error detected by a human evaluator and gives the total score at the end (ITR, 2002). The manufacturers of BlackJack claim that it “was developed for use on any translation project for all industries including customer-facing literature and marketing literature with a high public profile. Its primary function is translation evaluation with a view to performance improvement” (ITR, 2002, p. 2). The BlackJack and the SAE J2450 models are basically the same; the only difference is that the overly general categories in J2450 were replaced by a set of 21 categories in BlackJack.

Most of the above-mentioned analytic translation quality assessment models fall under the category of experience-based and anecdotal approaches. They are developed for the use of a particular professional organization or industry, and it is difficult to transfer them to other environments. The main reason for this deficiency is that they are “not built on explicitly
formulated theoretical models (nor on empirical evidence) that could be referred to when revising or adapting the scales for transfer to a new setting” (Colina, 2008, p. 100). The overarching question is: to what extent is a theoretical foundation needed in the evaluation of translation or translators, whether in the classroom or in the workplace? The following section presents a discussion of a number of translation evaluation models that have a theoretical standpoint.

2.2.2.2. Translation Evaluation in Pedagogical Contexts

Translation evaluation models that have been used in the pedagogical context are mainly theoretical and meant for use in classrooms. They are either holistic or analytic. Although they are designed for educational purposes, with some customizations and simplification they can be used in a professional context.

One of the oldest and most classic evaluation approaches is the reader-response approach proposed by Nida (1964). The main premise behind this approach is that readers of the translation respond to it as readers of the source would respond to the original; the quality of the translation is determined accordingly. The major advantage of this approach is that it appreciates the role of the target audience, and it recognizes the translation effects on the reader as a measure of translation quality. This introduction of a human element as a criterion for evaluation is a noteworthy credit to this approach, especially in an era when the object of mainstream analysis was a static text on a page. Nevertheless, there are several drawbacks to this model. First, it is almost impossible to maintain the same reader-response across all readers, as people’s reactions may differ emotionally, socially, and ideologically even if they speak the same language, let alone come from different cultural backgrounds, which is the norm for readers of translated texts.
Second, reader-response may not be equally important for all texts, especially for those that are not reader-oriented, such as legal texts. Finally, the reader-response approach is time-consuming and difficult to apply. How should the evaluator select the readers and to which group should they belong? Too many variables that cannot be controlled arise with this approach.

The tendency toward a text-based approach flourished in the 1970s. Proponents of this approach such as Reiss (2000), argue that the text type and function of the source text is the most important factor in translation and that quality should be assessed with respect to it. Reiss’ functional approach aims initially at systematizing the assessment of translation based on distinguishing the three basic language functions of representation, expression and persuasion. She also added a fourth text type, which is audio-medial text. From these Reiss derived three corresponding text types: informative texts focused on content, expressive texts focused on form, and operative texts focused on appeal. Reiss’ model of translation assessment is divided into two main sections: linguistic and extra-linguistic components. The linguistic components include semantic equivalence, lexical adequacy, grammatical correctness, and stylistic correspondence; the extra-linguistic components encompass immediate situation, subject matter, effective implications, and factors of time, place, audience, and speakers. This model flourished in Germany and European schools as the model for translation assessment and continued to be used for decades. However, the text typology approach is not without criticism. Why should there be only three or four types of language functions? Most texts are interrelated fulfilling multiple functions, so how can we decide which method of translation assessment to use? And why should the source text be the most important text in the equation?

An opposite direction approach to functionalism, advocated by Vermeer, allows the target text purpose to be different than the source text function; consequently, the function of the
target text is the most important factor in translation and that quality should be assessed with respect to it. This theory was made famous with the name *Skopos*, meaning “aim or goal” in German. This approach accepts that a source text can be translated in several ways in order to achieve different functions. The translator needs extra information from the client about the specific goals of the translation, i.e., the function of the target text. “The basic idea is that the translator should work in order to achieve the *Skopos*, the communicative purpose of the translation, rather than just follow the source text” (Pym, 2010, p. 44). This approach marked a shift in translation studies from equivalence—faithfulness to the source text—to purpose—following the target audience.

Proponents of the pragmatic approach to translation assessment claim that translation quality is based on equivalent to function of the original and is focused on pragmatic functions. House (2001) followed the functional pragmatic approach to translation evaluation. She proposed a model called Translation Quality Assessment, which relies on linguistic comparison of the source and target texts. The goal of the model is to reach functional equivalence between the original and the translation based on pragmatic means (Baker & Saldanha, 2009, p. 150). One objection that has been raised against House’s model by Colina (2009a) was its extreme dependence on the concept of equivalence. Maintaining functional equivalence is considered a controversial criterion for translation quality because translations are sometimes requested for a somewhat different purpose from that of the original; moreover, different context including different target readers and time may require a slightly different function than that of the source text. These criticisms are similar to the ones directed at Nida’s reader’s response method.

Colina (2008) believes that “existing methods for translation quality assessment have not achieved a middle ground between theoretical sophistication and applicability” (p. 103).
Drawing on her belief, Colina based her proposed evaluation model on functionalist theory and textual models of translation. The Translation Quality Assessment Tool (TQA) proposed by Colina in 2008 was initiated from a theoretical standpoint of an academic background, but it was applied and tested in a number of professional settings, one of which was a medical setting. The TQA is considered an analytic scoring rubric, as it assigns a specific number value for each individual component or category of the scale. The TQA tool is a compositional tool designed to evaluate four categories of assessment. These aspects are (Colina, 2008):

- Target Language: an examination of the quality of the translation’s linguistic form (e.g., spelling, grammar, lexicon);
- Functional and Textual Adequacy: a consideration of how well the translation achieves the goals, purpose and function of the text for its target audience;
- Non-Specialized Content (Meaning): an assessment of whether the content accurately reflects the original text;
- Specialized Content and Terminology: an appraisal of translation accuracy of special terminology and/or specialized content. (pp. 128-130)

As Colina (2009b) explains her tool, she states that the object of assessment is product, or translated text, and the goal is to determine what effects the mistake has on the text and its intended meaning. Instead of using an error detector evaluation approach, the TQA Tool uses descriptive statements to classify texts into one of four assessment categories. Raters evaluate each text by matching their assessment to a descriptive statement for each evaluation category, aiming to choose the statement that best describes the text in each area of evaluation. Descriptors reflect a four-point range, from unacceptable to ideal, for each component evaluated. After filling out the scoring worksheet with values for each component of the tool from a range of values.
from 5 to 25, and after then calculating the sum total of the values, a summary of the assessment with recommendations will be provided. Recommendations include a range of options, including “publish the text as is,” “minor edits needed before publishing,” “major revision needed before publishing,” “redo translation,” and “translation will not be an effective communication strategy for this text; explore other options” (Colina, 2009b).

The decision of whether being faithful to source text or target text, original audience or final audience, or authentic context or intended context is a decision actually determined by the commission or job description provided by the client who requested the translation. This “purpose paradigm” is explained by Pym (2010) as he states that the decision to produce a translation equivalent to the source text, to give advice, or to rewrite the source text and modify the translation to follow the function required by the target reader is defined by the translator who is influenced by several social actors such as “the paying client, the person actually giving the job (perhaps a translation company or agency), the translator, a series of experts potentially helping the translator, editors controlling the translator, and hopefully the final reader or user of the translation” (p. 54).

In conclusion, the translation assessment approaches discussed above and proposed in translation studies literature are mainly product-based. They tend to focus on the translated outcome. In the first part of the review above, practical approaches were introduced and criticized for not having a theoretical ground to stand on. Then theoretical approaches were introduced, but they also are not without criticism. Lauscher (2000) highlights the difficulty involved in applying textual and theoretical models to practical professional contexts. She explores possible ways of bridging the gap between theoretical and practical quality assessment,
concluding that “translation criticism could move closer to practical needs by developing a comprehensive translation tool” (p. 164). That is where this dissertation is aiming to reach.

2.2.3. Methods of Assessment

Before designing any scales, it is crucial to answer the following two questions: What is the purpose of the evaluation? What exactly is being evaluated? Following this, a decision had to be made as to what type of assessment would be best for the situation and why. There are several types of assessments in the pedagogical literature, for example, formative, summative, diagnostic, norm-reference, and criterion reference assessments.

Formative assessment is described by Hatim and Mason (1997) as the assessment applied regularly at the beginning and/or during the instruction period, and its main goal is to obtain information for the purpose of training. The purpose of this type of assessment is to improve the development of the learner and to guide instructors on how to modify their teaching methods. Moreover, formative assessment is any marking, correction or comment that gives students feedback that consolidates and contributes to their learning. They also stress that for formative assessment to achieve its objectives, it should be an ongoing process that instructors and students use to review their level of success in achieving course objectives.

Another type of assessment, explains Colina (2003) is summative assessment, which is designed to measure student understanding and skills acquired following a period of instruction, with emphasis on identifying the level of mastery. Examples of summative assessment are achievement tests, oral or written final exams, and research projects. In translation training, summative assessment is specifically concerned with the translation product and plays a role in
determining level of proficiency; it could decide whether a student has skills comparable to those required by expert translators (Colina, 2003).

A different type of assessment in terms of the reference of evaluation is the criterion reference assessment. This evaluation strategy is concerned with testing whether the learner can perform a task or not and, if so, it determines to what level the performance meets the criterion. According to D. Kelly (2005), criterion-referenced assessment is advocated in translation training as it helps avoid subjectivity, as translation performance evaluation is interpreted with reference to previously established criteria.

Finally, diagnostic assessment, which is explained by Sánchez (2007) as the kind of assessment that “allows the evaluator to find out what an individual’s weaknesses and strengths are and is performed before a learning process begins. It can be used as a level-placement tool, as a means of determining whether or not the student is able to enter a given course of study or to seek the cause of any deficiencies in the student’s learning process.” (p. 73).

After reviewing the types of assessments above, it turns out that according to the purpose of this dissertation, the most suitable types of translator assessment are: criterion reference assessment to be used along the proposed translator competence development scales; and diagnostic assessment to be used to place the development level of the translator on the proposed translator career path; and, in general, formative assessment is the general type of assessment followed in translation organizations as evaluating the translator is an ongoing process applied at least twice a year.
2.3. Competences Development

Development in the workplace presupposes that the individual learns new ideas, techniques, or skills. Therefore, an understanding of how learning takes place in the workplace, as well as an understanding of how adults develop new competences, is critical to this dissertation.

2.3.1. Adult Learning

Malcolm Knowles is regarded as the father of adult learning, and he is best known for popularizing the term “andragogy,” which is the art and science of teaching adults. Andragogy postulates that adults learn differently than children and as a result need to be treated differently in the classroom. His contributions are widely adopted in the theory and practice of human resource development (Estep, 2008).

M. Knowles (1973) initially identified four assumptions about adult learning, and then later (M. Knowles, 1984) expanded those assumptions to six principles of adult learning, as listed below:

- Adults need to understand the importance of learning something before they learn it.
- Adults have a concept of self and do not accept the imposition of others’ will on them.
- Adults want their wealth of knowledge and experience to be recognized.
- Adults become ready to learn when they know that the learning will help them with real problems.
- Adults want to know how the learning will help them in their personal lives.
- Adults respond to external motivations, such as the prospect of a promotion or an increase in salary.

Adults’ learning in the workplace is not quite clearly defined in the literature. An inherent source of confusion is the use of the term “learning” as both a verb (the process of learning) and as a noun (the product of acquiring knowledge). Learning as a process is intangible and resists representation, and it is usually inferred through indications from visible activity. In the bigger picture, learning as a process is viewed as all comprehending processing. For example, we are learning when we are thinking and acting (Billett, 2000). Additionally, according to Samra-Fredericks (2003), learning is continuous collective construction of a social reality.

As in the controversy around the term “translation competence,” few authors offer precise definitions about what they mean by “learning” in the workplace. The literature in the human resource development field offers several perspectives and definitions of learning in the workplace. The following is a review of some of these concepts.

Fenwick (2010) combines the concepts of individual learning and organizational planning in the term “learning” as follows: “The term learning is used, for example, to refer to skill development, information access and personal consciousness-raising for individuals. The same term is employed to describe system processes ranging from innovation and organizational change to knowledge management” (Fenwick, 2010, p. 80). According to Cabrera and Cabrera (2002), learning is about individuals and teams sharing useful strategies through networks within and across organizations. This sharing of information and strategies is usually communicated via electronic means with the purpose of improving others’ performance. Information sharing is encouraged if the organization restructures pay-offs for contributing, increases efficacy perceptions, and makes employees’ sense of group identity and personal responsibility more
salient. Wenger (2000) popularized the principle of community of practice, which views learning as participation. Learning in this view is seen as the joint action of a group of employees sharing identity, tasks, and or environment. The individual does not receive individual attention as an entity separate from the community. Rather, the employee gains his or her importance from being part of the group; thus, he or she is receiving inside information only as a part of the group. Learning is also defined based on the assumption that the individual learns and then affects the group. This definition is based on constructivist learning, which applies learning through reflection and respect for the individual’s history, with a focus on the individual’s meaning-making and helping individuals to continually learn (Jacobs & Washington, 2003). Another perspective of learning comes from a conventional cognitive standpoint. In this perspective, learning is an individual human process of mentally gaining and loading new concepts and skills or behaviors. Learning is interpreted as capabilities or capital that adds value to organizational resources (Nafukho, Hairston, & Brooks, 2003). Dreyfus (2004) presented a model of adult learning development and described five levels that the individual goes through during the progress of his or her learning process. This latter model is used as the theoretical framework in designing the scales and the career path in this dissertation, therefore it is crucial to present a detailed description of the Dreyfus model below.

2.3.2. The Dreyfus Model of Skill Acquisition

In 1980, Hubert Dreyfus and Stuart Dreyfus developed a model of skill acquisition based on their studies of airplane pilots, chess players, automobile drivers, and adult learners of a second language (Dreyfus & Dreyfus, 1980). The core of the idea of the Dreyfus Model of Skill Acquisition is the concept of acquiring new skills while gradually ascending a progression
ladder. Their study was supported by the U.S. Air Force Office of Scientific Research, and it was not published. Few people outside of the Office of Scientific Research had access to the results of the study. One person who did have access was Benner, who in her 1982 publication applied the Dreyfus model to the professional development of nurses.

Stuart Dreyfus revisited the model and officially published the results some 24 years later (Dreyfus, 2004). The 2004 Dreyfus model identifies the five levels of skills acquisition as novice, advanced beginner, competent, proficient, and expert. This version of the model is largely cited in publications and is used in this dissertation. The paragraphs that follow provide a brief overview of the stages of the 2004 Dreyfus model.

The development mode varies in each stage of the 2004 Dreyfus model. Novices, for example, tend to think analytically and to deconstruct a task to its basic elements, which remain context-free. They have difficulty setting priorities; they are personally detached from the task; and their decision making is conscious as opposed to the expert’s intuitive decision making. New employees experience the novice stage informally and through observations or self-teaching. After experiencing the facts and rules of real situations, they move to the advanced beginner stage. They begin to notice similarities with previous situations and events; these similarities enable them to associate facts and rules with context. In the third stage in the Dreyfus Model, the competent stage, individuals recognize the relative importance of both situational and context-free features and use the best and most important ones to solve problems. Here, learners engage in a certain level of creativity and improvisation, exhibiting what the Dreyfus brothers call “emotional investment.” As Stuart Dreyfus (2004) observes, “only at the level of competence is there an emotional investment in the choice of the perspective leading to an action” (p. 179). Competent learners or employees take responsibility in organizing and developing plans to
efficiently and effectively achieve goals. The competent stage reflects what cognitive
psychologists refer to as problem solving. The final two stages of the Dreyfus model are the
proficient and expert stages. In these stages the learners simply know how to do things. In the
proficient stage, individuals exhibit effortless understanding by drawing similarities with
previous experiences. Another feature of this stage is that individuals increase risk taking and
commitment to the outcome. Finally, unconscious decisions and solutions are a feature of the
expert stage. At this level the individual absorbs the situation, intuitively knows there is a
problem, and effectively makes unconscious decisions on how to proceed to reach the most
acceptable outcome for the situation. The most important concept in the 2004 Dreyfus model is
that attaining the level of expert performance requires that an individual first proceed
sequentially through all of the previous stages of skill acquisition, accumulating experiences and
emotional involvement (Dreyfus, 2004).

The levels in the Dreyfus model take the structure of holistic rubrics, which are explicit
schemes for classifying products or behaviors into categories that vary along a continuum (Allen,
2008). Holistic rubrics can be used to classify virtually any product or behavior, including
essays, research reports, portfolios, works of art, recitals, oral presentations, performances, and
group activities. Rating can take place via self-assessments, or it can be performed by others,
such as supervisors, faculty, other students, co-workers, and external reviewers (Allen, 2008).
According to Mertler (2001) there are two major types of scoring rubrics: analytic scoring
rubrics, which offer separate, holistic scoring of the specified characteristics of a product or
behavior; and holistic scoring rubrics, which offer one global, holistic score for a product or
behavior. The latter kind of rubrics is used in designing the translator competences scales in this
dissertation.
The Dreyfus model has been applied in a number of fields, including nursing training (Benner, 1982), sports (Moe, 2004), ski instruction (Duesund & Jespersen, 2004), the military (Eriksen, 2010), computer programming (Mead et al., 2006), and librarian development (Hall-Ellis & Grealy, 2013).

Chesterman (2000), also impressed with the Dreyfus model, describes acquiring translation competence as moving along an axis divided into the five stages of the Dreyfus model: novice, advanced beginner, competent, proficient, and expert. Going along this axis requires increased internalization and automatisation of certain processes or concepts and an ability to reflect both upon these tools and the translator’s own work. Along the axis from novice to expert, the first two stages are purely rational, the third stage introduces emotional involvement, and in the last two stages, intuition gradually takes over. He describes the image of the translator expertise growth as the following:

What we have, then, is a picture of the growth of expertise presented as a process of gradual automatisation, but one in which emotional involvement and intuition have important roles. The function of rationality, detached analytical thinking, is dominant at first, but gradually gives way to intuition, until its final task is to provide a kind of internal feedback, particularly at problem-points. (Chesterman, 2000, p. 79)

Another study that applied the Dreyfus model in depth and in more detail is the master thesis of Sánchez, who conducted her work in 2007. The author conducted an empirical study on two groups of subjects and then analyzed the translations done by those participants. The first group consisted of a group of students from the master’s program in translation at Universidad Nacional; the second group was composed of professional translators. The text translations of the participants, in addition to translation competence and evaluation theories, were used to write the
descriptors for the scale proposed in Sánchez’s dissertation. The result was a five-level scale following the Dreyfus model of skill acquisition (novice, apprentice, competent, proficient, and expert translator). For example, the translational communicative competence scale has the following sub-competences:

- Lexical (knowledge of and ability to use the vocabulary of two languages)
- Grammatical (knowledge of and ability to use the set of principles that govern the two different languages to produce meaningful utterances)
- Mechanical accuracy (knowledge of and skill to use punctuation, paragraphing, and layout conventions of two languages)
- Cohesion and organization (the ability to arrange sentences in sequence so as to produce organized, structured, and coherent messages)
- Sociolinguistics (knowledge, awareness, and understanding of the relation between the “world” of the source community and the “world” of the target community)

Each one of these competences also has a level on the Dreyfus scale. As an illustration, the first sub-competence, i.e., the lexical sub-competence, is given a 5-level progression on the Dreyfus model of skill acquisition:

- The novice translator will: use sufficient vocabulary to transfer isolated words/and or phrases from familiar subject matter and real-world knowledge; have command of common field-specific terminology known to the lay person.
- The advanced beginner translator will: use sufficient vocabulary to translate generalities from very simple factual texts, but frequent repetition, word confusions, false cognates and inconsistencies are common; have command of a very narrow repertoire of field-specific terminology.
- The competent translator will: have good range of vocabulary to translate texts that contain not only facts, but also abstract language; have command of a limited range of field-specific terminology.

- The proficient translator will: have good command of a broad lexical repertoire to translate moderate to difficult texts; have high command of field-specific terminology, idioms, colloquialisms, collocations, synonyms, and antonyms to vary writing, though occasionally a more appropriate rendering may have been used.

- The expert translator will: have excellent command of a very broad lexical repertoire to translate very difficult and highly specialized texts; use impressive language, rich in imagery; adhere to target language norms; have mastery of field-specific terminology that allows successful translation within the field.

The same skill development process is assigned to the rest of the sub-competences in the scale. This is no doubt a brilliant dissertation, and it filled the gap in the translation studies field regarding detailing the steps a translator needs to take in order to pass from novice to expert in terms of developing translation competence. However, it still does not answer the question of how to develop a professional in-house translator, which is the main purpose of the current dissertation.

The main objective for this dissertation is to design a model of translator development and an evaluation system that guides translators along a career path that can lead to the ultimate level of expert translator. The Dreyfus model is therefore the ideal model to follow in terms of determining the ascending steps to be described in the translator competence development scales and the design of the translator career path.
2.4. Human Resource Development

As professional translator development occurs in the workplace, it is essential to review the literature examining the concept of development and how it is managed in the workplace from the standpoint of human resource development. According to Klingner (1983), human resources management essentially aims to manage the staff to obtain the optimum production and at the same time to help them use their talents creatively so that staff identify with the agency they work for. He states that “personnel management is the body of techniques used to recruit and select employees, to maintain and increase their job skills” (p. 246).

The earliest management model goes back to the 1900s. According to the Public Administration Review, published in 1978, Weber’s classic bureaucratic model focuses on three principles: selection and promotion based on objective criteria or merit, job duties and pay based on the responsibilities of the position, and reliance on formal rules and procedures for making personnel management decision (Klingner, 1983). These principles, which flourished in the 1920s and 1930s, led to the development of personnel psychology as a separate discipline, and fostered much research into discovering “the one best way” for designing tests for selecting and promoting employees. Nevertheless, history shows that there is never one best way. One way may be appropriate for one organization, but not for another. The goal should therefore be to find only the “most appropriate way for the specific organization.”

Later management models take into consideration the development of employees. In the human resource management literature, the concept of human resource development is viewed as the collective use of “training and development, organization development, and career development” (Estep, 2008, p. 27). Individual development is sometimes referred to as learning and development and at other times as training and development. According to Harrison (2005),
learning and development is “an organizational process to aid in the development of knowledge and the achievement of organizational and individual goals” (p. 23). The People Capability Maturity Model—concerned with evaluating organizations on the criteria of their employees’ development and growth—refers to this concept as training and development. It is worth mentioning that traditional formalized training programs are the most common form of training in organizations. Training, or learning, and development is critical to any organization to enhance the knowledge of its employees and consequently to enhance its productivity and profits. Another aspect of the strategic importance of training, or learning, and development is to ensure succession planning. As experienced employees retire, resign, or move to different positions, new employees should be prepared to replace and fill in the vacancies created (Rothwell, 2010). However, the last decade witnessed the emergence of collaborative development, a new method for training, or learning, and development. Mentoring and coaching are examples of this modern type of workplace training. Collaborative learning is heavily rooted in Vygotsky’s views that there exists an inherent social nature to learning, as shown through his theory of zone of proximal development (Lee & Smagorinsky, 2000). The second component of human resource development is organization development. This module focuses on the relationships and processes between and among individuals and groups within an organization as a system (Estep, 2008). The third element of human resource development is career development. According to P. McLagan (1989), career development emphasizes the configuration of “individual career planning and organizational career management processes to achieve an optional match of individual and organizational needs” (Estep, 2008, p. 27).

The first modern attempt to define training and development was introduced by P. McLagan (1983), who traced and explained the increase of the role of training in that period of
time. Consequently, career development and organization development was added to the repertoire of training and development work. As the field of workplace development expanded, it became more independent, until Leonard Nadler presented the term human resource development (HRD) for the first time (P. McLagan, 1989). The following paragraphs discuss how modern management concepts consider the development of the employee as an organizational and or individual responsibility.

2.4.1. Career Development

Career development has the two-fold purpose of both providing direction and purpose for an individual’s career and ensuring that an organization has an appropriate supply of human resources to meet present and future demands (Sun & Wang, 2012). Career development comprises both individually oriented career planning and organizationally oriented career management. Career planning helps individuals identify future job or occupational opportunities inside or outside their organizations; career management helps organizations identify the numbers and kinds of people needed to meet future work requirements (Rothwell & Sredl, 2000, p. 12). It is worth mentioning that contemporary career development theory, which has emerged in just the past two decades, focuses not only on the organization’s growth and profit, but also on the growth and development of the employees. This contemporary form of employee career development is referred to as “Protean,” after the Greek sea god Proteus (Hall, 2002). In Protean careers, the orientation shifts away from organizational careers, and individuals are responsible for their own career development, rather than the organization being responsible. This shift reflects the fact that career movements across organizational boundaries have become a norm and acceptable in the current changing globalized economies, where the world is flat and people
compete around the world with distinct talents and skills (Arthur, Svetlana, & Wilderom, 2005). Under Protean ideology, career development is characterized by self-directedness, autonomy, continuous learning, relationship building, and individuals’ needs instead of organizations’ needs. The Protean career is managed by individuals, not organizations. In the discussion below, this notion is further examined, and the responsibility of the organization is reconsidered.

2.4.1.1. Organizational Perspective

Career development from an organizational perspective includes creating development plans and organization career management processes to achieve objectives shared by the individual employee and the organization (Estep, 2008). The employee wants to improve and ascend the career ladder in the organization and to develop his or her skills for his or her personal benefit; these desires align with the organization’s goals, as the improvement of the employee will be reflected in the organization’s production. The organization wants to increase profits and expand, which presupposes giving opportunities to its employees to maximize their skills. Organizations create and implement career development plans to assist their employees in improving their skills, knowledge, and expertise for meeting their present and future human resource needs. This process requires developing career ladders or paths that allow employees to progress within the organization (Bolyard, 1981). It is an organized and planned effort comprised of structures, activities, or processes that result in a joint effort between employees and the organization (Leibowitz & Sclossberg, 1981).
2.4.1.2. Individual Perspective

From an individual perspective, career development is a lifelong process involving psychological, sociological, educational, economic, and physical factors, as well as chance factors that influence the career of the individual; it is an ongoing process of planning and action toward personal work and life goals (Pietrofesa & Splete, 1975). An employee may understand, explore, and make a commitment to various aspects of his or her career through a constant and conscious career development process (Hansen, 1977). This process involves a number of developmental actions, including giving and receiving of information, experiencing feelings, working through various decisions, and making choices among alternatives (Drier, 1977). In short, the individual perspective of career development involves continuous learning in the workplace.

2.4.1.3. A Hybrid Perspective

Japanese administration theory actually applies the idea of blending the two concepts of organizational and individual career development. With this hybrid strategy, the Japanese have managed to develop successful companies that are not only pioneering nationwide, but also competing worldwide. The Japanese experience depends on fostering both explicit and tacit knowledge. According to Nonaka and Takeuchi (1995), there are two kinds of organizational knowledge. The first kind of knowledge is explicit knowledge, which is contained in procedures and manuals. The second kind of knowledge is tacit knowledge, which is learned only by individual experience. The authors highlight the fact that U.S. managers focus on explicit knowledge and stress approaches such as benchmarking, while the Japanese focus on tacit knowledge. The authors conclude with several insights into how to blend the best of both worlds,
and they propose the Socialization, Externalization, Combination, and Internalization model (SECI model) for adapting organizational culture. Their model posits that the four conversion processes involving the two types of knowledge are: socialization (from tacit to tacit), externalization (from tacit to explicit), combination (from explicit to explicit), and internalization (from explicit to tacit). Thus, explicit knowledge documented by an organization’s top management and policy makers is combined with tacit knowledge, which the employees gain via deliberate practice and work experience. This idea is at the heart of this dissertation’s premise.

To conclude the above discussion comparing organization responsibility and individual responsibility, this dissertation argues that the best method to ensure success in employee career development is to employ the hybrid perspective. Both the organization and the individual can thus take part in the development of the employee’s performance.

2.4.2. Career ladders

The term career in itself implies a long journey. The *Oxford American Writer’s Thesaurus* defines career as a “profession, occupation, job, vocation, calling, employment, line, line of work, walk of life, métier” (Lindberg, 2008, p. 120). Describing career as a line of work and walk of life encompass the concept of the path of the employee’s journey through his or her employment period. Using career as an adjective to describe a path or ladder, further enhances the concept of employees’ progression during their line of work. Career paths or career ladders describe the progression of the employee from entry level positions to higher level positions including higher payment, skill, responsibility, and authority. The terms career ladder and career path refer to “vertical mobility within one’s own organization or professional field” (Thompson & Shockley, 2013, p. 447). Advantages of having career ladders are summarized by Ebenstein
(1996) as the following: career ladders can reinforce the development of employees by ensuring professional growth; fostering job stability; reducing job turnover; and improving chances for career advancement by providing employees with incentives such as increase in salary and more independence in decision making. “These incentives can help agencies retain their most experienced, motivated and accomplished staff” (Ebenstein, 1996, p. 116). According to Weng and McElroy (2012), organizations that support career goals and professional development and that reward their employees with promotions and compensation ensure emotional incentives for their employees to stay, which increases employees’ commitment. How can employees’ progression be evaluated and placed along a career ladder? Addressing this question is the second purpose of this dissertation.

The following discussion presents examples of how career ladders or paths can be applied in order to guide employees’ development. The section presents a review of the literature of models and frameworks that aim at measuring and guiding the development of employees’ competence. The models reviewed are the Nursing Career Ladder Model, the Librarian Career Ladder Model, the United Nation Competency Framework, the Researcher Development Framework, and the People Capability Maturity Model. The criteria for selecting these five models to be included in this review are similar to the reasons behind choosing the above translation competence models. First, these models represent the idea of gradual competences development along a continuum or a path. Second, they are among the most frequently cited models in the literature. Third, they are of particular interest for this dissertation, as their components form the fundamental source for the knowledge, skills, and abilities that are included in the TDM proposed in this chapter. Fourth, most of the competences identified in these models, including knowledge, skills, and abilities, are concrete and measurable.
2.4.2.1. The Nursing Career Ladder Model

Benner was the first author to apply the 1980 Dreyfus model in a professional field. Her customized model has been applied in numerous hospitals and has been widely cited in the literature, including in Stuart Dreyfus’ publication of his revised model in 2004. Benner’s (1982) work focuses on the development of a pathway to clinical excellence in nursing. Benner’s five stages include novice, advanced beginner, competent, proficient, and expert, as summarized by (Bitanga & Austria, 2013):

Novice:
- Beginner without experience
- Taught general rules to help perform tasks
- Rules are context-free, independent of specific cases, and applied universally
- Rule-governed behavior is limited and inflexible

Advanced beginner:
- Demonstrates acceptable performance
- Has gained prior experience in actual situations to recognize recurring meaningful components
- Principles, based on experiences, begin to be formulated to guide actions

Competent:
- Typically a nurse with 2 to 3 years of experience on the job in the same area or in similar day-to-day situations
- More aware of long-term goals
- Gains perspective from planning own actions based on conscious, abstract, and analytical thinking and helps achieve greater efficiency and organization

Proficient:
- Perceives and understands situations as whole parts
- More holistic understanding improves decision making
- Learns from experiences what to expect in certain situations and how to modify plans

Expert:
- No longer relies on principles, rules, or guidelines to connect situations and determine actions
- Has much more experience
- Has an intuitive grasp of clinical situations
- Performance is now fluid, flexible, and highly proficient. (p. 23)

2.4.2.2. The Librarian Career Ladder Model

Hall-Ellis and Grealy (2013) present a career ladder for academic librarians focusing on technical skills and competences. Their work “suggests that there are specific levels of skills acquisition and mastery that are essential for advancement within the ranks of academic librarians” (Hall-Ellis & Grealy, 2013, p. 597). The five levels of Hall-Ellis and Grealy’s librarian career ladder are the following (Hall-Ellis & Grealy, 2013):

Novice:
- Rigid adherence to context-free rules
- Little situational perception
- No discretionary judgment
Advanced beginner:
- Begins recognizing situational aspects
- All attributes and aspects are treated separately and given equal importance

Competent:
- Begins recognizing salience, meaning of aspects
- Deliberate choice of plans
- Emotional involvement as well as detached rule following

Proficient:
- Sees situations holistically rather than in terms of aspects
- Intuitive behavior replaces responses and detached decision making
- Sees what is most important in a situation
- Perspectives deviations from the normal pattern
- Uses maxims of guidance, meanings of which vary according to the situation

Expert:
- No longer relies on rules, guidelines or maxims
- Intuitive grasp of situation based on deep tacit understanding
- Analytic approaches used only in novel situations or when problems occur
- Vision of what is possible (pp. 599-601).

2.4.2.3. United Nations Competency Framework

In 2002, the Secretary-General of the United Nations commissioned a project to build human resources capacity through the introduction of organizational core values and competencies that are essential for all staff. The result of this project is a practical guide that
allows each individual staff member to take a more strategic approach towards his or her own learning and development. The practical guide is also meant as a tool to help managers in coaching and developing their team members (UN, 2010).

As employee development in the UN practical guide is intended to be self-directed, the guide starts by helping the staff identify their own development needs. It states that useful sources of information to help the employee assess his or her development needs include: a recent performance review; feedback from a manager, colleague, peer, or staff member; input from a coach or mentor; a self-evaluation of strengths and weakness, or of career aspirations; or feedback following a job interview.

The practical guide also presents the United Nations Competency Framework (UNCF), which consists of the following main dimensions: core value competencies, core competencies, and managerial competencies. Core value competencies include the following sub-competencies: integrity, professionalism, and respect for diversity. Core competencies include the following competencies: teamwork, planning and organizing, accountability, client orientation, creativity, technological awareness, and commitment to continuous learning. Finally, managerial competencies encompass the sub-competencies of vision, leadership, empowering others, managing performance, building trust, and judgment or decision making.

To evaluate themselves according to the UN Competency Framework, employees use a checklist that ascribes indicators and related levels to each competency in the framework. There are four evaluation levels in the UN Competency Scale: unsatisfactory, requires development, fully competent, and outstanding. For example, the first competency in the core value dimension is “integrity,” which is defined as the ability to work honestly, openly, impartially, and in
accordance with the values of the United Nations. For this competency, the employee may check “unsatisfactory” if he or she shows signs of one or more of the following behaviors (UN, 2010):

- Shows little interest in organizational values, and does not use them to regulate personal behavior;
- Does not stand firm against acting without thoughts of personal gain, and is willing to be flexible when political pressure is applied;
- Allows actions and decisions to be swayed by the interests of staff and other parties, rather than focusing primarily on those of the Organization;
- Does not recognize or address behavior in self and others which is unethical or lacking in integrity (p. 12).

The second level in the check list is “requires development” if the employee shows one or more of the signs below (UN, 2010):

- Generally tries to behave broadly in line with general organizational values;
- Resists acting with thoughts of significant personal gain, but may find it harder to resist political pressure on some occasions;
- Generally acts and makes decisions in the interests of the Organization, but seeks to balance this with the interests of staff and other parties;
- Generally points out where any behavior in others appears to be significantly less ethical or to lack in integrity (p. 12).

The third level in the checklist is “fully competent” if the employee shows one or more of following behaviors (UN, 2010):

- Seeks to ensure that personal behavior broadly complies with the values of the Organization;
- Acts without thoughts of personal gain, and generally seeks to resist political pressure wherever possible;
- Ensures all actions and decisions are taken in the Organization’s best interests;
- Identifies and acts to address any behavior in self or others which is unethical or lacking in integrity (p. 12).

The fourth and ultimate level of assessment is “outstanding.” The employee earns this level if he or she shows signs of one or more of the following (UN, 2010):
- Proactively seeks to understand the values of the Organization, monitor personal behavior to ensure that it supports them;
- Explicitly acts without thoughts of personal gain, and stands strong when political influence is applied;
- Ensures all actions and decisions are taken in the Organization’s best interests, checking any potentially controversial issues with more senior managers;
- Identifies and acts to address any behavior in self or others which is unethical or lacking in integrity, and positively promotes the importance of integrity wherever possible (p. 12).

After the employees finish the self-evaluation concerning each competency in the framework, they are advised to improve themselves using several different methods that are customized to each competency. Following each competency evaluation checklist, the practical guide provides helpful resources. For instance, after the integrity competency evaluation, the employee will find the following helpful recommendations and resources (UN, 2010):

✓ Learn by doing: Take advantage of on-the-job-activities, job simulations, and job aids. The guide recommends that each employee obtain a copy of the United Nations
Charter and make sure that they understand the principles within the Charter and apply them (p.15).

✓ Learn through training: Take training courses offered in-house such as the mandatory UN Training programs, including: Integrity Awareness Program and Prevention of Workplace Harassment, Sexual Harassment, and Abuse of Authority in the Workplace. In addition, the UN provides the following core UN training programs: Ethics and Professional Knowledge, Organizational Scope of Critical Thinking, and Leading without Authority (p. 16).

✓ Learn by listening or watching: Observe others. Watch documentary educational videos (p. 16).

✓ Learn by reading: Access the lists of beneficial recommended reference books and skill briefs available through UNSkillport.com (p. 17).

The significance of this comprehensive and detailed guide of 186 pages is that it is considered a helpful, user-friendly, and easy-to-apply practical guide for UN employees to employ over the course of their career. It can also be used as an alternative to a human mentor.

2.4.2.4. Researcher Development Framework

Based and created in the UK by the Careers Research and Advisory Center (CRAC) and updated in April 2011, the Researcher Development Framework (RDF) is a professional development framework for planning, promoting, and supporting the personal, professional, and career development of researchers in higher education. Those who benefit from the RDF include researchers who are evaluating and planning their professional development; managers and supervisors of researchers who are supporting the development of researchers; and trainers,
developers, human resource specialists, and career advisors who are planning and providing support for researchers’ development (CRAC, 2011).

The RDF was created based on empirical data collected through interviews with researchers to identify the characteristics of excellent researchers, which are expressed in the RDF as “descriptors.” The descriptors are structured in four domains and twelve sub-domains. The four main domains are: (a) knowledge and intellectual abilities; (b) personal effectiveness; (c) research governance and organization; and (d) engagement and influence and impact.

Under domain (a) there are three sub-domains: knowledge base, cognitive abilities, and creativity. Then under domain (b) there are three sub-domains: personal qualities, self-management, and professional and career development. In addition, under domain (c) there are also three sub-domains: professional conduct, research management, and finance, funding and resources. Finally, under domain (d) there three sub-domains: working with others, communication and dissemination, and engagement and impact.

The RDF places the sub-domains into five levels of development, and calls them: phase 1 (the least developed), phase 2, phase 3, phase 4, and phase 5 (the most developed). To evaluate themselves, researchers would follow the five phases of development. For example, if the researcher has at least core knowledge and basic understanding of key concepts, issues, and history of thought then he or she is in phase 1. If the researcher develops detailed and thorough knowledge and understanding of own and related subject areas and becomes familiar with associated areas in other disciplines then he or she is in both phases 2 and 3. If the researcher stimulates new knowledge; makes outstanding breakthroughs and considers multiple perspectives; and has deep and holistic understanding of the strategic direction and intellectual
developments of the research area and its inter-relatedness with other research areas then he or she is in both phases 4 and 5.

Both the United Nations Competency Framework and the Researcher Development Framework are designed to allow employees to autonomously check their development in their career journey. The following framework, however, is a little different. The People Capability Maturity Model is an organizational evaluation system designed to help managers to check employees’ development, and the level of the employees’ competence reflects the level of the organization.

2.4.2.5. The People Capability Maturity Model

According to Humphrey (1989), the first Capability Maturity Model (CMM) was developed at the Software Engineering Institute (SEI) on behalf of the Department of Defense (DoD) in the U.S. in order to establish a model that could identify mature and capable enterprises in the market capable of managing software projects for the DoD. However, the original intention of the CMM has since evolved: it can now be interpreted as an instrument to identify the strengths and weaknesses of organizations in specific process areas where appropriate improvement measures should be implemented (Carnegie-Mellon, 2006). Further development to the model occurred in 1995, when it was re-designed for application in knowledge-intense organizations and its primary objective became to improve the capability of the workforce. It was renamed the People Capability Maturity Model (People CMM) when it was updated again in 2001; the most recent update carried out in 2009.

Whereas earlier CMMs focus on improving process or technology, the People CMM focuses on improving people. The additional significance of the People CMM is that it is a living
document, shaped by the needs of organizations functioning in rapidly evolving workplaces.

Over four hundred change requests helped shape the current version of the People CMM.

Like all CMMs, the People CMM consists of five maturity levels, or evolutionary stages, through which an organization’s workforce practices and processes evolve. The CMM for Software targeted software engineering processes, while the People CMM target aims to guide organizations towards improving the capability of the workforce. Workforce capability is defined as “the level of knowledge, skills, and process abilities available for performing an organization’s business activities” (Curtis, Hefley, & Miller, 2003, p. 10). The following paragraphs explain how the People CMM guides the development of the workforce as the organization develops.

As noted, the model is structured on several maturity levels and several process areas. At the Initial Maturity level (level 1), workforce practices are performed incoherently or repetitively and often fail to achieve their planned purpose. Managers usually rely on their intuition for managing their employees. The remaining process areas in the People CMM are described in the following paragraphs.

In level 2 of the People CMM, which is called the Managed Maturity level, supervisors perform fundamental employee management practices such as the following (Curtis, Hefley, & Miller, 2001):

- **Staffing:** qualified individuals are recruited, selected, and transitioned into assignments;

- **Communication and Coordination:** communication is managed across the organization, and the workforce has the skills to share information and coordinate their activities efficiently;
- Work Environment: physical working conditions are maintained, and resources that allow individuals and workgroups to perform their tasks efficiently are provided;

- Performance Management: work objectives are stated, unit and individual performance is measured according to the stated objectives, and performance is continuously enhanced;

- Training and Development: all individuals have the skills required to perform their assignments, and these individuals are provided relevant development opportunities;

- Compensation: all individuals are provided with remuneration and benefits based on their contribution and value to the organization (pp. 31-33)

Level 3 in the People CMM is the Defined Maturity level. At this level the organization identifies and develops the knowledge, skills, and process abilities that constitute the workforce competencies essential to complete business activities. The following are the practices performed at this level(Curtis et al., 2001):

- Workforce Planning: workforce activities are paired with current and future business needs at both the organizational and unit levels;

- Competency Development: the capability of the workforce is constantly enhanced to help employees better perform their assigned tasks and responsibilities;

- Career Development: individuals are provided opportunities to develop workforce competencies that enable them to achieve career objectives;

- Competency-Based Practices: all workforce practices are based on developing the competencies of the workforce;
- Workgroup Development: workgroups, or groups of people who work closely together on tasks that are highly interdependent, are formed to achieve shared objectives;

- Participatory Culture: the flow of information within the organization is used to incorporate the knowledge of individuals into decision-making processes, and to gain their support for commitments (pp. 35-37).

Level 4 in the People CMM is the Predictable Maturity level. At this level the organization quantifies and manages the capability of its workforce and the workforce’s competency-based processes, in addition to exploiting the opportunities afforded by defined workforce competencies. The following practices are performed by the supervisors in the organization (Curtis et al., 2001):

- Competency Integration: the efficiency and agility of interdependent work are improved by mixing the process abilities of different workforce competencies;

- Empowered Workgroups: workgroups are advanced with the authority to determine how to complete their business activities most effectively;

- Competency-Based Assets: knowledge, experience, and artifacts are used to enhance capability and performance;

- Quantitative Performance Management: the capability of competency-based processes are predicted and managed for achieving measurable performance objectives;

- Organizational Capability Management: the capability of the workforce and of the critical competency-based processes are quantified and managed (pp. 37-40).
Level 5 in the People CMM is the Optimizing Maturity level. This is the ultimate level in which everyone in the organization carries the responsibility to continuously improve their capability and the organization’s workforce practices. At this level, the organization reaches an advanced level and ensures the following practices (Curtis et al., 2001):

- Continuous Capability Improvement: individuals and workgroups are provided a basis to continuously improve their capability for performing competency-based processes;
- Organizational Performance Alignment: performance results of individuals, workgroups, and units are parallelized with organizational performance and business objectives;
- Continuous Workforce Innovation: improved or innovative workforce practices and technologies are identified and evaluated (p. 41).

This model is significantly related to this dissertation for several reasons. First, the People CMM was designed to achieve four objectives in developing an organization’s workforce: develop individual capability; build work groups and culture; motivate and manage performance; and shape the workforce. Second, the People CMM is generic and, with appropriate tailoring, can be applied in any organization. The People CMM has successfully guided workforce improvement programs in many organizations such as The Boeing Company, Lockheed Martin Corporation, Computer Sciences Corporation, Intel Corporation, Novo Nordisk A/S, Tata Consultancy Services, Infosys Technologies Ltd., Wipro Technologies, the U.S. Army, and the Federal Emergency Management Agency. The third reason for its significance is the reported benefits of the People CMM in the literature. According to Curtis et al. (2003), a number of organizations that have applied this model have seen a reduction in employee
turnover. For example, Boeing’s initial turnover in 1998 was 7%, but after achieving level 2 in the People CMM, the turnover decreased to 5%. Novo Nordisk also reduced its turnover from 12% in 1996 to only 8% in 2000. Likewise, GDE Systems reduced its initial turnover from 7.8% in 1996 to 7.1% in 1998 (Curtis et al., 2003, p. 11).

The theoretical framework of the People CCM is also similar to the premise of this dissertation. The People CMM aims to guide organizations in evaluating the capability of the workforce; likewise, the TDM proposed in this dissertation aims to guide supervisors in translation organizations or departments in their evaluations of the development of the knowledge, skills, and abilities of their translators. Both models hold employee development as their main goal. However, the broader objective of the People CMM is to evaluate the organization itself in terms of what criteria the organization is meeting in its efforts to facilitate the development of its employees; that is the greatest difference the People CCM exhibits from this dissertation evaluation system, which focuses on evaluating the progress of only the individual employee.
CHAPTER THREE: METHODOLOGY

This dissertation utilizes a qualitative research design that deals with concepts and trends regarding translator development theories and evaluation models. According to Merriam (2009), "qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (p. 13). This dissertation examines the concepts and philosophies of translator development and how the translator reaches the ultimate level of expertise gradually.

A conceptual framework defines how ideas should be structured in order to accomplish a research purpose. To determine which of the many conceptual frameworks available is best suited for a research project, the researcher must consider the purpose of the study. For example, if the purpose of the study is explanation and prediction, then the appropriate conceptual framework is formal hypotheses. If the purpose of the study is exploration, then the best conceptual framework is working hypotheses and pillar questions. If the purpose of the study is description, the most useful conceptual framework is developing categories. If the purpose of the study is gauging, then the matching conceptual framework is the practical ideal type (Shields & Rangarajan, 2013). As the purpose of this dissertation, as discussed in section 1.3, was to develop an objective translator development evaluation framework based on a gauging normative system, the best conceptual framework for this purpose is the practical ideal type framework developed by Shields and Tajalli (2006). Shields and Rangarajan (2013) explain that “unlike the What? research question of description, [they] wanted a framework that could address What should?” (Shields & Rangarajan, 2013, p. 161). According to them, the closer a reality is to this
kind of model, the better the reality is. In other words, reality should be like the model; it should follow the model. It is worth mentioning that there is no assertion of perfection in this type of modeling. Practical ideal types are just the best components found in the literature and processed through critical thinking and analysis.

The practical ideal type conceptual framework is recommended because it relies on content analysis of publications that are peer reviewed and widely accepted in the field to justify its practical ideal categories and elements that cohere together to produce a model. Moreover, the practical ideal types provide standards that enable researchers, managers, and teachers, among others, to understand and improve reality. In this dissertation, if a translator’s practice falls short of the ideal, moving closer to the “ideal” model should result in improvement. As a final point, a practical ideal type model is an evaluation tool that can travel from one workplace to another and still be applied properly; it can be used to analyze similar programs in different organizations.

The pool of data for this dissertation was compiled from existing models and theories published in a number of related areas such as translation studies, workplace learning, skills acquisition, and human resource development. A thorough examination was given specifically to available models in translation assessment, language proficiency scales, adults’ skill acquisition, and employees’ performance development models.

The first research question stated in Chapter One of this dissertation was: What are the main elements of translator development in the workplace? To answer this question, the Translator Development Model (TDM) was developed in this dissertation. To build the proposed TDM, the data collection and analysis followed an inductive approach. Under the inductive approach, detailed readings of the data lead to concepts, themes, and finally the creation of a theory or a model through interpretations made by the researcher (Thomas, 2006, p. 2).
According to Thomas (2003), assumptions underlying the use of a general inductive approach include the following:

1. Data analysis is determined by both the research objectives (deductive) and multiple readings and interpretations of the raw data (inductive). Thus the findings are derived from both the research objectives outlined by the researcher(s) and findings arising directly from the analysis of the raw data.

2. The primary mode of analysis is the development of categories from the raw data into a model or framework that captures key themes and processes judged to be important by the researcher.

3. The research findings result from multiple interpretations made from the raw data by the researchers who code the data. Inevitably, the findings are shaped by the assumptions and experiences of the researchers conducting the research and carrying out the data analyses. In order for the findings to be usable, the researcher (data analyst) must make decisions about what is more important and less important in the data.

4. Different researchers are likely to produce findings which are not identical and which have non-overlapping components.

5. The trustworthiness of findings can be assessed by a range of techniques such as (a) independent replication of the research, (b) comparison with findings from previous research, (c) triangulation within a project, (d) feedback from participants in the research, and feedback from users of the research findings. (pp. 3-4)
The general inductive approach is well suited to the proposed creation of a translator development model. The process of data collection and analysis outlined in this chapter thus consists of reading through textual data, identifying themes in the data, classifying those themes, and then interpreting the structure and content of the themes to develop a model. Specifically, the key stages in this dissertation’s process of model building were the following:

1. **Read related publications**: The first step involved conducting preliminary observations of models that attempt to explain translation competence, translator performance development, and employee development. The primary objective of this first step was to develop an understanding of the available data.

2. **Select models**: Four models were selected based on their degree of relevance to the objectives of the current dissertation and in order to cover a sample of representative models from each of the main model categories, including theoretical, empirical, and workplace professional models.

3. **Compile a list of data**: From the selected models, competences including knowledge, skills, and abilities were designated to form the data for this dissertation.

4. **Identify themes**: The next step was to start looking in detail at the data to start identifying themes. For example, similar skills were grouped together in a synthesizing process. The result in each case was an abstract phrase, such as “skills learned by reading or by receiving verbal instruction;” this, for example, was the first theme identified in the model building. This step was replicated to identify the other initial themes that emerged from the data as well.

5. **Classify the data into categories**: These initial themes were then gathered together for classification into general categories. For instance, the first theme of “skills learned by
reading or by receiving verbal instruction” was placed in the category *declarative knowledge.*

6. **Narrow the categories into sub-categories:** Whenever the data in a certain category appeared heterogeneous, they needed to be sub-classified in homogenous groups (i.e., sub-categories).

7. **Develop a model:** After grouping the data into themes, categories, and subcategories, building of the TDM was undertaken. Narrative analysis was also performed regarding the knowledge, skills, and abilities designated for each category.

The results of this inductive analysis culminated in the proposed TDM. The competences determined in the TDM form the building blocks necessary to build the associated translator competences development scales. These scales are designed as holistic rubrics, which are explicit schemes for classifying products or behaviors into categories that vary along a continuum. The scales can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, works of art, oral presentations, performances, and group activities (Allen, 2008). Judgments can be accomplished through self-assessments by translators; or judgments can be made by others, such as supervisors and co-workers. There are two major types of rubrics: holistic rubrics, which provide one global, holistic score for a product or behavior, and analytic rubrics, which provide separate, holistic scoring of specified characteristics of a product or behavior (Mertler, 2001).

There are at least two advantages to using holistic rubric scoring to evaluate translations. First, holistic scoring is faster and more functional because the rater reads the translation once and assigns a single score. Second, the rater’s attention is focused on the strengths of the translation, not on its faults, so translators are rewarded for what they are able to do and what
they have done. In contrast, error analysis evaluation pays too much attention to individual parts of the translation and to finding errors, which could obscure the meaning of the whole translation and demotivate the translator.

Available methods of developing scales can be categorized in three groups: intuitive methods, qualitative methods, and quantitative methods (CE, 2001). Intuitive methods of scale development are based on the decision of the researcher as information is reduced to draft descriptors at an agreed number of levels; the source of information is principled interpretation of experience, existing scales, curriculum documents, teaching materials, and other relevant source material. Qualitative methods of scale development involve asking groups of experts to analyze data comprising the scale level descriptors or samples of performances at different levels. The last type of scale development method is the quantitative method, which is beyond the scope of this dissertation. Quantitative methods require empirical experimentation, and the questions addressed in this method deal with scale validation and testing.

In developing the scales for this dissertation, a combination of intuitive and qualitative approaches was used. The researcher interpreted personal experience, comparing existing scales, curriculum documents, available research results, and any other helpful material. For the qualitative method part, professors at Kent State University, who are members of this dissertation advising committee, were consulted to give insights and approvals about the descriptors at each level of the scale. The theoretical framework behind the arrangement of the levels in the scales is based on the Dreyfus Model of Skills Acquisition, the premise of which was explained in detail in section 2.3.2.

The translator career path (TCP) proposed in this dissertation attempts to describe what a professional translator is able to accomplish at different stages of his or her career in a translation
organization. The construction of the TCP was based on the translator development model along with its related scales.

In developing the TCP, the Dreyfus Model was used as a model. In terms of assigning the continuum for the steps the translator follows in his or her development, the scales in the TCP follow the general Dreyfus Model. The TCP customizes the Dreyfus model to be specifically applied to translator performance development. This process of creating a model from general to specific details entailed the use of a deductive approach to analysis.

It is important to note that the Dreyfus Model is a skill development model, not a profession development model. It classifies the competences of a single professional, not the general profession. For example, it refers to the lowest level of a certain competence such as interpersonal communication skills as a novice, but not to the translator as a novice translator. Therefore, each translator competence in each category of the TDM has been distributed along the continuum of the Dreyfus Model’s five stages, which are called “levels” in this dissertation, separately. Eventually, the levels of the competences in the scales add up to form the TCP. The following structure describes the backbone for developing the TCP:

- All the competences described as novice in the TDM are cumulated to form the level of the novice translator in the TCP;

- All the competences described as advance beginner in the TDM are cumulated to form the level of the advanced beginner translator in the TCP;

- All the competences described as competent in the TDM are cumulated to form the level of the competent translator in the TCP;
- All the competences described as proficient in the TDM are cumulated to form the level of the proficient translator in the TCP;
- All the competences described as expert in the TDM are cumulated to form the level of the expert translator in the TCP.

3.1. Data Collection and Analysis

After review of the related publications, four models were chosen to be the sources of data in this dissertation: the European Master’s in Translation (EMT) expert group model; the Process of Acquisition of Translation Competence and Evaluation (PACTE) group model; the United Nations Competency Framework (UNCF); and the Researcher Development Framework (RDF). The first two models describe knowledge, skills, and abilities specific to the translation profession. For example, the EMT expert group model was chosen as a representative of theoretical models examining translation competence, and the PACTE group model was selected as a representative of empirical models examining translation competence. The other two models describe knowledge, skills, and abilities related to general employee behavior in the workplace. As this dissertation focuses on in-house professional translators, the professional development models of the UNCF and the RDF also provided useful elements for building the translator development model. The UNCF is rich in information about the best practices possible for an employee, and the RDF is a rich source of information about the development of the competences needed by professional researchers.

Competences in these four models fell into three major groups: knowledge, skills, and abilities. The following set of data (knowledge, skills, and abilities) resulted from the four selected models:
- knowledge about geographical and historical information about countries of the world;
- knowledge about general facts such as crises, celebrations, and religious beliefs;
- knowledge about specific culture of the language pair;
- knowledge about translation; knowledge about professional practice;
- ability to communicate in two languages or more;
- knowing how to search for information in its sources;
- ability to use applications to assist in correction, translation, terminology, layout;
- strategic skills: analysis, synthesis, evaluation, problem solving, planning and organizing;
- reading (comprehending, decoding);
- writing (producing, encoding);
- creativity: novelty, fluency, and flexibility;
- effective message sending, effective listening, openness to information sharing and collaboration;
- self-confidence, perseverance, self-reflection, and enthusiasm;
- integrity, responsibility, commitment to the job, time management, preparation and prioritizing, responsiveness to change, and work-life balance;
- responsiveness to opportunities, continuous learning, networking, and reputation and esteem;
- following standards regarding ethics, health and safety, legal requirements, confidentiality, and respect for diversity.
With the set of data established, the next step was to start looking in detail at the data in order to start identifying themes.

### 3.1.1. Identifying Themes

The data resulting from the previous step was analyzed and grouped into major themes. Similar knowledge, skills and abilities were grouped together in a synthesizing process. For example, the first group of competences—knowledge about geographical and historical information about countries of the world; knowledge about general facts such as crises, celebrations, and religious beliefs; knowledge about specific culture of the language pair; knowledge about translation; knowledge about professional practice—can all be described as: competences learned by reading or by receiving direct instructions.

The second group of competences—skills to communicate in two languages or more; knowing how to search for information in its sources; skills to use applications to assist in correction, translation, terminology, layout—are all: competences learned by personal practice.

The third group of competences—strategic skills: analysis, synthesis, evaluation, problem solving, planning and organizing; reading (comprehending, decoding); writing (producing, encoding); novelty, fluency, and flexibility—share the following theme: competences depending on natural psycho-physiological abilities of the translator.

The fourth group of competences—effective message sending, effective listening, openness to information sharing and collaboration; self-confidence, perseverance, self-reflection, and enthusiasm; integrity, responsibility, commitment to the job, time management, preparation and prioritizing, responsiveness to change, and work-life balance; responsiveness to opportunities, continuous learning, networking, and reputation and esteem; following standards
regarding ethics, health and safety, legal requirements, confidentiality, and respect for diversity—share the following theme: practical professional employee competences. To sum up, the following four themes emerged from grouping of the data, each of which is assigned a different color in this dissertation to assist identification: Theme 1: skills learned by reading or by receiving direct instruction; Theme 2: skills acquired by personal practice; Theme 3: skills depending on nature of the translator; Theme 4: practical professional employee skills.

3.1.2. Classifying the Data

These themes were next grouped into categories. For the first theme, which is “competences learned by reading or by receiving direct instructions,” the category *declarative knowledge* was assigned. For the second theme, “competences acquired by personal practice,” the category *procedural knowledge* was assigned. For the third theme, “competences depending on nature of the translator,” the category *psycho-physiological abilities* was assigned. The fourth theme, “practical professional employee competences,” was assigned two categories: *communication skills* and *professional skills*. The following is a list of the categories:

- Category 1: Declarative knowledge
- Category 2: Procedural knowledge
- Category 3: Psycho-physiological abilities
- Category 4: Communication skills
- Category 5: Professional skills

This phase was about categorizing each competence. For example, whenever a competence that is learned “by reading” was found in the sample, it was marked with the
category *declarative knowledge*. This categorization process yielded the following classifications:

- knowledge about geographical and historical information about countries of the world (declarative knowledge)
- knowledge about general facts such as crises, celebrations, and religious beliefs (declarative knowledge)
- knowledge about specific culture of the language pair (declarative knowledge)
- knowledge about translation (declarative knowledge)
- knowledge about professional practice (declarative knowledge)
- ability to communicate in two languages or more (procedural knowledge)
- knowing how to search for information in its sources (procedural knowledge)
- ability to use applications to assist in correction, translation, terminology, layout (procedural knowledge)
- strategic skills: analysis, synthesis, evaluation, problem solving, planning and organizing (psych-physiological abilities)
- reading: comprehending and decoding (psych-physiological abilities)
- writing: producing and encoding (psych-physiological abilities)
- novelty, fluency, and flexibility (psych-physiological abilities)
- effective message sending (communication skills)
- effective listening (communication skills)
- openness to information sharing and collaboration (communication skills)
- self-confidence, perseverance, self-reflection, and enthusiasm (communication skills)
- integrity, responsibility, commitment to the job, time management, prioritizing, responsiveness to change, and work-life balance (professional skills)
- responsiveness to opportunities, continuous learning, networking, and reputation and esteem (professional skills)
- following standards regarding ethics, health and safety, legal requirements, confidentiality, and respect for diversity (professional skills)

After labeling the competences with their parent categories, it was found that each category was broad and contained heterogeneous competences that could be further classified into sub-categories. The sub-categories that emerged from the data were assigned as follows:

- knowledge about geographical and historical information about countries of the world (declarative knowledge) => “world culture knowledge”
- knowledge about general facts such as crises, celebrations, and religious beliefs (declarative knowledge) => “world culture knowledge”
- knowledge about specific culture of the language pair (declarative knowledge) => “world culture knowledge”
- knowledge about translation (declarative knowledge) => “organizational culture knowledge”
- knowledge about professional practice (declarative knowledge) => “organizational culture knowledge”
- ability to communicate in two languages (procedural knowledge) => “bilingualism”
- knowing how to search for information in its sources (procedural knowledge) => “information mining”
- ability to use applications to assist in correction, translation, terminology, layout (procedural knowledge) => “tools literacy”

- strategic skills: analysis, synthesis, evaluation, problem solving, planning and organizing (psychophysiological abilities) => “cognitive skills”

- reading: comprehending and decoding (psycho-physiological abilities) => “psychomotor skills”

- writing: producing and encoding (psycho-physiological abilities) => “psychomotor skills”

- novelty, fluency, and flexibility (psycho-physiological abilities) => “creativity”

- effective message sending (communication skills) => “interpersonal communication”

- effective listening (communication skills) => “interpersonal communication”

- openness to information sharing and collaboration (communication skills) => “interpersonal communication”

- self-confidence, perseverance, self-reflection, and enthusiasm (communication skills) => “intrapersonal communication”

- integrity, time management, preparation and prioritizing, responsiveness to change, and work-life balance (professional skills) => “self-management”

- responsiveness to opportunities, continuous learning, networking, and reputation (professional skills) => “personal career development”

- following standards regarding ethics, health and safety, legal requirements, and confidentiality (professional skills) => “professional conduct”

Table 1 summarizes the analysis of the data:
Table 1 Data analysis: Classification Table

<table>
<thead>
<tr>
<th>Knowledge, skills, and abilities (in the literature)</th>
<th>Themes</th>
<th>Categories</th>
<th>Sub-categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about geographical and historical information about countries of the world, and facts such as crises, celebrations, and religious beliefs.</td>
<td>Competences learned by reading or by receiving direct instructions about translation.</td>
<td>Declarative Knowledge</td>
<td>World culture knowledge</td>
</tr>
<tr>
<td>Knowledge about specific culture of the language pair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge about translation. Knowledge about professional practice.</td>
<td></td>
<td></td>
<td>Organizational culture knowledge</td>
</tr>
<tr>
<td>Ability to communicate in two languages or more</td>
<td>Competences acquired by practicing translation</td>
<td>Procedural Knowledge</td>
<td>Bilingualism</td>
</tr>
<tr>
<td>Knowing how to search for information in its sources</td>
<td></td>
<td></td>
<td>Information mining</td>
</tr>
<tr>
<td>Ability to use applications to assist in correction, translation, terminology, and layout.</td>
<td></td>
<td></td>
<td>Tools literacy</td>
</tr>
<tr>
<td>Strategic skills: analysis, synthesis, evaluation, problem solving, planning and organizing.</td>
<td>Competences depending on the nature of the translator</td>
<td>Psycho-Physiological Abilities</td>
<td>Cognitive skills</td>
</tr>
<tr>
<td>Reading: (comprehending, decoding), writing: (producing, encoding)</td>
<td></td>
<td></td>
<td>Psychomotor skills</td>
</tr>
<tr>
<td>Novelty, fluency, and flexibility.</td>
<td></td>
<td></td>
<td>Creativity</td>
</tr>
<tr>
<td>Effective message sending, effective listening, openness to information sharing and collaboration.</td>
<td>Practical professional employee competences</td>
<td>Communication Skills</td>
<td>Interpersonal communication</td>
</tr>
<tr>
<td>Self-confidence, perseverance, self-reflection, and enthusiasm.</td>
<td></td>
<td></td>
<td>Intrapersonal communication</td>
</tr>
</tbody>
</table>
Knowledge, skills, and abilities (in the literature) | Themes | Categories | Sub-categories
--- | --- | --- | ---
Integrity, responsibility, commitment to the job, time management, preparation and prioritizing, responsiveness to change, and work-life balance. | Professional Skills | Self-management
Responsiveness to opportunities, continuous learning, networking, and reputation and esteem. | Personal career development
Following standards regarding ethics, health and safety, legal requirements, confidentiality, and respect for diversity | Professional conduct

The five categories established in the previous phase are considered the main categories in the proposed model. The first three categories shaded in orange designate translation specific competences, while the following two categories shaded in blue designate professional employee competences. A narrative analysis of these categories and the elements they include is discussed in the following results and discussion chapter.
CHAPTER FOUR: RESULTS AND DISCUSSION

This dissertation is focused on the development of professional translators in the workplace and on evaluating this development. This chapter presents the process by which the translator development model (TDM) was designed, along with the TDM’s holistic scales, which include methods of grading translator performance development. The chapter concludes by then presenting the translator career path (TCP).

4.1. Composition of the Translator Development Model (TDM)

The TDM is based on characteristics identified by empirical and descriptive research that examined and compared novice to expert translator performance published within the field of translation studies, in addition to general characteristics of professional employee behavior as published within the human resource development literature.

The literature on research methods describes the methodology used in this dissertation to construct the TDM as rating or gauging, which is generally done using a set of criteria or standards (Shields & Rangarajan, 2013). The process of utilizing normative criteria to develop the TDM forms the conceptual framework of this chapter. The process culminates in the development of a logical rating system that avoids arbitrary evaluation in the translation workplace.

4.1.1. The TDM’s Components Operationalized

A model, as explained by Shields and Rangarajan (2013), “depicts the way components of a theory or system fit together” (p. 164). Accordingly, the TDM forms a basic structure that
shows how the components of translator development fit together, and it offers a set of ideas about how to support that development.

The discussion of models in the literature has been characterized by discrepancy in the terminology used in model structuring. Although terms like *facet*, *category* and *dimension* could all be used to refer to the same thing, they are often applied differently across different studies. For example, Rodriguez-Castro (2011), in designing the Translator Satisfaction Model (TSM), refers to components in the first level of classification as facets, and the components in the second level of classification as concepts. According to Rodriguez-Castro (2011), “The concept is a hypothetical construct, predicting that certain factors act or interact in an empirically meaningful way and are statistically measurable” (Rodriguez-Castro, 2011, p. 99). The third level of classification in her study is referred to as factors, which “is operationally defined as one of the interrelated properties of the concept” (p. 99). In contrast, Shields and Rangarajan (2013) describe the generic model designed in descriptive research as consisting of categories at the first classification level, elements at the second classification level, and key ideas at the third classification level.

Similarly, broader terms for the construct as called either *model* or *framework*, are often applied differently as well. For example, the Careers Research and Advisory Centre in the United Kingdom refers to its model of researcher development as a “framework.” This model, called the Researcher Development Framework (RDF), is defined as a “tool for planning, promoting, and supporting the personal, professional, and career development of the researcher” (CRAC, 2011, p. 1); its structure consists of dimensions at the top level, sub-domains at the second level, and descriptors as the final level. The United Nations (henceforth U.N.) also uses the term “framework” to refer to its employee development model, which is called the United Nations
Competency Framework (UNCF). The U.N. describes this framework as a development guide that “has been designed to provide U.N. staff members with guidance on how to develop behaviors and skills within special U.N. competency areas” (UN, 2010, p. 2). The structure of the UNCF consists of categories at the top level, competencies at the second level, and indicators at the final level.

The Practical Ideal Type Model (PITM) described by Shields and Tajalli (2006) consists of main ideas called practical ideal categories, and each category consists of a number of elements that represent normative criteria for development or evaluation. Each element, in turn, encompasses a number of key ideas that serve as indicators to be tested.

Table 2 below provides a comparison of the terms used to describe the components of the different types of models:

<table>
<thead>
<tr>
<th></th>
<th>TSM</th>
<th>RDF</th>
<th>UNCF</th>
<th>PITM</th>
</tr>
</thead>
<tbody>
<tr>
<td>First level of</td>
<td>Facets</td>
<td>Dimensions</td>
<td>Categories</td>
<td>Practical ideal</td>
</tr>
<tr>
<td>classification</td>
<td></td>
<td></td>
<td></td>
<td>categories</td>
</tr>
<tr>
<td>Second level of</td>
<td>Concepts</td>
<td>Sub-dimensions</td>
<td>Competencies</td>
<td>Normative criteria</td>
</tr>
<tr>
<td>classification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third level of</td>
<td>Factors</td>
<td>Descriptors</td>
<td>Indicators</td>
<td>Key ideas/indicators</td>
</tr>
<tr>
<td>classification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shields and Tajalli (2006) state that when the research purpose is to gauge or rate, the model employed should be explicitly normative, and using the PITM structure is best suited for this purpose. According to Dewey (1938), ideal types “are not intended to be themselves realized but are meant to direct our course to realization of potentialities” (p. 303). Kaplan (1964) describes an ideal type as a construct that “specifies something with which the real situation of
action is compared and surveyed for the explication of certain of its significant components” (p. 83). Shields and Rangarajan (2013) justify the use of the term “practical ideal category” by stating the following: Each category (i.e., type) is “practical” because of its usefulness and utilization for the model’s specific purpose. Each category (i.e., type) is “ideal” is because it represents the best possible reality; it is the best component that the researcher can find, and it is neither a fixed nor a given fact (Shields & Rangarajan, 2013, pp. 162-163).

Because the purpose of this dissertation is to find the best practice for the translator and to provide him or her with the criteria to progress from novice to expert translator, the structure of the proposed model in this chapter will follow the PITM. Consequently, the proposed TDM is presented and organized as follows: 1) the most abstract level presents practical ideal categories, 2) the second level of classification features those elements or normative criteria that are the competences of the translators, and 3) the most concrete level presents the key ideas, or the relevant indicators. These components are arranged as shown in figure 2 below:

![Figure 2 Main Components of the Proposed Model](image-url)
4.1.2. Classifying the Components of the TDM

The literature review about translation development in Chapter Two found that the ability to translate is always referred to as acquiring a set of translation competences. When the translation studies field first emerged in the 1970s, most of the researchers came from the language teaching field. Therefore, influenced by Chomsky’s linguistic competence and performance model, a great number of researchers in the translation studies field still call the ability to translate “translation competence.” Chomsky’s model distinguishes between competence, which is hidden knowledge in the mind, and performance, which is observable practice. According to Orozco and Hurtado Albir (2002), though many other proposals have been made regard terminology, “we prefer translation competence because it already has a long research tradition in other fields, such as Applied Linguistics, and therefore we have no need to create a new word” (p. 375).

This dissertation also adopts the term “translation competence” in order to discuss the elements required for translation. However, unlike Chomsky’s competence, which is hidden, competence in this dissertation is defined as an observable set of knowledge, skills, and abilities performed by the translator. Competences can be measured, learned, and improved.

In the TDM, translator competence (the set of knowledge, skills, and abilities) is the unit of analysis and evaluation. Consequently, according to the fifth step in the dissertation’s methodology, which is to classify the data (competences) into categories, the following outline emerged after deep analysis of the data resulted in two main groups of categories. The first group of categories includes translation-specific competences:

Declarative Knowledge category = Practical Ideal Category 1

Procedural Knowledge category = Practical Ideal Category 2
Psycho-Physiological Abilities category = Practical Ideal Category 3

The second group of categories includes professional employee competences:

Communication Skills Category = Practical Ideal Category 4

Professional Skills category = Practical Ideal Category 5

These categories of the TDM are shown in figure 3 below:

![Figure 3 Basic Practical Ideal Categories of the TDM](image)

The following step in the methodology was to develop the TDM by generating detailed narrative analysis of each competence under each of the five practical ideal categories. During this step, a number of key ideas or indicators were added to the TDM. While the practical ideal categories are the most abstract components in the model, the indicators are the most concrete
components in the model; therefore, while the practical ideal categories remain theoretical, the indicators can be tested and measured.

4.1.2.1. First Practical Ideal Category

The first practical ideal category in this model is declarative knowledge. This kind of knowledge is also sometimes referred to as descriptive knowledge or propositional knowledge. According to PACTE (2000), declarative knowledge can be easily verbalized, clearly defined, and processed consciously. It can be obtained by reading, listening and observing, and it can be found in books, booklets, papers, videos, audios, encyclopedia, etc. Göpferich (2009) claims that declarative knowledge includes general and specific-domain knowledge, both of which are crucial for comprehension of the source text and creation of the target text. Furthermore, she argues that acquiring declarative knowledge helps at the very least by making learners sensitive to the knowledge gaps they still need to fill.

There are two main competences associated with the practical ideal category of declarative knowledge: world culture knowledge and organizational culture knowledge. World culture knowledge encompasses general encyclopedic knowledge and specific knowledge of the specific cultures of the language pair. Encyclopedic knowledge includes geographical and historical information about countries of the world and facts about crises, celebrations, and religious beliefs. According to Sánchez (2007), “cultural competence comprises the whole range of everyday interactions in a given community as well as general knowledge about historical, political, economic and cultural aspects in the source and target cultures” (97). World culture knowledge can be developed by reading culture-specific publications about pop culture or official news, by watching local movies and series, or by visiting the country. Indicators of this
competence are the accurate translation of culture-specific items and the adoption of the regional variation or dialect of the target reader.

Organizational culture knowledge, the second competence in the category of declarative knowledge, concerns the organization’s specific translation system, including the style and principles followed in the organization and the ability to apply those aspects in translation. EMT (2009) states that knowledge about organization culture includes “knowing how to negotiate with the clients, to define deadlines, tariffs/invoicing, working conditions, access to information, contract, rights, responsibilities, translation specifications, tender specifications” (p.4).

The translator with organizational culture knowledge understands specific organizational translation practices and their related aspects, such as the organization’s business, the types of clients the business receives and those clients’ needs, the different types of translation briefs, and the different translation project specifications. Finally, organizational culture knowledge also includes knowledge about payment terms and practices, which is crucial to the professional translator. For instance, translation organizations may have different payment terms, and these terms are not always negotiable. For freelancers, the terms often indicate that payment will be issued within 30 days of invoicing or within 30 days of the end of the month (McKay, 2006). By contrast, for salaried in-house translators, payment terms are usually fixed and payments are issued at the beginning or at the end of the month or on a biweekly basis. Furthermore, the organization may refuse payment after the job is delivered if the product does not adhere to requirements, if the translator failed to respect mutually agreed specifications, or if the translator did not meet the deadline, among other reasons (McKay, 2006). Therefore, translators must know their rights and obligations and read the agreed-upon contract and payment terms carefully. Educating themselves with world culture knowledge and organizational knowledge will help the
translator to develop in the translation organization. A summary of these declarative knowledge competences is shown in figure 4 below:

4.1.2.2. Second Practical Ideal Category

The second practical ideal category in this model is procedural knowledge. Procedural knowledge, also known as “know how” imperative knowledge as opposed to the “know what” declarative knowledge discussed above. According to PACTE (2000), procedural knowledge “is difficult to put into words, can only be possessed partly, is acquired only gradually by means of practical exercises, is processed automatically, and thus remains in the subconscious mind and is not available for verbalization” (p. 102).

Procedural knowledge in this dissertation consists of bilingualism, searching, and tools’ literacy competences. The first competence in this category is bilingualism, which is the ability to communicate in two languages; it includes mastery of “pragmatic, socio-linguistic, textual, grammatical and lexical knowledge.” (PACTE, 2011, p. 4). The second competence is searching skills, including knowing how to search for information using tools and search engines (e.g., traditional dictionaries, terminology software, electronic corpora, and electronic dictionaries). In addition, this skill includes searching for specific information to gain a better grasp of the specific subject matter. The European Master’s in Translation (EMT) expert group calls
searching skills “information mining” (EMT, 2009, p. 6), and the PACTE group calls it “instrumental sub-competence” (PACTE, 2011). The final competence in this category is tools literacy. This skill consists of integrating a range of software to assist the translator in correction, translation, terminology, layout, and presentation (EMT, 2009, p. 7). For example, tools competence encompasses knowing how to use term banks, databases, parallel texts, Computer Aided Translation (CAT) tools, and terminology and management systems. Finally, most important is the ability to adapt to and familiarize oneself with new tools, particularly tools for the translation of multimedia and audiovisual material. It is crucial to be flexible and open to learning new technology because software developers are introducing new programs continuously. A graphical representation of these competences is shown in figure 5 below:

![Figure 5 Practical Ideal Category 2: Procedural Knowledge and Associated Elements](image)

4.1.2.3. Third Practical Ideal Category

The third practical ideal category in this model is psycho-physiological abilities. This category encompasses the innate intellectual and emotional abilities needed to carry out a successful translation. The PACTE (2011) group defines psycho-physiological abilities as:
Different types of cognitive and attitudinal components and psycho-motor mechanisms, including cognitive components such as memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity, perseverance, rigour, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc. (PACTE, 2011, p. 5)

Three competences are associated with the psycho-physiological category, namely cognitive abilities, psychomotor abilities, and creativity (see figure 7). First, cognitive abilities including all the strategic processes from planning to carrying out to completing the translation task, passing through analyzing, evaluating, and problem solving and decision making (PACTE, 2011, p. 5). From this dissertation’s standpoint, elements of strategic competence – described by the PACTE group as the ability to “plan the process and carry out the translation; evaluate the process and the partial results obtained in relation to the final purpose; identify translation problems and apply procedures to solve them” (PACTE, 2011, p. 5) – are part of the cognitive abilities of the psycho-physiological category.

Second, psycho-motor abilities include the ability to read and write traditionally or electronically. Gópferich (2009) describes psychomotor competence as “the psychomotor abilities required for reading and writing (with electronic tools). The more developed these competences are, the less cognitive capacity is required, leaving more capacity for other cognitive tasks” (p. 22). Some models use the term “transfer competence” to refer to comprehending and producing, decoding and encoding, or simply reading and writing. According to Nord (1991), transfer competence comprises “the skills of research, as well as the ability to synchronize ST reception and TT production” (p. 11).

Third, creativity abilities include novelty, fluency and flexibility in the process of translating. Creativity, in the field of psychology, is presumed to be an indefinable concept that
seems to resist exact definition and measurement because of its multi-componential nature. In other words, creativity is a concept that is difficult to define and even more difficult to measure. Translational creativity is no exception. Bayer-Hohenwarter (2009) explains that creative translation products and processes are “characterized by qualities such as rareness, outstanding quality, high cognitive effort, fluency or non-literalness, and maybe others” (p. 40). She concludes that it is impossible to identify a complete list of criteria that can be regarded as necessary to define translational creativity. Consequently, specifying a set of parameters is the only way to attempt to identify a specific niche of creativity such as translational creativity.

Researchers in psychology have developed parameters and indicators for creativity. Guilford, the father of creativity research, provided a very promising framework in 1950 that is still considered the best and most comprehensive framework today. The framework contains a number of dimensions of abilities that are prerequisites for creativity. These dimensions are: novelty, fluency, flexibility, ability to synthesize, ability to analyze, ability to reorganize/redefine, complexity/span of ideational structure, and evaluation (Bayer-Hohenwarter, 2009, p. 40). Some of these creativity parameters overlap with the cognitive indicators mentioned above as part of this proposed TDM. For example, the ability to synthesize, the ability to analyze, the ability to reorganize/redefine, and evaluation are all included in the cognitive sub-category of the procedural knowledge practical ideal category. Therefore, they will not be included under creativity parameters in this dissertation; creativity comprises novelty, fluency, and flexibility only. Bayer-Hohenwarter (2009) defines these parameters as the following. First, novelty is represented by exceptional performance that considerably exceeds translational routine by uniqueness or rareness and by non-obligatory translational shifts; however, not all of the above must present for novelty to exist. Second, fluency is the ability to
produce a large number of translation variants and/or adequate translation solutions spontaneously or even automatically. Finally, flexibility is defined as the ability to transgress fixedness; in other words, flexibility is the opposite of literalness in translation (p. 41).

Bayer-Hohenwarter (2009) analyzes translation creativity in view of the following three basic creative procedures: abstraction, modification, and concretization. He states:

Abstraction refers to situations where translators use more vague, general or abstract TT solutions. Modification refers to strategies such as re-metaphorization or changes of perspective. If the TT evokes a more explicit, more detailed and more precise idea than the ST, this procedure is called concretization. (Bayer-Hohenwarter, 2009, p. 45)

In this dissertation, the Bayer-Hohenwarter framework for creative translation procedures will be applied for several reasons. To begin with, translation procedures such as abstraction, modification, or concretization are considered creative because they include more than just source text reproducing processes. In addition, these procedures require more cognitive effort than reproduction. While reproduction is mere routine translation at an identical level of categorization, the three procedures are regarded as non-routine. Finally, cognitive effort (experienced with abstraction, modification, or concretization) as opposed to routine is commonly held to be one of the most essential creativity criteria (Bayer-Hohenwarter, 2009).

In summary, the third practical ideal category in the proposed TDM is the psycho-physiological abilities category. This category comprises three main competences, namely cognitive abilities, psychomotor abilities, and creativity abilities, as shown in figure 6 below:
4.1.2.4. Fourth Practical Ideal Category

The fourth practical ideal category in this model is communication competences. Personal communications is the first non-translation-specific competence in this model. This category has not been introduced in any of the previously published translation competence models. Translation competence models have presumably excluded this important professional skill not because they underestimate its value, but because previous models have tended to focus on the acquisition of translation skills in isolation by just focusing on the translation-specific skills, and not including general professional or administrative skills that are used in the translator workplace environment. However, this dissertation focuses on the whole environment surrounding the translator in the workplace, and it claims that everything surrounding the translator (e.g., colleagues, superiors, clients, offices, equipment, buildings, the presence or absence of daylight, a window, even the view from that window) influences his or her professional development in the translation job. Therefore, this practical ideal category introduces personal communication factors that affect the performance and development of the translator.
The literature shows that interpersonal relationships are affected by organizational processes, organizational cultures, work setting, and working relationships. Work relationships in particular have recently evolved due to the extensive use of e-mail, e-management, e-leadership, virtual teams, and virtual organizations.

Most organizations are hierarchies—“that is, they are structured in ranks or levels, with each level having power or influence over the level immediately below it. Generally, most hierarchies resemble pyramids, with a few people at the top and many at the bottom” (Eunson, 2012, pp. Kindle Locations 1081-1083). As a result, the nature of the communication flow in translation organizations is typically hierarchical as well. In understanding the patterns of communication within an organization, one of the critical concepts is directionality — the direction in which messages are sent, whether vertical or horizontal. “Vertical communication refers to the sending and receiving of messages between the levels of a hierarchy, whether downward or upward” (Eunson, 2012, pp. Kindle Locations 1107-1108).

Perhaps the most common form of communication in traditional organizations is downward communication, in which messages are sent from the more powerful to the less powerful groups. Such communication encompasses posting instructions, approving or non-approving of budgets, announcing policy statements, general announcements, briefings, and expression of goals, objectives and mission statements. The flow of communication in in-house translation environments is controlled by the project coordinator or leader who contacts the translators and assigns translation tasks (downward), and he or she is responsible to answer any questions from translators or top management. This same leader reports to the management with final reports or any enquiries (upward). In comparison, “[h]orizontal communication is the sending and receiving of messages between individuals at the same level of a hierarchy”
(Eunson, 2012, pp. Kindle Locations 1107-1108). This type of communication typically occurs in co-workers’ communication or within teams’ communication. Research in intergroup relations shows a positive correlation of high productivity and high self-confidence with high level of group cohesiveness. Group or team harmony is crucial for the success of projects and for developing the employee directly or indirectly.

Turner (2009) explains that team building follows five phases: forming, storming, norming, performing, and mourning. Forming is the very initial stage where people are grouped together based on completing each other. During storming a team starts working together on understanding and achieving a shared vision. During this phase, conflict management is essential to avoid a decrease in motivation. In short, in all of the team building phases relationships are built through communication, trust, cohesion, and goal clarity. Therefore, interpersonal communication skills are very important to in-house translation, as a lot of the work done onsite needs to be done within teams.

Another form of communication is intrapersonal communication, which takes place within one person and includes thoughts, behavior patterns, perceptions, accurate/distorted thinking, conscious/unconscious thinking, self-talk, and affirmations (Eunson, 2012). Thus, controlling one’s emotions is crucial, especially since in-house translators who work on a fixed schedule are subject to time pressure, punctuality pressure, physical effort, and transportation and parking burdens. Practically, they need to adapt to these pressures and learn to keep the pressures separate from their personal and family life as much as possible. It is almost like living a double identity, one the professional day-time persona and the other the after-work time home persona. Otherwise, if they mix work with personal life issues, and personal life with work problems, they will eventually lose both lives or at least one of the lives will suffer.
In summary, the main competences in the fourth practical ideal category of communication skills are interpersonal communication and intrapersonal communication. Interpersonal communication is the relation between the translator and other stakeholders. The U.N. Competences Development Framework describes interpersonal communication as including the following: effective message sending, whether verbally or through body language, and effective listening; openness to sharing information, which reflects trust and generosity (the more information employees give, the more they receive); collaboration, which demands teamwork that provide the best possible workplace environment (UN, 2010, p. 41)

The second main component in this category is intrapersonal communication skills. This component implies understanding and being able to communicate with one’s self. The Researcher Development Framework describes intrapersonal communication as including the following: self-confidence, which is awareness of personal abilities and willingness to demonstrate them; perseverance, which is the ability to control oneself in difficult situations and not be easily provoked; self-reflection, encompassing accepting criticism, seeking feedback and learning from mistakes; enthusiasm, which entails having intrinsic positive attitude and motivation to work. Figure 7 below describes the human relations in this category:

Figure 7 Practical Ideal Category 4: Communication Abilities and Associated Elements
4.1.2.5. Fifth Practical Ideal Category

The fifth practical ideal category in this model is professional competences. This category encompasses the professional behaviors that all employees, translators included, should exhibit. Generally speaking, a professional employee is known to be motivated by professional rather than personal concerns and to demonstrate discipline and punctuality. This section first briefly reviews the nature of the translation profession and the translation working environment. Following this, skills of professional translators that are needed to help the translator survive the translation work environment are presented. These skills are required to take ownership for and control of professional development, and can be mastered only by experienced practical employees who are committed to their job and who appreciate solidarity with an organization.

In terms of the employment of professional translators, two models are dominant: the first is the in-house full-time or part-time translator; the second is the full-time or part-time translation subcontractor. In-house translators are official salaried employees who work onsite and to whom “the employer supplies translation tools, software programs, etc.”; these salaried employees “have contractual obligations binding them to the company” (Rodriguez-Castro, 2011, p. 14). In-house translation employment contracts are typically either effective for a year or more or are simply open-ended. In contrast, subcontractors are independent translators who are typically referred to as “freelancers.” These independent translators are the “sole proprietors or the owners of their own companies, with or without employees” (Rodriguez-Castro, 2011, p. 14). Subcontracting employment tends to be governed by temporary, per-project contracts. Professional translation may be a primary, secondary or tertiary source of income for either in-house employment or subcontractors.
In a survey conducted by the American Translators Association (ATA), the following statistics emerged. Full-time freelancers comprised 45% of respondents to the ATA compensation survey in 2001, 46% in 2004, and 53% in 2006. Part-time freelancers comprised 34% of respondents in 2001, 33% in 2004, and 28% in 2006. Full-time in-house staff comprised 10% of respondents in 2001 and 11% in 2004. Part-time in-house staff comprised 5% of respondents in 2003 and 3% in 2004. This shows that the proportion of professional translators working as full-time subcontractors increased from 2001 to 2006 in the North American region, and that full-time freelancers now comprise the majority of professional translators. In other words, the traditional portrait of the translation profession is changing. The majority of professional translators are no longer full-time in-house employees. On the contrary, full-time freelancers now comprise the majority of professional translators, and there is a growing phenomenon in the translation profession of what might be called having several roles or jobs. For instance, an individual may work full time for an organization outside of the language industry and subcontract either part time or full time for a language service provider. (e.g., a nurse who moonlights as a part-time translator).

In addition, translation organizations differ in the way they process translation and the tools they use. Of the organizations that use terminology management tools, some prefer to perform rigorous terminology management up front, whereas others opt not to perform it ahead of time. Still others do not manage terminology electronically at all, either because they do not know terminology management tools exist or because they lack the necessary resources in terms of qualified terminologists and sufficient budget for the appropriate software and training.

Moreover, modern translators need to keep developing new technical skills. In addition to the change in the content of translation, which is becoming more specialized in today’s language
industry, the formats of the source texts or inputs have also changed to become more technically complex and heterogeneous (Rodriguez-Castro, 2011). These changes over the last few decades have led to new sophistications and task expectations in the translation industry, which now demands a higher level of technical skill as well as the open-mindedness to continue to learn new techniques and keep up to date.

As a result, the professional translation environment is dynamic, so professional translators need to be able to adapt to continuous changes in the domain and to go with the flow as calmly as possible with great practicality and professionalism. The practical idea category in the TDM is professional skills, encompassing skills needed to adapt as easily as possible to the dynamic translation profession environment. The professional skills category thus includes three main skills: self-management, personal career development, and professional conduct.

Self-management is the ability to set a goal, to make a plan to achieve it, and then to commit to that plan until the goal is reached. As presumed in chapter 1, the main goal for the translator in the TDM is to develop and progress towards the level of an expert translator. Along the path toward this goal, the translator will need a number of key ideas to help him or her self-manage. The U.N. Competence Development Framework describes self-management as having the following indicators: integrity, which is the capacity to understand and demonstrate standards of good practice in the organization; responsibility, which entails respecting one’s own tasks and assignments and thus developing independence; commitment to the job, which manifests in one’s dedication to completing tasks ideally, with purpose and determined focus on developing abilities and progressing along the career ladder; time management, which entails controlling time effectively to complete translation projects on schedule according to clear plans; prioritizing, which includes preparing and planning projects to meet objectives and to provide
evidence for any necessary changes of priorities; responsiveness to change, which encompasses adapting new approaches when required; work-life balance, which entails the ability to balance workload with personal life and family while minimizing stress, and which is crucial to protecting one’s mental health and social life (UN, 2010).

The second competence under the category of professional skills is personal career development, which is a lifelong process. It is now quite common for individuals to manage their own career development (Arthur et al., 2005). Personal career development includes a number of indicators such as responsiveness to opportunities, continuous learning, networking, and building reputation and esteem. The RDF provides the following definitions related to personal career development: responsiveness to opportunities includes taking advantages of a broad range of employment and professional development opportunities within the organization; continuous learning, which entails setting realistic and achievable career goals and identifying and developing ways to improve professional skills. Networking takes account of developing and maintaining co-operative networks and working relationships with supervisors, colleagues and peers within the organization and beyond. Building reputation and esteem involves establishing a reputation in the organization for being a good translator (CRAC, 2011).

The third competence in this category is skills related to applying professional conduct standards, which is an ethical benchmark for professional translators. When practicing professional conduct, the translator places the integrity of the profession and the interests of clients above his or her own interests; such a translator acts with integrity, competence, and respect, and maintains and develops his or her professional competence. It is necessary that a professional translator be aware of all relevant standards governing legal requirements, ethics, health and safety, confidentiality, and respect for diversity. Translation professional ethics
comprise understanding and applying the relevant codes of conduct and guidelines for the ethical conduct of translation. Health and safety means understanding relevant health and safety issues and demonstrating responsible working practices. Confidentiality includes respecting and protecting the secrecy of the translated documents, especially if they are marked as confidential, and also respecting the privacy of co-workers. Respect for diversity is an attribute of sensitivity to and respectfulness of individual differences; such respect also involves developing awareness of diversity and difference within one’s working environment.

Standards are the resources that provide the basic rules and guidelines for best practices of the profession. For example, the *CFA Standards of Practice Handbook, Eleventh Edition* (2014) contains the CFA Institute Code of Ethics and Standards of Professional Conduct with related guidance and examples illustrating application of the Standards in the day-to-day applications. Translation-specific professional conduct is addressed by the following: the Institute of Translation and Interpreting’s *Code of Professional Conduct*; Australia’s National Accreditation Authority for Translators and Interpreters’ *Ethics of Interpreting and Translating*; the European Committee for Standardization’s *European Quality Standard for Translation Service Providers* (EN 15038); and the ASTM’s *Standard Guide for Quality Assurance in Translation* (ASTM F 2575).

Figure 8 below summarizes the skills of the fifth category:
Having related the final groups of competences to their parent category, the main skeleton of the model is complete. The following section presents the scales for each competence in the model, providing 5 levels for each competence. To recap, the Translator Development Model consists of 6 practical ideal categories and 13 competences, as shown in figure 10 below:
4.2. Composition of the Translator Competences Development Scales

Because the focus in this dissertation is on the development of the translator as a professional employee, the goal is to develop a valid holistic translator evaluation that is not confined to the translation product, but covers several areas including communication skills, procedural knowledge, professional skills, and leadership abilities. However, evaluating the translator cannot be complete or even start without evaluating his or her translation product. Therefore, the first part of the following holistic scales will focus on the translation ability development and evaluating the translation product according to the purpose of functionalist theory, where the translation style and ideology depend on several social actors among them the client (explained in Chapter Two). Translation is not merely transferring the source text to the target text; rather it is the production of a target text that can function within a different context for readers from a different culture and following the request of the commissioner. There are several advantages characterizing the purpose functionalist approach, and they are summarized by Pym (2010):

- It recognizes that the translator works in a professional situation, with complex obligations to people as well as to texts.
- It liberates the translator from theories that would try to formulate linguistic rules governing every decision.
- It forces us to see translation as involving many factors, rather than as work on just one text.
- It can address ethical issues in terms of free choice (p. 56).
4.2.1. Structure of the Scales

The Dreyfus Model of Skills Acquisition serves as the structural model for the translator competence development scales. Each scale contains a range of descriptive statements that identify each translator skill as falling at one of the following levels: novice, advanced beginner, competent, proficient, and expert. Because of the nature of translation abilities and skills, as well as the limitations of defining and observing all the best translator performance indicators, it is not possible to design a scale that includes all the abilities and skills the translator retains at a given level of his or her development process. Therefore, in this dissertation, the translator’s performance development is divided into competences, and each competence is evaluated and given a series of levels following the Dreyfus Model.

The competences descriptors identified in the previously proposed TDM are placed along a series of gradual levels in each scale. The presentation is similar to the classification of the Dreyfus Model and to Chesterman’s application of the Dreyfus Model, but the TDM scales are more detailed, as the following sections show. Nevertheless, these descriptors are not exhaustive or representative of what a translator can exactly do at the different levels. Rather, the purpose of the scales is to enable the rater (translation leader) or the user (translator) to identify a particular level of development.

In the following section, 13 scales are presented. These scales are based on a criterion reference assessment that involves evaluating whether the translator can perform a task or not, and if yes, to what level does the performance satisfy the criterion. Performance evaluation is interpreted with reference to the previously established criteria in the TDM previously proposed. Following the categorization of the TDM, the scales are divided into two main categories: the translation specific competences scales and the professional employee behavior scales.
4.2.2. Translation Specific Competences Scales

Functionalism theory serves as the theoretical foundation for developing the first three scales, which are dedicated to translation-specific evaluation and therefore address declarative knowledge, procedural knowledge, and psycho-physiological abilities. The functionalism theory, as described in the Chapter Two of this dissertation, states that the purpose of the target text is the most important criterion in evaluating the translation. Therefore, these scales give great consideration to the translator’s knowledge of how to use language to perform a particular function or express an intention clearly, and to the translator’s ability to select the appropriate language forms to use in different settings and with people in different roles and of different statuses.

It is worth mentioning that Sánchez (2007) in her study follows the communicative functionalist approach in evaluating translation, and she proposes five levels for each translation competences in scales following the Dreyfus model. Some of the components of the scales in this section are adapted from Sánchez’s (2007) study.

4.2.2.1. Scale of Practical Ideal Category 1: Declarative Knowledge

The scale for declarative knowledge below is divided into two main competences: world culture knowledge and organizational culture knowledge. The indicators for the first competence are adapted from Sánchez (2007) as the following:

- Knowledge about geographical and historical information about countries of the world such as crises, celebrations, and religious beliefs in other countries;
- Knowledge about the culture of the source text as well as that of the target text (p. 99).
The indicators for organizational culture knowledge are adapted from EMT (2009):

- Knowledge about the translation system in the organization;
- Knowledge about the organization’s professional practice such as organization’s business, types of clients and their needs, types of translation briefs, and different project specifications;
- Knowledge about organization payment terms and practice (p. 4).

The grading levels of these skills are shown in Tables 3 and 4 below:
Table 3 Declarative Knowledge: World Culture Knowledge Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
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<tr>
<td>• Very little ability to identify historical, geographical, social</td>
<td>• Moderate ability to identify historical, geographical, social terms, and other</td>
<td>• Good ability to identify historical, geographical, social terms, and other linguistic features</td>
<td>• Very good ability to identify historical, geographical, social terms, and other linguistic features</td>
<td>• Excellent ability to identify historical, geographical, social terms, and other linguistic features that convey socio-cultural impact.</td>
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<td>terms, and other linguistic features that convey socio-cultural</td>
<td>linguistic features that convey socio-cultural impact; may have a lot of mistakes.</td>
<td>that convey socio-cultural impact; might have some mistakes.</td>
<td>that convey socio-cultural impact.</td>
<td>• Excellent choice of using domestication or foreignization. Choice is related to questions of ethics, target-cultural norms, expectations and needs of target culture readers; and most importantly, the translation commission.</td>
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<td>impact.</td>
<td>• Certain awareness that a choice must be made between domestication or</td>
<td>• Good ability to translate culture-specific items by the process of paraphrasing; the result</td>
<td>• Very good choice between domestication or foreignization of the text according to translation</td>
<td>• Excellent replacement of culture-specific items with target language items that do not have the same propositional meaning, but have a similar impact on the target reader.</td>
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<td></td>
<td>foreignization of the text; does not always reach the acceptable decision; even</td>
<td>allows target reader to relate item to target culture.</td>
<td>commission or text purpose.</td>
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<td>if the choice is corresponding to the commissioner purpose, the translation</td>
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<td>• Very good in translating culture-specific items by applying the process of globalization,</td>
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<td>outcomes have some mistakes.</td>
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<td>involving replacing a culture-specific item with one that is more neutral or general and accessible</td>
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<td>• Some paraphrasing of culture-specific items; the result leads to confusion and</td>
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<td>to a wide range of target readers.</td>
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<td>misunderstandings for the target reader.</td>
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### Table 4 Declarative Knowledge: Organization Culture Knowledge Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
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<tr>
<td>• Very little knowledge about specific translation system, including style and principles followed in the organization; fails to apply rules in his or her translation successfully.</td>
<td>• Little knowledge of organization-specific translation system including style and principles; fails to apply most rules in his or her translation.</td>
<td>• Good knowledge of organization-specific translation system including style and principles; however fails to apply some of them in his or her translation successfully.</td>
<td>• Very good knowledge of organization-specific translation system including style and principles; applies them in his or her translation successfully.</td>
<td>• Excellently applies organization-specific translation style and principles by knowing them by heart.</td>
</tr>
<tr>
<td>• Very little knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications, and fails to adhere to most of them.</td>
<td>• Little knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications, and fails to adhere to most of them.</td>
<td>• Good knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications, but fails to adhere to some of them.</td>
<td>• Very good knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications.</td>
<td>• Excellent knowledge about the organization’s business, types of clients and their needs, and types of translation briefs.</td>
</tr>
<tr>
<td>• Very little knowledge of the organization’s payment terms and practices, which causes problems for not following the payment terms.</td>
<td>• Little knowledge of the organization’s payment terms and practices, and the consequences of not following the payment terms.</td>
<td>• Certain understanding of the payment terms and practices of the organization, but sometimes get confused and not follow those terms.</td>
<td>• Very good knowledge of payment terms and practices of the organization, and consequences of not following them.</td>
<td>• Excellent understanding and fulfilment of the translation project specifications.</td>
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<td></td>
<td>• Contributes to policy making in the organization, including policy about payment terms and practice of the organization.</td>
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4.2.2.2. Scale of Practical Ideal Category 2: Procedural Knowledge

The scale for procedural knowledge below is divided into three main competences: bilingualism skills, searching skills, and tools literacy. The indicators for bilingualism skills are (PACTE, 2011) and (Sánchez, 2007):

- Ability to communicate in two languages; it includes mastery of pragmatics, grammar, vocabulary, and sociolinguistics of each language in the translation pair.

The indicators for searching skills are:

- Knowing how to search for information effectively using traditional dictionaries, terminology software, electronic corpora, and electronic dictionaries (Sánchez, 2007, p. 93).
- Searching for specific information to gain a better grasp of the specific subject matter (EMT, 2009, p. 6).

Indicators for tools literacy are (EMT, 2009):

- Integrating a range of software to assist the translator in correction, translation, terminology, layout, and presentation. For example, knowing how to use term banks, databases, parallel texts, Computer Aided Translation (CAT) tools, and terminology and management systems;
- The ability to adapt to and familiarize oneself with new tools, particularly for the translation of multimedia and audiovisual material, and anything new (p. 7).

The grading levels of these skills are shown in Tables 5, 6, and 7 below:
<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to translate isolated words and/or phrases only from known subject matter.</td>
<td>Ability to translate sufficient vocabulary in simple straightforward texts, but there is a lot of repetition, word confusions, false cognates, and inconsistencies.</td>
<td>Good range of vocabulary to translate texts that contain not only straightforward information, but also abstract language; there are some incidents of inconsistency and wrong word choice.</td>
<td>Very good and broad range of vocabulary to translate more abstract complicated texts; very good knowledge of subject matter terminology, idioms, colloquialisms, collocations, synonyms, and antonyms.</td>
<td>Excellent and very broad range of vocabulary to translate highly specialized, abstract, and complicated texts; impressive, rich in imagery; adheres to target language norms (unless commissioned otherwise).</td>
</tr>
<tr>
<td>Noticeable grammatical errors and restricted choice of language forms to the extent that readers are distracted and do not get the point.</td>
<td>Obvious influence of source language structure and word order, which can interfere with meaning and result in overelaboration and unnecessary paraphrasing.</td>
<td>Some source language structure and word order influence, but good grammatical control overall and clear meaning.</td>
<td>Source language sentence structure has been modified to target language consistently throughout the translation. Grammar is accurate throughout; errors are rare, difficult to spot, and never interfere with meaning.</td>
<td>Excellent range of subject matter terminology. Extreme command of grammatically complex language.</td>
</tr>
<tr>
<td>Noticeable mechanical convention errors such as punctuation, capitalization, and paragraphing.</td>
<td>Some connectors and transition words to tie thoughts.</td>
<td>Medium range of both morphologic and syntactic structures in the target language.</td>
<td>Great range of morphological and syntactic structures in the target language.</td>
<td>Excessive range of morphological and syntactic structures in the target language.</td>
</tr>
<tr>
<td>A lot of fragmentation, such that comprehension of the target text is impossible.</td>
<td>Poor cohesion: not enough for reader’s comprehension, and can result in misunderstanding some of the text.</td>
<td>Reasonable command of mechanical conventions; meaning not clear and confusing some times.</td>
<td>Good command of mechanical conventions; meaning not obscured.</td>
<td>Extreme command of mechanical conventions; expressions of finer shades of meaning, such as feelings, emotions, attitudes conveyed through punctuation.</td>
</tr>
<tr>
<td>Needs thorough revision from mentor or team leader.</td>
<td>Occasionally needs revision. Asks experts for help sometimes.</td>
<td>Modest range of cohesive devices and transition words to project the relationships between ideas, but some ideas may be obscured or disconnected.</td>
<td>Varied range of cohesive devices and transition words; occasional deficiencies may mean that certain parts of the text are loosely organized.</td>
<td>Complete range of cohesive devices resulting in fluent expression, ideas clearly stated and well organized, and logical sequencing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not need revision.</td>
<td>Makes revisions for newly recruited translators.</td>
<td>Supervises all translators’ work.</td>
</tr>
<tr>
<td><strong>Procedural Knowledge: Searching Skills Scale</strong></td>
<td></td>
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</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Insufficient use of dictionaries of all kinds, encyclopedias, style reference books, parallel texts, electronic corpora, data bases, search engines, and informants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consults too much and takes a long time, or does not seek help because he or she does not know there is a translation complication or problem.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| **Advanced beginner**                         |
| • Basic use of monolingual and or bilingual dictionaries, encyclopedias, parallel texts, and search engines. |
| • Develops basic strategies for documentary and terminological research including approaching experts. |
| • Seeks feedback from relevant people to access various insights. |

| **Competent**                                 |
| • Sufficient use of dictionaries of all kinds, encyclopedias, parallel texts, search engines, databases, and informants. |
| • Able to create interlinguistic correspondences and build parallel representations of part of a semantic field. |
| • Uses some documentary sources to deal with stylistic aspects. |
| • Considers the reliability of documentary sources. |

| **Proficient**                                |
| • Knows exactly where to start the search using a range of specialist print and on-line resources. |
| • Finds the information fast and rarely seeks feedback. |
| • Has very good dictionary skills to create interlinguistic correspondences and to build parallel representations of part of a semantic field. |
| • Uses a wide variety of documentary sources to deal with stylistic aspects. |
| • Very Good evaluation of the reliability of documentary sources. |

| **Expert**                                    |
| • Knows excellently how to identify information and documentation sources, dictionaries of all kinds, encyclopedias, parallel texts, search engines, and databases (if needed). |
| • Educates others in information or data seeking, accessing, evaluating, and verifying techniques. |
| • Accurately evaluates the reliability of documentary sources, and provides advice in this domain. |
Table 7 Procedural Knowledge: Tools Literacy Skills Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Very little ability to use software to assist in correction, translation, terminology, layout, and documentary research.</td>
<td>• With help and guidance can use a range of software to assist in correction, translation, terminology, layout, and documentary research.</td>
<td>• Can independently use a range of software to assist in correction, translation, terminology, layout, and documentary research.</td>
<td>• Very good at effectively using and rapidly and integrating a range of software to assist in correction, translation, terminology, layout, and documentary research.</td>
<td>• Exceptional knowledge of how to effectively and rapidly use and integrate all kinds of software to assist in correction, translation, terminology, layout, and documentary research.</td>
</tr>
<tr>
<td>• May not know how to create or manage a database or files.</td>
<td>• Can create and manage a database and files, but with lots of errors and help needed.</td>
<td>• Can create and manage a database and files.</td>
<td>• Very good at creating and managing a database and files.</td>
<td>• Exceptional ability to create and manage a database and files.</td>
</tr>
<tr>
<td>• Needs training on using new tools.</td>
<td>• Has difficulty adapting to and learning new tools, particularly for the translation of multimedia and audiovisual material.</td>
<td>• Able to adapt to and learning new tools, particularly for the translation of multimedia and audiovisual material.</td>
<td>• Very good at adapting to and learning new tools, particularly for the translation of multimedia and audiovisual material.</td>
<td>• Excellently adapts to and learns new tools, particularly for the translation of multimedia and audiovisual material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Very good at preparing and producing translations in different formats and for different technical media.</td>
<td>• Very good at preparing and producing translations in different formats and for different technical media.</td>
<td>• Exceptional ability to prepare and produce translations in different formats and for different technical media.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Very good knowledge of the possibilities and limits of machine translation and computer aided translation.</td>
<td>• Very good knowledge of the possibilities and limits of machine translation and computer aided translation.</td>
<td>• Excellent understanding of the possibilities and limits of machine translation and computer aided translation.</td>
</tr>
</tbody>
</table>
4.2.2.3. Scale of Practical Ideal Category 3: Psycho-Physiological Abilities

The scale for psycho-physiological abilities below is divided into three main competences: cognitive abilities, psychomotor abilities, and creativity abilities. The indicators of the cognitive abilities are described by Sánchez (2007) as the competence “used in detecting problems, making decisions, and correcting occasional errors or deficiencies in any of the other competences” (p. 94). Basic elements of strategic competence are:

- Strategic skills: analysis, synthesis, evaluation, problem solving, planning, and organizing (CRAC, 2011, pp. 5-6).

The indicators for psycho-motor abilities are:

- Reading (decoding) and writing (encoding) (Göpferich, 2009, p. 22).

The creativity indicators are (Bayer-Hohenwarter, 2009):

- Novelty: exceptional performance that considerably exceeds translational routine by means of uniqueness or rareness or by means of non-obligatory translational shifts;

- Fluency: argument construction; the ability to produce a large number of translation variants and/or adequate translation solutions spontaneously or even automatically;

- Flexibility: the ability to contravene fixedness or literalness in translation by means of abstraction, modification, and concretization procedures in the target text (p. 41).

The grading levels of these skills are shown in Tables 8, 9 and 10 below:
### Table 8 Psycho-Physiological Abilities: Cognitive Abilities Scale

<table>
<thead>
<tr>
<th></th>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Failure to detect problems and ambiguity in the source text; misunderstanding of the source text as a result of improper analysis, faulty logic and inconsistencies, errors of fact, faulty text structure, and incoherence in source text.</td>
<td>Little ability to detect problems and ambiguity in the source text; misunderstanding of the source text as a result of improper analysis, faulty logic and inconsistencies, errors of fact, faulty text structure, and incoherence in source text.</td>
<td>Good ability to detect some ambiguities and reference problems, faulty logic and discrepancies, errors of fact, faulty text structure, and confusion in source text.</td>
<td>Very good ability to detect most ambiguities and reference problems, faulty logic and discrepancies, errors of fact, faulty text structure, and confusion in source text.</td>
<td>Exceptional ability to detect all ambiguities and reference problems, faulty logic and discrepancies, errors of fact, faulty text structure, and confusion in source text.</td>
</tr>
<tr>
<td></td>
<td>Solution planning is not strategic and is based merely on small units of translation.</td>
<td>Solution planning takes a linear approach, which follows formal equivalence parameters approaching problems by word by word, sentence by sentence comparison.</td>
<td>Solution planning is more form-oriented rather than communicative. Starts considering sense, style and text-type, but still approaches problems word by word, sentence by sentence.</td>
<td>Solution planning takes a global approach to problem solving, following a communicative-oriented approach. Start giving importance to sense, style, and text-type.</td>
<td>Solution planning takes a more global and more communicative-oriented approach. Relies on sense, style, and text-type in planning. Depends on translator’s world knowledge and own inferences for decision making.</td>
</tr>
<tr>
<td></td>
<td>Problem solving is attempted by maintaining maximum fidelity to the source text at the word level through recall and rehearsal of an appropriate equivalent from bilingual memory (usually common words) and superficial dictionary use, resulting in very literal translation.</td>
<td>Problem solving is attempted by paraphrasing using related words when the concept expressed by the source item is lexicalized in the target language but in a different form.</td>
<td>Problem solving is attempted by paraphrasing, using unrelated words when the concept is not lexicalized in the target language; other strategies includes borrowing, calques, compensation, and appeal for help from field specialists.</td>
<td>Problem solving is attempted by adding footnotes, endnotes, translator’s notes, and other explicit explanations, word coinage and transposition.</td>
<td>Problem solving strategy is dependent on readership: modulation, reformulation, and adaptation are common.</td>
</tr>
<tr>
<td></td>
<td>Interference of the dominant language prevails: incorporating source text syntax and terms.</td>
<td>Word and sentence level editing.</td>
<td>Paragraph level editing to make message logical.</td>
<td>Preference for a freer approach to translation at paragraph level.</td>
<td>Content editing (additions/omissions to make text more appropriate for its target audience or more appropriate for its medium of publication).</td>
</tr>
</tbody>
</table>
Table 9 Psycho-Physiological Abilities: Psychomotor Abilities Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Ability to understand simple prose, but consistently interpret it inaccurately.</td>
<td>Reading: Ability to draw inferences from prose in straightforward/high frequency linguistic structures.</td>
<td>Reading: Almost complete understanding of a variety of authentic prose material on unacquainted subjects.</td>
<td>Reading: Accurate comprehension of language pertinent to almost all text types and genres.</td>
<td>Reading: comprehension of extremely complicated or abstract prose.</td>
</tr>
<tr>
<td>Writing: Misunderstanding of text-type conventions in the source language and target language, which affects the delivery of main purpose of the source text, resulting in a confusing target text.</td>
<td>Limited vocabulary; uses contextual and real-word cues to understand the text.</td>
<td>Some comprehension of subject matter highly dependent on cultural and technical knowledge.</td>
<td>Ability to draw on situational, verbal, cognitive, and socio-historical knowledge to interact with source text and make sense of it. Awareness of source writer’s hints and sensitivity.</td>
<td>Broad ability to understand the nuances and subtleties of texts by activating all extra-linguistic knowledge of context.</td>
</tr>
<tr>
<td>Writing follows the formal equivalence norms focusing on isolated words and phrases.</td>
<td>Writing: Limited familiarity with text-type conventions in the source language and target language, which affects the transmission of main and secondary functions of source text; ignores target receptors and the communicative situation.</td>
<td>Writing: Familiarity with text-type conventions in source language and target language. Awareness of source text function, resulting in respect to the target reader.</td>
<td>Writing: knowledge of text-type conventions often results in accurate rendering of main and secondary functions of source text; target readers are acknowledged.</td>
<td>Writing: mastery of text-type conventions resulting in a communicative text in the target culture containing the intentions of the source text.</td>
</tr>
<tr>
<td>Requirements of the translation brief are ignored.</td>
<td>Equivalence is based on words and phrases, but gradually longer units are included. Translation is an inappropriate interpreting of the subject matter of the source text.</td>
<td>Overall message of source text preserved with errors in typographical, lexical, syntactic, discourse, and pragmatic aspects. Emphasis on source text participants (producer, sender, recipient).</td>
<td>Shift in emphasis from source text participants (producer, sender, recipient) to target text participants.</td>
<td>Total accurateness to the solution of extra-linguistic references.</td>
</tr>
<tr>
<td></td>
<td>Awareness of a translation brief, but translation strategies are insufficient to meet these requirements.</td>
<td>Moderate range of translation strategies to meet translation brief requirements.</td>
<td>Good range of translation strategies to meet translation brief requirements.</td>
<td>Complete range of translation strategies to meet translation brief requirements.</td>
</tr>
</tbody>
</table>
### Table 10 Psycho-Physiological Abilities: Creativity Abilities Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Traditional routine of word-word or phrase-phrase translation performance that follows typical formal equivalence.</td>
<td>• Little novel performance that exceeds traditional routine.</td>
<td>• Novel performance that exceeds traditional routine.</td>
<td>• Novel performance that considerably exceeds traditional routine.</td>
<td>• Novel exceptional performance that significantly exceeds traditional routine.</td>
</tr>
<tr>
<td>• No translation variants. No flexible translation and great adherence to literalness in translation.</td>
<td>• Moderate use of translation variants.</td>
<td>• Many fluent translation variants.</td>
<td>• Many fluent translation variants and/or adequate translation solutions that are used spontaneously or even automatically.</td>
<td>• Many fluent translation variants and/or adequate translation solutions that are used spontaneously or even automatically.</td>
</tr>
<tr>
<td></td>
<td>• Some flexibility in translation, but usually adheres to fixedness and literalness in translation.</td>
<td>• Flexible translation that sometimes violates literalness in translation. Seldom shows some abstraction (use of vague, general or abstract target text solutions), modification (use of changes of perspective), and/or concretization (when the target text evokes a more explicit, more detailed, and more precise idea than the source text).</td>
<td>• Flexible translation that violates literalness in translation, shown through abstraction (use of vague, general or abstract target text solutions), modification (use of changes of perspective), and concretization (when the target text evokes a more explicit, more detailed and more precise idea than the source text).</td>
<td>• More flexibility in translation that violates literalness in translation, shown through great command of applying abstraction (use of more vague, general or abstract target text solutions), modification (use of changes of perspective), and concretization (when the target text evokes a more explicit, more detailed, and more precise idea than the source text).</td>
</tr>
</tbody>
</table>
4.2.3. Professional Employee Competences Scales

The theoretical foundation for grading the following three scales—namely the scales for communication skills and professional skills—is derived from professional development framework such as the UNCF and RDF focusing on interpersonal communication, career development, and management skills.

4.2.3.1. Scale of Practical Ideal Category 4: Communication Skills

The scale for communication abilities below is divided into two main skills: interpersonal communication skills and intrapersonal communication skills. The indicators of interpersonal communication skills are (UN, 2010):

- Effective message sending whether verbally or through body language;
- Effective receiving of messages through listening, reading, and considering;
- Openness to sharing information;
- Collaboration in the workplace including team work (p. 41)

The indicators for intrapersonal communication skills are (CRAC, 2011):

- Self-confidence, the translator is comfortable with himself or herself and in internal peace;
- Expressing perseverance, which is the ability to control one’s self in difficult situations and not be easily provoked;
- Self-reflection, by seeking feedback and learning from mistakes;
- Enthusiasm about work (pp. 8- 9).

The grading levels of these skills are shown in Tables 11 and 12 below:
Table 11 Communication Skills: Interpersonal Communication Skills Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sends unclear messages whether verbally or through body language.</td>
<td>Able to send acceptable messages whether verbally or through body language; however sometimes the message is not clear.</td>
<td>Sends messages effectively whether verbally or through body language.</td>
<td>Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally, through a variety of techniques.</td>
<td>Manages and negotiates within organization’s relationships.</td>
</tr>
<tr>
<td>Understands messages but with a lot of confusion and misunderstanding.</td>
<td>Understands messages through listening, reading, and considering; sometimes misunderstandings occur.</td>
<td>Receives messages effectively through listening, reading, and considering.</td>
<td>Thoughtfully receives ideas and feedback.</td>
<td>Recruits, trains, and builds sustainable teams; develops staff and facilitates creating relationships.</td>
</tr>
<tr>
<td>Not open to sharing information.</td>
<td>Tries to build collaborative relationships with a range of colleagues within own and adjacent departments.</td>
<td>Builds collaborative relationships with a range of colleagues within own and adjacent departments and with stakeholders.</td>
<td>Actively engages in knowledge exchange and debate with colleagues, sometimes between departments in the organization.</td>
<td>Collaborates with key figures and/or teams locally and internationally.</td>
</tr>
<tr>
<td>Does not participate in collaboration in the workplace including teamwork and co-translating.</td>
<td>Participates in and contributes to collaborations and internal relationships.</td>
<td>Is open to sharing information and collaborating in the workplace including teamwork and co-translating.</td>
<td>Coaches team members; helps team members clarify their roles and responsibilities.</td>
<td>Builds collaborative relationships with a range of external organizations and bodies; negotiates at national and international level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understands own behaviors and impact on others when working in teams.</td>
<td>Manages and negotiates collaborations within and between organizations.</td>
<td>Contributes to reputation and vibrancy of department, institution, or organization.</td>
</tr>
</tbody>
</table>
### Table 12 Communication Skills: Intrapersonal Communication Skills Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aware of some personal skills and willing to demonstrate them.</td>
<td>• Aware of a range of own skills and enjoys demonstrating them.</td>
<td>• Confident of own skills and ideas in the face of strong challenges.</td>
<td>• Comfortable that own ideas are likely to be radical or unusual; has self-confidence to initiate challenge and engage with others.</td>
<td></td>
</tr>
<tr>
<td>• Recognizes boundaries of own knowledge, skills, and expertise and draws upon and uses sources of support, as appropriate.</td>
<td>• Able to defend ideas in the face of reasonable challenge from both colleagues and others.</td>
<td>• Builds a range and variety of support structures.</td>
<td>• Develops confidence in others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Makes time to reflect on practice and experience; develops strengths and improves on weak areas; seeks personal feedback and learns from mistakes.</td>
<td>• Contributes support others and recognizes the need for collegiality.</td>
<td>• Has heightened awareness of own strengths and weaknesses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seeks feedback and learns from mistakes.</td>
<td>• Extremely enthusiastic about work and strives for excellence. Seeks and takes personal feedback on performance and acts on it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expresses perseverance, which is the ability to control one’s self in difficult situations and not be easily provoked.</td>
<td>• Extreme perseverance towards difficult situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enthusiastic about work.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Seeks out sophisticated challenges to any new, unusual, or radical ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Inspires confident behavior in others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Continuously seeks ways to improve own performance and that of less experienced translators and/or team, department, or institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Encourages self-reflection in others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Totally enthusiastic about work and leads by example.</td>
</tr>
</tbody>
</table>
4.2.3.2. Scale of Practical Ideal Category 5: Professional Skills

The scale for professional abilities below is divided into three main skills: self-management, personal career development, and professional conduct. The indicators of self-management are (UN, 2010):

- Integrity
- Responsibility
- Time management
- Preparation and prioritizing
- Responsiveness to change
- Work-life balance

The indicators for personal career development are (CRAC, 2011):

- Responsiveness to opportunities
- Networking
- Reputation and esteem

The indicators for professional conduct are (CRAC, 2011):

- Legal requirements
- Ethics
- Health and safety
- Confidentiality
- Respect for diversity

The grading levels of these skills are shown in Tables 13, 14, and 15 below:
### Table 13 Professional Skills: Self-management Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Little understanding of standards of translation practice in the organization.</td>
<td>• Demonstrates standards of good translation practice with some need for guidance and encourages professional integrity in others.</td>
<td>• Acts with professional integrity and honesty; advises peers and less experienced translators, respecting their views and engaging effectively in discussion. Demonstrates standards of good translation practice without need for guidance, and encourages professional integrity in others.</td>
<td>• Demonstrates standards of translation practice and encourages professional integrity in others. Sets expectations and standard of conduct. Advises all staff and contributes to organizational policy and/or practice.</td>
<td>• Shapes policy and procedures of good practice in translation organization.</td>
</tr>
<tr>
<td>• Often seeks guidance. Cannot take responsibility for own project and needs guidance from others.</td>
<td>• Gradually takes complete responsibility for own projects and own well-being; develops independence.</td>
<td>• Takes responsibility for own and other translators’ projects. Delegates responsibly when necessary. Alert to others’ well-being.</td>
<td>• Accepts and takes responsibility for building translation teams. Engages in and encourages the development of collaboration within a team and between teams.</td>
<td>• Has leading responsibility for delivering highly skillful translations.</td>
</tr>
<tr>
<td>• Little time management control and behind deadlines at times.</td>
<td>• Manages own time effectively to complete research project; adheres to clear plan.</td>
<td>• Is establishing own time management systems; delivers projects on schedule, responds flexibly.</td>
<td>• Has established time management skills, advises others and acts as role model.</td>
<td>• Engages in and encourages the development of well-being in colleagues.</td>
</tr>
<tr>
<td>• Depends on others to plan and prioritize tasks.</td>
<td>• Prepares and plans project to meet objectives and, with support, is able to adapt if necessary.</td>
<td>• Takes strategic view of project; prioritizes, plans, and is forward thinking; deals with the unexpected.</td>
<td>• Manages multiple or complex projects to time; balances constraints.</td>
<td>• Has established own time management skills, advises others and acts as role model.</td>
</tr>
<tr>
<td>• Little adaptation to change; tries hard when required to; seeks guidance and recognizes risks.</td>
<td>• Adapts to changes; balances risk and opportunity. Knows when to seek advice and reassurance.</td>
<td>• Engages with change; expects change and is prepared for it; manages risk accordingly.</td>
<td>• Anticipates future directions and trends in translation, prepares for the unexpected.</td>
<td>• Plans, balances and responds effectively and appropriately to change and the unexpected.</td>
</tr>
<tr>
<td>• May not maintain a work-life balance successfully; either work issues affect his or her personal life/family life issues or personal</td>
<td>• Is developing an awareness of work-life balance issues. Uses support and advisory resources when necessary</td>
<td>• Recognizes good ideas.</td>
<td>• Justifies any changes of priorities. Prioritizes and switches focus between multiple projects/tasks.</td>
<td>• Influences environment; has long-term strategic vision.</td>
</tr>
</tbody>
</table>
### Professional Skills: Self-management Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>issues distract from work.</td>
<td>to avoid undue pressure and to enhance personal well-being.</td>
<td>Advises and reassures less experienced translators.</td>
<td>Sees gaps and opportunities in project plans and evaluates the changes needed.</td>
<td>Promotes change and contributes to institutional change initiatives; is willing to take reputational risk.</td>
</tr>
<tr>
<td>• Considers the needs of others.</td>
<td></td>
<td>Maintain an acceptable work-life balance and manages pressure.</td>
<td>Embraces change and anticipates risk. Responds decisively; coaches and reassures others.</td>
<td>Actively maintains attention to work-life balance issues. Promotes an effective work-life balance for self and team. Sensitive to signs of pressure on and stress in colleagues and staff; provides support, advice, and management where necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Notices and helps manage the pressure on colleagues and less experienced translators.</td>
<td>Actively maintains attention to work-life balance issues. Promotes an effective work-life balance for self and team. Sensitive to signs of pressure on and stress in colleagues and staff; provides support, advice, and management where necessary.</td>
<td>Influences departmental organizational policies on work-life balance and well-being.</td>
</tr>
</tbody>
</table>
### Table 14 Professional Skills: Personal Career Development Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understands and takes advantage of a broad range of employment and professional development opportunities within and outside the organization, including workshops, training, and internships.</td>
<td>• Demonstrates an insight into the transferable nature of translation skills to other work environments and the range of career opportunities within and outside the organization.</td>
<td>• Seeks out appropriate opportunities to enhance employability (all sorts of training) and aims to gain international experience; has realistic and mature approach to job search, including positions in the top of the organization.</td>
<td>• Gets opportunity for promotions within the organization. Receives offers from other competing organizations. Has international job experience (online or in person).</td>
<td>• Recognizes, creates, and confidently acts on opportunities with the potential to develop own career within or outside the organization. Understands the complexity of the translation job market; able to advise others effectively and in a sensitive manner.</td>
</tr>
<tr>
<td>• No network connections.</td>
<td>• Understands and takes advantage of a broad range of employment and professional development opportunities within and outside the organization, including workshops, training, and internships.</td>
<td>• Develops and maintains cooperative networks and working relationships with supervisors, colleagues, and peers within the organization.</td>
<td>• Leads networks. Has national, international, and policy-making network connections with academic and non-academic bodies, and in public and private organizations.</td>
<td>• Actively creates and champions opportunities for others within and outside the organization. Is responsive to collaborative opportunities across departments and with other organizations.</td>
</tr>
<tr>
<td>• Tries to become known as a successful translator, but still not known.</td>
<td>• Develops and maintains cooperative networks and working relationships with supervisors, colleagues, and peers within the organization.</td>
<td>• Uses personal and/or online networks effectively for feedback, advice, critical appraisal of work and for responding to opportunities.</td>
<td>• Is a leading, well-known national authority and speaker on own focal topic and related areas in translation and languages and in some international arenas.</td>
<td>• Has influential connections with significant bodies and organizations; has high impact on society through publications and contributing to policy making.</td>
</tr>
<tr>
<td>• Uses personal and/or online networks effectively.</td>
<td>• Shares external networks with equally or less experienced translators. Builds professional rapport.</td>
<td>• Shares external networks with equally or less experienced translators. Builds professional rapport.</td>
<td>• Actively promotes the reputation and esteem of department/team, colleagues, peers, and less experienced translators.</td>
<td>• Is globally renowned; becomes international authority and leading speaker on translation and language related areas.</td>
</tr>
<tr>
<td>• Is establishing a reputation in the discipline of translation profession area, but only locally.</td>
<td>• Becomes respected member of the translation societies.</td>
<td>• Has an established and growing reputation in own discipline and translation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice</td>
<td>Advanced beginner</td>
<td>Competent</td>
<td>Proficient</td>
<td>Expert</td>
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<tr>
<td>niche; increasing professional esteem. Conducts peer review internally and acts as reviewer for external projects.</td>
<td>• Supports the development of the reputations of less experienced translators.</td>
<td>• Acts as reviewer for external projects.</td>
<td>• Actively champions the reputation of the discipline/research area and own organization.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 15 Professional Skills: Professional Conduct Scale

<table>
<thead>
<tr>
<th>Novice</th>
<th>Advanced beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has basic understanding of legal requirements surrounding translation profession (e.g., the European translation standard (EN 15038), and the American translation standard (ASTM F 2575).</td>
<td>• Understands the legal obligations of the profession and can advise peers and less experienced translators.</td>
<td>• Accepts responsibility for working within the legal framework; sets expectations; advises peers and less experienced translators.</td>
<td>• Advises staff and contributes to organization policy.</td>
<td>• Extreme knowledge and thorough understanding of the acts and standards related to professional translation. Shapes policy and procedures of professional translation legal policy inside and outside the organization.</td>
</tr>
<tr>
<td>• Little understanding of the relevant codes of conduct and guidelines for the ethical conduct of translation; seeks advice from supervisor. Little awareness of issues relating to the rights of other stakeholders. Little awareness of own impact on the translation process.</td>
<td>• Understands and applies the relevant codes of conduct and guidelines for the ethical conduct of translation; sometimes seeks advice from supervisor. Demonstrates awareness of issues relating to the rights of other stakeholders. Is mindful of own impact on the translation process.</td>
<td>• Effectively applies the relevant codes of conduct and guidelines for the ethical conduct of translation; makes own ethical judgments about work and advises less experienced translators. Challenges potential or actual unethical behavior of others. Acts and works in a responsible way to create an ethical workplace environment.</td>
<td>• Sets expectations and ensures ethical principles are adhered to within own translation practice. Educates and advises peers and less experienced translators. Advises peers and staff on translation issues.</td>
<td>• Shapes policy and procedures related to translation ethics in the organization.</td>
</tr>
<tr>
<td>• Understands relevant health and safety issues and demonstrates responsible working practices. Takes responsibility for own work space.</td>
<td>• Recognizes the significance and relevance of health and safety regulation and guidance. Takes responsibility for immediate work environment and people in it. Aware of impact on others and wider environment.</td>
<td>• Can advise peers and less experienced translators in health and safety issues. Manages and takes responsibility for health and safety within department.</td>
<td>• Determines appropriate ethical conduct for discipline and/or translation department; advises policy makers.</td>
<td>• Promotes public understanding of the ethical issues related to translation profession.</td>
</tr>
<tr>
<td>• Respects the confidentiality of information in the text, and respects anonymity</td>
<td>• Advises peers and less experienced translators on respect,</td>
<td>• Sets expectations, advises peers and less experienced translators on respect,</td>
<td>• Sets and determines departmental/local expectations on health and safety matters. Educates, trains, guides, and disciplines new translators about health and safety in the workplace.</td>
<td>• Shapes policy and procedures of own organization, national or international professional associations/bodies.</td>
</tr>
<tr>
<td></td>
<td>• Accepts responsibility for working within the legal framework; sets expectations; advises peers and less experienced translators.</td>
<td>• Effectively applies the relevant codes of conduct and guidelines for the ethical conduct of translation; makes own ethical judgments about work and advises less experienced translators. Challenges potential or actual unethical behavior of others. Acts and works in a responsible way to create an ethical workplace environment.</td>
<td>• Determines appropriate ethical conduct for discipline and/or translation department; advises policy makers.</td>
<td>• Shapes inside and outside organization policy and procedures for preserving confidentiality.</td>
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<tr>
<td></td>
<td>• Advises staff and contributes to organization policy.</td>
<td>• Sets expectations and ensures ethical principles are adhered to within own translation practice. Educates and advises peers and less experienced translators. Advises peers and staff on translation issues.</td>
<td>• Sets and determines departmental/local expectations on health and safety matters. Educates, trains, guides, and disciplines new translators about health and safety in the workplace.</td>
<td>• Sets example locally, nationally, and internationally related to dealing with diversity, and helps shape departmental and</td>
</tr>
<tr>
<td>Novice</td>
<td>Advanced beginner</td>
<td>Competent</td>
<td>Proficient</td>
<td>Expert</td>
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<tr>
<td>and sensitivity of names of characters mentioned in the texts.</td>
<td>respect, confidentiality, and anonymity.</td>
<td>confidentiality, and anonymity.</td>
<td>Directs local policy, advises all staff, and contributes to organization policy regarding maintaining confidentiality.</td>
<td>organizational policy and implementation in this regard.</td>
</tr>
<tr>
<td>• Respects colleagues’ privacy.</td>
<td>• Is sensitive to and respectful of individual differences. Develops awareness of diversity and difference within working environment.</td>
<td>• Appreciates and works with diversity and difference in working environment.</td>
<td>• Acts as role model for personal conduct when dealing with diversity and difference; educates, advises and guides less experienced translators about respecting diversity. Makes positive use of diversity and difference to enrich translation projects and outputs.</td>
<td></td>
</tr>
<tr>
<td>• Not familiar with dealing with diversity. Encountering people from different cultures for the first time. Thus, tries to understand equality and diversity requirements of the organization.</td>
<td>• Understands equality and diversity requirements of the organization.</td>
<td></td>
<td></td>
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</tbody>
</table>
4.3. Composition of the Translator Career Path (TCP)

After designing the translator development model and its related scales, this dissertation reaches the proposal of the final construct, which is the translator career path (TCP).

Career ladders, as explained in Chapter Two, consist of ascending steps leading the employee to elevate through the developing positions in the profession promotion ladder. Most of the professions that require intellectual and practical development of the employee have their own career ladder. For example, medical doctors proceed through four levels of development and each level is assigned a title. A medical doctor starts his or her career as medical intern for one year, serves as a resident for four to six years, is promoted to specialist for two to three years, and finally with all the experience gained, he or she reaches the consultant title. University faculty teachers also develop through a career ladder starting with assistant teacher who holds a bachelor’s degree, lecturer who holds a master’s degree, assistant professor who holds a doctoral degree, associate professor who holds a doctoral degree and has published peer reviewed articles in the field, and finally professor who holds a doctoral degree and has reached the required amount of peer reviewed publications. This dissertation proposes that the profession of translation deserves to have an approved career ladder that would be used internationally to help set criteria for objectively evaluating the translator and placing him or her on the associated level on the continuum of the translator career path (TCP).

The TCP proposed in this dissertation is a career ladder designed especially for professional translators. Like any ranking career ladder in other professions, the aim of the TCP is to guide the process of diagnosing the translator’s professional performance level, using objective criteria based on the previously proposed TDM and its related holistic scales. Accordingly, the first title in the translator career path is the intern translator, which is assigned
to the translator whose competences are described at the novice level in the TDM scales. The second title in the translator career path is the *assistant translator*, which is assigned to the translator whose competences are described at the advanced beginner level in the TDM scales. The third title in the translator career path is the *associate translator*, which is assigned to the translator whose competences are described at the competent level in the TDM scales. The fourth title in the translator career path is the *translator*, which is assigned to the translator whose competences are described at the proficient level in the TDM scales. Finally, the fifth title in the translator career path is the *expert translator*, which is assigned to the translator whose competences are described at the expert level in the TDM scales. Figure 10 provides a visual representation of the ascending translator career path.

![Translator Career Path (TCP)](image)

*Figure 10 Ranks of the Translator Career Path*

The following is a narrative analysis of each level of the TCP which is derived from competences identified, described, and evaluated in the TDM scales.
4.3.1. The Intern Translator

The intern translator is typically a newly recruited translator in the organization, whether fresh graduate or had some working experience before joining the translation organization. He or she continues on this stage two years more or less depending on several factors. In this stage, the intern translator gets acquainted with the translation system in the organization, tries to learn the basic rules, and operates in terms of particular, separate activities. The intern translator's actions in this stage are purely rational. The following list consists of the specific indicators that the translator has in this initial stage in his or her professional career:

- Very little ability to identify historical, geographical, social terms, and other linguistic features that convey socio-cultural impact.
- Word-for-word translation of a culture-specific item; the result means nothing to target reader.
- Very little knowledge about specific translation system, including style and principles followed in the organization; fails to apply rules in his or her translation successfully.
- Ability to translate isolated words and/or phrases only from known subject matter.
- Noticeable grammatical errors and restricted choice of language forms to the extent that readers are distracted and do not get the point.
- Noticeable mechanical convention errors such as punctuation, capitalization, and paragraphing.
- A lot of fragmentation, such that comprehension of the target text is impossible.
- Needs thorough revision from mentors or team-leaders.
- Insufficient use of dictionaries of all kinds, encyclopedias, style reference books, parallel texts, electronic corpora, data bases, search engines, and informants.
- Consults too much and takes a long time, or does not seek help because he or she does not know there is a translation complication or problem.

- Very little ability to use software to assist in correction, translation, terminology, layout, and documentary research.

- May not know how to create or manage a database or files.

- Needs training to use new tools.

- Failure to detect problems and ambiguity in the source text; misunderstanding of the source text as a result of improper analysis, faulty logic and inconsistencies, errors of fact, faulty text structure, and incoherence in source text.

- Solution planning is not strategic and is based merely on small units of translation.

- Problem solving is attempted by maintaining maximum fidelity to the source text at the word level through recall and rehearsal of an appropriate equivalent from bilingual memory (usually common words) and superficial dictionary use, resulting in very literal translation.

- Interference of the dominant language prevails: incorporating source text syntax and terms.

- Word level editing.

- Reading: Ability to understand simple prose, but consistently interprets it inaccurately.

- Writing: Misunderstanding of text-type conventions in the source language and target language, which affects the delivery of main purpose of the source text, resulting in a confusing target text.
- Writing follows the formal equivalence norms focusing on isolated words and phrases.
- Requirements of the translation brief are ignored.
- Traditional routine of word-word or phrase-phrase translation performance that follows typical formal equivalence.
- No translation variants. No flexible translation and great adherence to literalness in translation.
- Very little knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications, and fails to adhere to most of them.
- Very little knowledge of the organization’s payment terms and practices, which causes problems for not following the payment terms.
- Sends unclear messages whether verbally or through body language.
- Understands messages but with a lot of confusion and misunderstanding.
- Not open to sharing information.
- Does not participate in collaboration in the workplace including teamwork and co-translating.
- Aware of some personal skills and willing to demonstrate them.
- Recognizes boundaries of own knowledge, skills, and expertise and draws upon and uses sources of support, as appropriate.
- Little understanding of standards of translation practice in the organization.
- Often seeks guidance. Cannot take responsibility for own project and needs guidance from others.
- Little time management control and behind deadlines at times.
- Depends on others to plan and prioritize tasks.
- Little adaptation to change; tries hard when required to; seeks guidance and recognizes risks.
- May not maintain a work-life balance successfully; either work issues affect his or her personal life/family life issues or personal issues distract from work.
- Understands and takes advantage of a broad range of employment and professional development opportunities within and outside the organization, including workshops, training, and internships.
- No network connections.
- Tries to become known as a successful translator, but still not known.
- Has basic understanding of legal requirements surrounding translation profession (e.g., the European translation standard (EN 15038), and the American translation standard (ASTM F 2575).
- Little understanding of the relevant codes of conduct and guidelines for the ethical conduct of translation; seeks advice from supervisor. Little awareness of issues relating to the rights of other stakeholders. Little awareness of own impact on the translation process.
- Understands relevant health and safety issues and demonstrates responsible working practices. Takes responsibility for own work space.
- Respects the confidentiality of information in the text, and respects anonymity and sensitivity of names of characters mentioned in the texts.
- Respects colleagues’ privacy.
- Not familiar with dealing with diversity. Encountering people from different cultures for the first time. Thus, tries to understand equality and diversity requirements of the organization.

4.3.2. The Assistant Translator

While still the actions in this stage are rational, the assistant translator starts to be able to “think outside” the concepts that were introduced in the previous stage and connect them to each other. Hypothetically speaking, the translator stays in this stage for a period of more or less three years. Moreover, his or her behavior becomes less atomistic. The following indicators helps the evaluator to identify the translator development and place him or her on the second stage of the translator career path:

- Moderate ability to identify historical, geographical, social terms, and other linguistic features that convey socio-cultural impact; may have a lot of mistakes.

- Some paraphrasing of culture-specific items; the result leads to confusion and misunderstandings for the target reader.

- Ability to translate sufficient vocabulary in simple straightforward texts, but there is a lot of repetition, word confusions, false cognates, and inconsistencies.

- Obvious influence of source language structure and word order, which can interfere with meaning and result in over elaboration and unnecessary paraphrasing.

- Some connectors and transition words to tie thoughts.

- Poor cohesion: not enough for reader’s comprehension, and can result in misunderstanding some of the text.

- Occasionally needs revisions. Asks experts for help sometimes.
- Basic use of monolingual and or bilingual dictionaries, encyclopedias, parallel texts, and search engines.

- Develops basic strategies for documentary and terminological research including approaching experts.

- Seeks feedback from relevant people to access various insights.

- With help and guidance can use a range of software to assist in correction, translation, terminology, layout, and documentary research.

- Can create and manage a database and files, but with lots of errors and help needed.

- Has difficulty adapting to and learning new tools, particularly for the translation of multimedia and audiovisual material.

- Little ability to detect problems and ambiguity in the source text; misunderstanding of the source text as a result of improper analysis, faulty logic and inconsistencies, errors of fact, faulty text structure, and incoherence in source text.

- Solution planning takes a linear approach, which follows formal equivalence parameters approaching problems by word by word, sentence by sentence comparison.

- Problem solving is attempted by paraphrasing using related words when the concept expressed by the source item is lexicalized in the target language but in a different form.

- Word and sentence level editing.

- Reading: Ability to draw inferences from prose in straightforward/high frequency linguistic structures.

- Limited vocabulary; uses contextual and real-word cues to understand the text.
- Writing: Limited familiarity with text-type conventions in the source language and target language, which affects the transmission of main and secondary functions of source text; ignores target receptors and the communicative situation.

- Equivalence is based on words and phrases, but gradually longer units are included. Translation is an inappropriate interpreting of the subject matter of the source text.

- Awareness of a translation brief, but translation strategies are insufficient to meet these requirements.

- Little novel performance that exceeds traditional routine.

- Moderate use of translation variants.

- Some flexibility in translation, but usually adheres to fixedness and literalness in translation.

- Little knowledge of organization-specific translation system including style and principles; fails to apply most rules in his or her translation.

- Little knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications, and fails to adhere to most of them.

- Little knowledge of the organization’s payment terms and practices, and the consequences of not following the payment terms.

- Able to send acceptable messages whether verbally or through body language; however sometimes the message is not clear.

- Understands messages through listening, reading, and considering; sometimes misunderstandings occur.
- Tries to build collaborative relationships with a range of colleagues within own and adjacent departments.

- Participates in and contributes to collaborations and internal relationships.

- Aware of a range of own skills and enjoys demonstrating them.

- Able to defend ideas in the face of reasonable challenge from both colleagues and others.

- Makes time to reflect on practice and experience; develops strengths and improves on weak areas; seeks personal feedback and learns from mistakes.

- Demonstrates standards of good translation practice with some need for guidance and encourages professional integrity in others.

- Gradually takes complete responsibility for own projects and own well-being; develops independence.

- Manages own time effectively to complete research project; adheres to clear plan.

- Prepares and plans project to meet objectives and, with support, is able to adapt if necessary.

- Adapts to changes; balances risk and opportunity. Knows when to seek advice and reassurance.

- Is developing an awareness of work-life balance issues. Uses support and advisory resources when necessary to avoid undue pressure and to enhance personal well-being.

- Considers the needs of others.
- Demonstrates an insight into the transferable nature of translation skills to other work environments and the range of career opportunities within and outside the organization.

- Understands and takes advantage of a broad range of employment and professional development opportunities within and outside the organization, including workshops, training, and internships.

- Develops and maintains co-operative networks and working relationships with supervisors, colleagues, and peers, within the organization.

- Uses personal and/or online networks effectively.

- Is establishing a reputation in the discipline of translation profession area, but only locally.

- Understands the legal obligations of the profession and can advise peers and less experienced translators.

- Understands and applies the relevant codes of conduct and guidelines for the ethical conduct of translation; sometimes seeks advice from supervisor. Demonstrates awareness of issues relating to the rights of other stakeholders. Is mindful of own impact on the translation process.

- Recognizes the significance and relevance of health and safety regulation and guidance. Takes responsibility for immediate work environment and people in it. Aware of impact on others and wider environment.

- Advises peers and less experienced translators on respect, confidentiality, and anonymity.
- Is sensitive to and respectful of individual differences. Develops awareness of
diversity and difference within working environment.
- Understands equality and diversity requirements of the organization.

4.3.3. The Associate Translator

After around five years or so in the job, the translator will develop to the third stage in the
Dreyfus model, which is the stage that entitles the translator associate translator according to the
proposed translator career path. The associate translator’s actions will start to develop from
purely rational to unconscious. The translator in this stage feels more involved in social activities
among co-workers and in professional decision making. The translator is competent and gains
the ability to prioritize among various situations of the task at hand. The associate translator
becomes aware of the responsibility this particular task involves, which in turn leads to a greater
emotional involvement. The following list contains the indicators of the associate translator’s
knowledge and skills:

- Good ability to identify historical, geographical, social terms, and other linguistic
  features that convey socio-cultural impact; might have some mistakes.
- Certain awareness that a choice must be made between domestication or
  foreignization of the text; does not always reach the acceptable decision; even if the
  choice is corresponding to the commissioner purpose, the translation outcomes have
  some mistakes.
- Good ability to translate culture-specific items by the process of paraphrasing; the
  result allows target reader to relate item to target culture.
- Good range of vocabulary to translate texts that contain not only straightforward information, but also abstract language; there are some incidents of inconsistency and wrong word choice.

- Some source language structure and word order influence, but good grammatical control overall and clear meaning.

- Medium range of both morphologic and syntactic structures in the target language.

- Reasonable command of mechanical conventions; meaning not clear and confusing some times.

- Modest range of cohesive devices and transition words to project the relationships between ideas, but some ideas may be obscured or disconnected.

- Does not need revision.

- Sufficient use of dictionaries of all kinds, encyclopedias, parallel texts, search engines, data bases, and informants.

- Able to create interlinguistic correspondences and build parallel representations of part of a semantic field.

- Uses some documentary sources to deal with stylistic aspects.

- Considers the reliability of documentary sources.

- Can independently use a range of software to assist in correction, translation, terminology, layout, and documentary research.

- Can create and manage a database and files.

- Able to adapt to and learn new tools, particularly for the translation of multimedia and audiovisual material.
- Good ability to detect some ambiguities and reference problems, faulty logic and discrepancies, errors of fact, faulty text structure, and confusion in source text.

- Solution planning is more form-oriented rather than communicative. Starts considering sense, style and text-type, but still approaches problems word by word, sentence by sentence.

- Problem solving is attempted by paraphrasing, using unrelated words when the concept is not lexicalized in the target language; other strategies includes borrowing, calques, compensation, and appeal for help from field specialists.

- Paragraph level editing to make message logical.

- Reading: Almost complete understanding of a variety of authentic prose material on unacquainted subjects.

- Some comprehension of subject matter highly dependent on cultural and technical knowledge.

- Writing: Familiarity with text-type conventions in source language and target language. Awareness of source text function, resulting in respect to the target reader.

- Overall message of source text preserved with errors in typographical, lexical, syntactic, discourse, and pragmatic aspects. Emphasis on source text participants (producer, sender, recipient).

- Moderate range of translation strategies to meet translation brief requirements.

- Novel performance that exceeds traditional routine.

- Many fluent translation variants.

- Flexible translation that sometimes violates literalness in translation. Seldom shows some abstraction (use of vague, general or abstract target text solutions), modification
(use of changes of perspective), and/or concretization (when the target text evokes a more explicit, more detailed, and more precise idea than the source text).

- Good knowledge of organization-specific translation system including style and principles, however fails to apply some of them in his or her translation successfully.

- Good knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications, but fails to adhere to some of them.

- Certain understanding of the payment terms and practices of the organization, but sometimes get confused and not follow those terms.

- Sends messages effectively whether verbally or through body language.

- Receives messages effectively through listening, reading, and considering.

- Builds collaborative relationships with a range of colleagues within own and adjacent departments and with stakeholders.

- Is open to sharing information and collaborating in the workplace including teamwork and co-translating.

- Understands own behaviors and impact on others when working in teams.

- Actively participates in and contributes to collaborations and external relationships.

- Confident of own skills and ideas in the face of strong challenges.

- Builds a range and variety of support structures.

- Contributes support others and recognizes the need for collegiality.

- Seeks feedback and learns from mistakes.

- Expresses perseverance, which is the ability to control one’s self in difficult situations and not be easily provoked.
- Enthusiastic about work.
- Acts with professional integrity and honesty; advises peers and less experienced translators, respecting their views and engaging effectively in discussion.
  Demonstrates standards of good translation practice without need for guidance, and encourages professional integrity in others.
- Takes responsibility for own and other translators’ projects. Delegates responsibly when necessary. Alert to others’ well-being.
- Is establishing own time management systems: delivers projects on schedule, responds flexibly.
- Takes strategic view of project; prioritizes, plans, and is forward thinking; deals with the unexpected.
- Engages with change; expects change and is prepared for it; manages risk accordingly. Advises and reassures less experienced translators.
- Maintains an acceptable work-life balance and manages pressure.
- Notices and helps manage the pressure on colleagues and less experienced translators.
- Seeks out appropriate opportunities to enhance employability (all sorts of training) and aims to gain international experience; has realistic and mature approach to job search, including positions in the top of the organization.
- Develops and maintains co-operative networks and working relationships with supervisors, colleagues, and peers within the organization.
- Uses personal and/or online networks effectively for feedback, advice, critical appraisal of work and for responding to opportunities.
- Shares external networks with equally or less experienced translators. Builds professional rapport.

- Becomes respected member of the translation societies.

- Has an established and growing reputation in own discipline and translation niche; increasing professional esteem. Conducts peer review internally and acts as reviewer for external projects.

- Supports the development of the reputations of less experienced translators.

- Accepts responsibility for working within the legal framework; sets expectations; advises peers and less experienced translators.

- Effectively applies the relevant codes of conduct and guidelines for the ethical conduct of translation; makes own ethical judgements about work and advises less experienced translators. Challenges potential or actual unethical behavior of others. Acts and works in a responsible way to create an ethical workplace environment.

- Can advise peers and less experienced translators in health and safety issues. Manages and takes responsibility for health and safety within the department.

- Sets expectations, advises peers and less experienced translators on respect, confidentiality, and anonymity.

- Appreciates and works with diversity and difference in working environment.

4.3.4. The Translator

Between the fifth and eighth year, the translator develops to the fourth stage in the Dreyfus corresponding to the Translator rank in the translator career path. The translator’s actions in this level is prevailed by intuition and personal experience, which rest on the rules and
concepts introduced in previous three stages. The following list of indicators represent the translator knowledge and skills in this fourth phase of development:

- Very good ability to identify, historical, geographical, social terms, and other linguistic features that convey socio-cultural impact.

- Very good choice between domestication and foreignization of the text according to translation commission or text purpose.

- Very good in translating culture-specific items by applying the process of globalization, involving replacing a culture-specific item with one that is more neutral or general and accessible to a wide range of target readers.

- Very good and broad range of vocabulary to translate more abstract complicated texts; very good knowledge of subject matter terminology, idioms, colloquialisms, collocations, synonyms, and antonyms.

- Source language sentence structure has been modified to target language consistently throughout the translation. Grammar is accurate throughout; errors are rare, difficult to spot, and never interfere with meaning.

- Great range of morphological and syntactic structures in the target language.

- Good command of mechanical conventions; meaning not obscured.

- Varied range of cohesive devices and transition words; occasional deficiencies may mean that certain parts of the text are loosely organized.

- Makes revisions for newly recruited translators.

- Knows exactly where to start the search using a range of specialist print and on-line resources.

- Finds the information fast and rarely seeks feedback.
- Has very good dictionary skills to create interlinguistic correspondences and to build parallel representations of part of a semantic field.

- Uses a wide variety of documentary sources to deal with stylistic aspects.

- Very Good evaluation of the reliability of documentary sources.

- Very good at effectively using and rapidly and integrating a range of software to assist in correction, translation, terminology, layout, and documentary research.

- Very good at creating and managing a database and files.

- Very good at adapting to and learning new tools, particularly for the translation of multimedia and audiovisual material.

- Very good at preparing and producing translations in different formats and for different technical media.

- Very good knowledge of the possibilities and limits of machine translation and computer aided translation.

- Very good ability to detect most ambiguities and reference problems, faulty logic and discrepancies, errors of fact, faulty text structure, and confusion in source text.

- Solution planning takes a global approach to problem solving, following a communicative-oriented approach. Start giving importance to sense, style, and text-type.

- Problem solving is attempted by adding footnotes, endnotes, translator’s notes, and other explicit explanations, word coinage and transposition.

- Preference for a freer approach to translation at paragraph level.

- Reading: Accurate comprehension of language pertinent to almost all text types and genres.
- Ability to draw on situational, verbal, cognitive, and socio-historical knowledge to interact with source text and make sense of it. Awareness of source writer’s hints and sensitivity.

- Writing: knowledge of text-type conventions often results in accurate rendering of main and secondary functions of source text; target readers are acknowledged.

- Shift in emphasis from source text participants (producer, sender, recipient) to target text participants.

- Good range of translation strategies to meet translation brief requirements.

- Novel performance that considerably exceeds traditional routine.

- Many fluent translation variants and/or adequate translation solutions that are used spontaneously or even automatically.

- Flexible translation that violates literalness in translation, shown through abstraction (use of vague, general or abstract target text solutions), modification (use of changes of perspective), and concretization (when the target text evokes a more explicit, more detailed and more precise idea than the source text).

- Very good knowledge of organization-specific translation system including style and principles; applies them in his or her translation successfully.

- Very good knowledge of professional translation practice such as the organization’s business, types of clients and their needs, types of translation briefs, and translation project specifications.

- Very good knowledge of payment terms and practices of the organization, and consequences of not following them.
- Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally, through a variety of techniques.

- Thoughtfully receives ideas and feedback.

- Actively engages in knowledge exchange and debate with colleagues, sometimes between departments in the organization.

- Coaches team members; helps team members clarify their roles and responsibilities.

- Manages and negotiates collaborations within and between organizations.

- Comfortable that own ideas are likely to be radical/unusual; has self-confidence to initiate challenge and engage with others.

- Develops confidence in others.

- Has heightened awareness of own strengths and weaknesses.

- Extremely enthusiastic about work and strives for excellence. Seeks and takes personal feedback on performance and acts on it.

- Extreme perseverance towards difficult situations.

- Demonstrates standards of translation practice and encourages professional integrity in others. Sets expectations and standard of conduct. Advises all staff and contributes to organizational policy and/or practice.

- Accepts and takes responsibility for building translation teams. Engages in and encourages the development of collaboration within a team and between teams.

- Has established time management skills, advises others and acts as role model.

  Manages multiple or complex projects to time; balances constraints.

- Anticipates future directions and trends in translation, prepares for the unexpected.

- Recognizes good ideas.
- Sees gaps and opportunities in project plans and evaluates the changes needed.

- Embraces change and anticipates risk. Responds decisively; coaches and reassures others.

- Actively maintains attention to work-life balance issues. Promotes an effective work-life balance for self and team. Sensitive to signs of pressure on and stress in colleagues and staff; provides support, advice, and management where necessary.

- Gets opportunity for promotions within the organization. Receives offers from other competing organizations. Has international job experience (online or in person).

- Leads networks. Has national, international, and policy-making network connections with academic and non-academic bodies, and in public and private organizations.

- Is a leading, well-known national authority and speaker on own focal topic and related areas in translation and languages and in some international arenas.

- Actively promotes the reputation and esteem of department/team, colleagues, peers, and less experienced translators.

- Advises staff and contributes to organization policy.

- Ensures that employees have equality of opportunity and are treated fairly.

- Sets expectations and ensures ethical principles are adhered to within own translation practice. Educates and advises peers and less experienced translators.

- Determines appropriate ethical conduct for discipline and/or translation department; advises policy makers.

- Sets and determines departmental/local expectations on health and safety matters. Educates, trains, guides, and disciplines new translators about health and safety in the workplace.
- Determines organization policy and/or contributes ideas to national policy.
- Directs local policy, advises all staff, and contributes to organization policy regarding maintaining confidentiality.
- Acts as role model for personal conduct when dealing with diversity and difference; educates, advises and guides less experienced translators about respecting diversity. Makes positive use of diversity and difference to enrich translation projects and outputs.

4.3.5. The Expert Translator

Around the ninth or tenth year, with daily deliberate practice, the translator reaches the expert level. The expert is driven predominantly by intuition and intuition is considered the main mode of operation. For example, things that might be problems for others are merely routine activities for experts. A further detailed description of the expert translator knowledge and skills is presented in the following list of indicators:

- Excellent ability to identify historical, geographical, social terms, and linguistic features that convey socio-cultural impact.
- Excellent choice of using domestication or foreignization. Choice is related to questions of ethics, target-cultural norms, expectations and needs of target culture readers; and most importantly, the translation commission.
- Excellent replacement of culture-specific items with target language items that do not have the same propositional meaning, but have a similar impact on the target reader.
- Excellent addition of information in the form of gloss, footnotes or glossaries to preserve original culture-specific item which might lead to obscurity.
- Excellent and very broad range of vocabulary to translate highly specialized, abstract, and complicated texts; impressive, rich in imagery; adheres to target language norms (unless commissioned otherwise).

- Excellent range of subject matter terminology.

- Extreme command of grammatically complex language.

- Excessive range of morphological and syntactic structures in the target language.

- Extreme command of mechanical conventions; expressions of finer shades of meaning, such as feelings, emotions, attitudes conveyed through punctuation.

- Complete range of cohesive devices resulting in fluent expression, ideas clearly stated and well organized, and logical sequencing.

- Supervises all translators’ work.

- Knows excellently how to identify information and documentation sources, dictionaries of all kinds, encyclopedias, parallel texts, search engines, and data bases (if needed).

- Educates others in information or data seeking, accessing, evaluating, and verifying techniques.

- Accurately evaluates of the reliability of documentary sources, and provides advice in this domain.

- Exceptional knowledge of how to effectively and rapidly use and integrate all kind of software to assist in correction, translation, terminology, layout, and documentary research.

- Exceptional ability to create and manage a database and files.
- Excellently adapts to and learns new tools, particularly for the translation of multimedia and audiovisual material.

- Exceptional ability to prepare and produce translations in different formats and for different technical media.

- Excellent understanding of the possibilities and limits of machine translation and computer aided translation.

- Exceptional ability to detect all ambiguities and reference problems, faulty logic and discrepancies, errors of fact, faulty text structure, and confusion in source text.

Solution planning takes a more global and more communicative-oriented approach.

Relies on sense, style, and text-type in planning. Depends on translator’s world knowledge and own inferences for decision making.

- Problem solving strategy is dependent on readership: modulation, reformulation, and adaptation are common.

- Content editing (additions/omissions to make text more appropriate for its target audience or more appropriate for its medium of publication).

- Reading: comprehension of extremely complicated or abstract prose.

- Broad ability to understand the nuances and subtleties of texts by activating all extra-linguistic knowledge of context.

- Writing: mastery of text-type conventions resulting in a communicative text in the target culture containing the intentions of the source text.

- Total accurateness to the solution of extra-linguistic references.

- Complete range of translation strategies to meet translation brief requirements.

- Novel exceptional performance that significantly exceeds traditional routine.
- Many fluent translation variants and/or adequate translation solutions that are used spontaneously or even automatically.

- More flexibility in translation that violates literalness in translation, shown through great command of applying abstraction (use of more vague, general or abstract target text solutions), modification (use of changes of perspective), and concretization (when the target text evokes a more explicit, more detailed, and more precise idea than the source text).

- Excellently applies organization-specific translation style and principles by knowing them by heart.

- Excellent knowledge about the organization’s business, types of clients and their needs, and types of translation briefs.

- Excellent understanding and fulfilment of the translation project specifications.

- Contributes to policy making in the organization, including policy about payment terms and practice of the organization.

- Manages and negotiates within organization’s relationships.

- Recruits, trains, and builds sustainable teams; develops staff and facilitates creating relationships.

- Collaborates with key figures and/or teams locally and internationally.

- Builds collaborative relationships with a range of external organizations and bodies; negotiates at national and international level.

- Contributes to reputation and vibrancy of department, institution, or organization.

- Seeks out sophisticated challenges to any new, unusual, or radical ideas.

- Inspires confident behavior in others.
- Continuously seeks ways to improve own performance and that of less experienced translators and/or team, department, or institution.

- Encourages self-reflection in others.

- Totally enthusiastic about work and leads by example.

- Shapes policy and procedures of good practice in translation organization.

- Has leading responsibility for delivering highly skilled translations.

- Engages in and encourages the development of well-being in colleagues.

- Has established own time management skills, advises others and acts as role model.

- Manages multiple or complex projects to time; balances constraints.

- Plans, balances and responds effectively and appropriately to change and the unexpected.

- Justifies any changes of priorities. Prioritizes and switches focus between multiple projects or tasks.

- Influences environment; has long-term strategic vision.

- Promotes change and contributes to institutional change initiatives; is willing to take reputational risk.

- Actively maintains attention to work-life balance issues. Promotes an effective work-life balance for self and team. Sensitive to signs of pressure on and stress in colleagues and staff; provides support, advice, and management where necessary.

- Influences departmental organizational policies on work-life balance and well-being.

- Recognizes, creates, and confidently acts on opportunities with the potential to develop own career within or outside the organization. Understands the complexity of the translation job market; able to advise others effectively and in a sensitive manner.
- Actively creates and champions opportunities for others within and outside the organization. Is responsive to collaborative opportunities across departments and with other organizations.

- Has influential connections with significant bodies and organizations; has high impact on society through publications and contributing to policy making.

- Is globally renowned; becomes international authority and leading speaker on translation and language related areas.

- Acts as reviewer for external projects.

- Actively champions the reputation of the discipline or research area and own organization.

- Extreme knowledge and thorough understanding of the acts and standards related to professional translation. Shapes policy and procedures of professional translation legal policy inside and outside the organization.

- Shapes policy and procedures related to translation ethics in the organization.

- Promotes public understanding of the ethical issues related to translation profession.

- Shapes policy and procedures of own organization, national or international professional associations/bodies.

- Shapes inside and outside organization policy and procedures for preserving confidentiality.

- Sets example locally, nationally, and internationally related to dealing with diversity, and helps shape departmental and organizational policy and implementation in this regard.
From the above discussion of the ranks of the translator career path TCP, five titles were introduced, along with the indicators for each title. The first level of the translator’s development is entitled the intern translator. The second level of the translator’s development is entitled the assistant translator. The third level of the translator’s development is entitled the associated translator. The fourth level of the translator’s development is entitled the translator. Finally, the fifth level of the translator’s development is entitled the expert translator.
CHAPTER FIVE: CONCLUSION

5.1. Summary

In this dissertation, the components of the Translator Development Model (TDM) have been set, described, and classified into scales. The proposed TDM consists of five main categories associated with sixteen competences. The first three categories include translation-specific competences while the second three categories include general employee competences; those six competences, respectively, are: 1) declarative knowledge, encompassing a) world culture knowledge and b) organizational culture knowledge; 2) procedural knowledge, including a) bilingualism, b) information mining, and c) tools literacy; 3) psycho-physiological abilities including a) cognitive abilities, b) psychomotor abilities, and c) creativity abilities; 4) communication skills, encompassing a) interpersonal communication skills and b) intrapersonal communication skills; 5) and professional skills, including a) self-management, b) personal career development, and c) professional conduct. The significance of this model is that its components are basic indicators and descriptors that are applied in the sixteen translator competence development scales designed in this dissertation. Each scale describes each competence on a spectrum of five levels. The lowest level of competence is the novice level. The intermediate levels are, respectively, advanced beginner, competent, and proficient. The highest level is called expert. The significance of this model is that it can be used to evaluate progress of translators, and to help them improve their weak points and maintain their strong points.
Consequently, this study functions at least partly to assess the operational and hypothetical definitions for the practical ideal categories and criteria in order to determine the existence and inter-relationship of the key ideas proposed as indicators or descriptors in the TDM. In addition, the descriptors identified in the model are not claimed to be exhaustive. They have been chosen intentionally to represent the most salient features of translator competences that contribute to development; moreover, their concrete characteristics make these descriptors measurable. As the logical rule states, to control something, you must first be able to measure it. Thus, the management and control of translator performance development presupposes that the various aspects of that performance developed can in fact be measured. Future studies can test the predictive relationships of the elements in the model empirically. Once these tests have been conducted and quantitative analysis has been provided to support the results, the elements and criteria in the model, and the relationships between these elements and criteria, can be modified accordingly as need be to strengthen the validity of the model.

With the proposal of a recommended translator career path (TCP), this dissertation has fulfilled its objectives. The TCP is composed of five gradual levels of translator competences development. This path will potentially assist translator trainers and supervisors in answering such questions as: What should a translator be able to translate after one, two, four, or more years in the field? What goals are realistically attainable in a translator development program? Should some competences be emphasized more than others? What competences need more practice than others? Finally, and most importantly, where should the evaluated translator be placed on the continuum of the translator career path? This comprehensive evaluation system, which includes the TDM and the TCP, can serve as a guide for translation organizations on how to objectively evaluate their translators and help guide the translator to develop in his or her translation career.
The inspiration for this dissertation was the translator evaluation system followed in the public sector in Saudi Arabia. The focus was on the case of translators working in-house and with a long-term contract commitment. The evaluation of the development of translators’ competences is neither an easy nor a clear track. Evaluation of translators is a difficult, complicated, long journey because its object is not only the product, but also the competences used to facilitate the delivery of the product. Whether evaluating translation products or competences, the evaluation process should be fair and objective. In order for this to happen, some basic principles should be considered. Martínez and Hurtado (2001) summarize the following principles for ensuring objective evaluation: criteria should be devised before the evaluation and the evaluated individual should be aware of them; criteria must be customized to the evaluation context; criteria must clearly follow what is being assessed (product, skills, or both); and indicators selected by the evaluator should be measurable, allowing the evaluator to observe whether or not and to what extent the evaluated individual have the skills and knowledge being evaluated.

The development of the evaluation framework in this dissertation took these basic principles into consideration. Chapter Four was dedicated to devising the criteria for translator development presented in the TDM and the associated scales. The context of the assessment is any professional organization that hires translators, and the in-house translator performance development (including both product and skills) is the object of evaluation. Indicators were chosen carefully to ensure they were capable of being indicated and evaluated as much as possible.

Another important factor taken into consideration while developing the proposed evaluation framework was the gap between practical applicable evaluation models and sophisticated theoretical evaluation models. The first group of models—practical—are
considered anecdotal approaches lacking a theoretical framework on which to base their proposals. The second group of models—theoretical—often do not elaborate testable hypotheses or verifiable methods, and/or are not tested or applied in practical professional settings. This dissertation sought to bridge the gap between the two groups. Taking the aforementioned drawbacks into consideration, this proposed evaluation framework is therefore grounded in translation theory and human resource development literature, as it is built on the base of the translator development model and its related scales, as presented in Chapter Four of this dissertation. Considering the experience of existing translation quality assessment approaches, the TDM and its related scales are aimed at overcoming known limitations such as arbitrary point systems and narrow evaluation foci. Rather than using a system where points are somewhat arbitrarily assigned for each error, the TDM scales use descriptive statements to classify translator competences into five assessment levels (novice, advanced beginner, competent, proficient, and expert).

The translator development evaluation framework presented in this dissertation is designed on the premise that a reasoned assessment, using rubrics established on the basis of objective criteria which assign competences encompassing knowledge, skills, and abilities to levels depending on performance, is applicable for both translator superiors in the workplace and translator trainers in vocational programs. The framework represents the start of thinking of translator evaluation as being based on objective criteria utilized from the theoretical and empirical models in the literature. Under the proposed framework, judging of translator performance takes place with the purpose of helping the translator to improve and develop. It is about regularly reflecting on the performance of the translator to keep him or her on the appropriate track towards future advancement and the ultimate positions in the career. The
objective, well-calibrated measurements or criteria of this framework give translators the necessary tools to evaluate translator development, thus, providing constructive feedback.

As mentioned in the conceptual framework chapter of this dissertation, earlier approaches to translation assessment in professional settings consisted primarily of marking scales that marked translations on a point system, usually deducting a predetermined number of points for each “major” and “minor” error, and the experience-based and anecdotal approaches, which are too specific, designed for use only inside their respective organizations, and lacking any foundation in explicitly formulated theoretical models or empirical evidence that could be referred to when revising or adapting the scales for transfer to a new setting. Thus, the experience-based and anecdotal approaches do not have external validity. On the other hand, theoretical models often lack elaborate, testable hypotheses or methods, and they are not verifiable. In addition, they are heavily influenced by contrastive linguistic considerations with a strong emphasis on form and equivalence of structures and lexis. Thus theoretical models are too complex, too vague, or too limited to be utilized in professional environments. From this argument, the significance of this dissertation emerges. The comprehensive development framework developed in this dissertation aims to build a middle ground between theoretical sophistication and applicability.

The including of elements from human resource development adds to the practicality of the framework. Professional translators, after all, are employees who follow the same rules, regulations, and criteria applied in any professional setting. Furthermore, involvement of the organization is highlighted in this dissertation, as the organization plays a crucial role in the development of the translator. It is advised that the first step in any employee development effort should initiate from the organization, which should begin by making practical development
guides that are accessible to all employees. The employee can then start developing themselves by continuous learning, self-directedness, relationship building, work challenges, and the like.

5.2. Implementation

The first three categories of the Translator Development Model deal with the translator’s knowledge and how he or she applies it in the translation organization to produce quality translation. Therefore, it is highly recommended that only specialized experienced translators who have education in translation theory conduct this part of the evaluation process. However, the last two categories are mainly about translator behavior in the organization. Thus, it is recommended that an administrative supervisor in the department conduct this part of the evaluation, as in this part only general knowledge of human resource development is required. There is no need for sophisticated translation theory knowledge in this part of evaluation. It also recommended that co-workers and the evaluated translator contribute to the behavioral part of the evaluation. After all, having several raters increases the reliability of the evaluation process.

The mode of evaluation proposed in this dissertation is formative. There are several methods regarding the implementation of the proposed model. One of them is the following: the translator is asked to submit four texts he or she has translated during the year. There will be two rounds of evaluation in each year, so two texts will be evaluated during each round. The goal is to get the best of the translator and challenge him or her to improve. The measurement tool will include a number of statements that describe the translated text, and the rater will choose the ones that best describe the text under consideration. The statements reflect a five-level range, from basic (novice) to ideal (expert), for each translator skill evaluated. Scores are assigned using the range of values shown in Table 16.
A general model for the form of the translator knowledge measuring tool is presented in Table 17 below:

**Table 17 Model of the Translator Knowledge Measurement Tool**

<table>
<thead>
<tr>
<th>Evaluated translator name:</th>
<th>Text ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater Name:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Practical Ideal Category / skill**

<table>
<thead>
<tr>
<th>Skill level</th>
<th>Description</th>
<th>Circle one value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Advanced beginner</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Competent</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Expert</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

A sample form of measurement is presented in Table 18 below:

**Table 18 Translator Knowledge Evaluation Form**

<table>
<thead>
<tr>
<th>Name of Translator being Evaluated:</th>
<th>Text ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater Name:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Declarative Knowledge: World Culture Knowledge Scale**

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>Description</th>
<th>Circle one value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Very little identification of geographical, historical, and social register and other linguistic features that carry socio-cultural</td>
<td>1</td>
</tr>
</tbody>
</table>
significance. Word for word translation of a culture-specific item, the result means nothing to target reader.

<table>
<thead>
<tr>
<th>Level</th>
<th>Ability Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Beginner</td>
<td>Moderate identification of geographical, historical, and social register and other linguistic features that carry sociocultural significance. Some paraphrasing of culture-specific items, the result confuses and leads to misunderstandings in the target reader.</td>
<td>2</td>
</tr>
<tr>
<td>Competent</td>
<td>Good identification of geographical, historical, and social register and other linguistic features that carry socio-cultural significance. Certain awareness that a choice must be made between domestication or foreignization of the text; implications of the decision are not clear. Paraphrasing of culture-specific items, the result allows target reader to relate item to target culture.</td>
<td>3</td>
</tr>
<tr>
<td>Proficient</td>
<td>Very good ability to identify geographical, historical, social register and other linguistic features that carry socio-cultural significance. General awareness that texts are embedded in cultures and that their function is culturally determined. Ability to decide between domestication or foreignization of the text according to translation brief or text purpose; implications of the decision are clear. Globalization: replacement of a culture specific item with one which is more neutral or general and accessible to a wide range of target readers.</td>
<td>4</td>
</tr>
<tr>
<td>Expert</td>
<td>Exceptional ability to identify geographical, historical, social register, and linguistic features that carry socio-cultural significance. Complete awareness that texts are embedded in cultures and that their function is culturally determined. Choice of domestication or foreignization is linked to questions of ethics, target-cultural norms, expectations and needs of target culture readers. Effective replacement of culture-specific items with target language items which do not have the same propositional meaning, but have a similar impact on the target reader. Addition of information in the form of gloss, footnotes or glossaries to preserve original culture-specific item which might lead to obscurity.</td>
<td>5</td>
</tr>
</tbody>
</table>

Another example of a method to measure translators’ capabilities in general behavior performance categories is to use Likert scales. Specifically speaking, these categories
are communication abilities and professional abilities. Thus, it is recommended that an administrative supervisor in the department conduct this part of the evaluation, as in this part only general information of human resource development is required; there is no need for sophisticated translation theory knowledge in this part of evaluation. For the evaluation of each translator, three evaluation forms are collected from a supervisor, a group of coworkers, and the evaluated translator himself or herself.

In this type of concept measurement, namely behavior measurement, a rating scale such as the Likert scale, which is less complicated to fill in than the evaluation form can be used for the translator knowledge measurement above, will be used for several reasons. First, to break down the complexity of the concept of the skill, using multiple indicators rather than one helps to simplify the definition of the skill. Second, multiple indicators support in developing more valid measures. The more observations are collected, the more misinterpretation is avoided. Validity also depends on asking questions that measure what is supposed to be measured. Third, multiple indicators increase reliability, which is the degree to which the questions used in a form elicit the same type of information each time they are used under the same conditions. Finally, multiple indicators ensure greater precision. The more varied the wordings of the similar questions, the greater the accuracy of the answer (De Vaus, 2002).

Therefore, the forms can be built on the Likert scale blue-print, as shown in Table 19 below:

Table 19 Likert Scale Model

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill1 descriptors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 2 descriptors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill n descriptors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The possible values that can be assigned to skills value in this scale are shown in Table 20 below:

Table 20 Likert Scale Score Value

<table>
<thead>
<tr>
<th>Likert scale score</th>
<th>Skill level</th>
<th>Score value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>Novice</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>Advanced Beginner</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>Competent</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>Proficient</td>
<td>4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>Expert</td>
<td>5</td>
</tr>
</tbody>
</table>

The following form in Table 21 below is to be used by the administrative supervisor and/or co-workers:

Table 21 Translator Behavior Evaluation Form

Evaluated translator name: ___________________________ Date: ____________
Rater name: ___________________________
Rater Status:
  o Administrative supervisor
  o Co-worker
  o Evaluated translator: self-assessment

Please choose one value (1 to 5) for each behavior you think applies to the translator identified above. There are 8 boxes; please be sure to check them all. Thank you for your time and effort.

<table>
<thead>
<tr>
<th>1. Interpersonal communication</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Constructs coherent arguments (effective sending and receiving messages).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Articulates ideas clearly to a range of audiences, formally and informally.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Builds collaborative relationships with a range of colleagues within own and adjacent departments and with stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Open to sharing information and collaboration in the workplace including team work and co-translating.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Recruits, trains and builds sustainable team; develops staff and facilitates relationships.

6. Anticipates, identifies and quickly addresses conflicts within the team, actively working with those involved to find agreeable solutions.

7. Manages and negotiates collaborations and external relationships.

<table>
<thead>
<tr>
<th>2. Intrapersonal Communication</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is confident of own skills and ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Has positive attitude towards others, events, and opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Seeks out sophisticated challenges to any new, unusual, or radical ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Seeks and takes personal feedback on performance and acts on it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates extreme perseverance in difficult situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Professional Abilities: Self-management</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates standards of translation practice and shows integrity in the workplace.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Encourages professional integrity in others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Establishes time management skills (delivers projects on schedule and responds flexibly to unpredictable events).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Manages multiple or complex projects to time and balances constraints.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Promotes an effective work-life balance for self and team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Sensitive to signs of pressure on and stress in colleagues and staff; provides support, advice and management where necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional Abilities: Personal Career Development</td>
<td>Strongly disagree (1)</td>
<td>Disagree (2)</td>
<td>Neutral (3)</td>
<td>Agree (4)</td>
<td>Strongly agree (5)</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>1. Seeks out appropriate opportunities to enhance employability (all sorts of training).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develops and maintains co-operative networks and working relationships with supervisors, colleagues and peers within the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Receives offers from other competing organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Has international job experience (online or in person).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Has national and international network connections with public and private organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Actively creates and champions opportunities for others within and outside the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is globally renowned; is an international authority and leading speaker on translation and language related areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Acts as internal and external reviewer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Professional Abilities: Professional Conduct</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responsible for working according to official standards and laws followed within the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Advises staff regarding organization standards and/or policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Follows, manages, and takes responsibility for ethics and health and safety issues within the department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Preserves confidentiality regarding sensitive documents and information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Respects and makes positive use of diversity and difference to enrich translation projects and outputs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The final evaluation form is a self-evaluation form dedicated to the evaluated translator himself or herself. It follows the Likert scale design, and is identical to Table 21 except that the items are written in the second person, i.e., to address the translator himself or herself.

The process of evaluation will take two main steps. First, filling all the forms: the Translator Knowledge Evaluation Form, filled by the supervisor translator; and the Translator Behavior Evaluation Form, filled by an administrative supervisor, a co-worker, and the evaluated translator himself or herself. Second, finding the sum total of the forms’ score as shown in Table 22 below. The sum total of the forms’ scores over the evaluation process comprises a recommendation to place the translator in the appropriate level on the Translator Career Path. The path that ranges from novice translator, advanced beginner translator, competent translator, proficient translator, and finally the expert translator. The procedure for collecting the total score will start by filling the evaluation forms and then transferring the values into the total scoring worksheet as shown in Table 22 below:

*Table 22 Scoring Worksheet*

<table>
<thead>
<tr>
<th>Name of Translator Being Evaluated:</th>
<th>Form 1 values</th>
<th>Form 2 values</th>
<th>Form 3 values</th>
<th>Form 4 values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Culture Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Culture Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingualism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Mining</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Psychomotor Skills
Creativity Skills
Interpersonal Communication Skills
Intrapersonal Communication Skills
Self-management
Personal Career Development
Professional Conduct
Total for each form:
Subtotal for all forms:

It is suggested that these kind of measurement tools will facilitate the objective evaluation of the translator.

5.3. Limitations

The best approach to building a rubric and assigning descriptors to different levels is to combine intuitive methods, qualitative methods, and quantitative methods. However, performing empirical research aimed at testing rubrics was not an objective in this dissertation. In addition, time constraints did not allow for quantitative methods to be applied. Consequently, the methods most heavily relied upon in the design of these rubrics were intuitive methods. Reliance on intuition, however, is often limited because it is subjective. To increase the validity of the rubrics, future quantitative analysis will need to be conducted, as validation “is an ongoing, theoretically never-ending, process” (CE, 2001, p. 22).

One difficulty faced during the creation of the rubrics was deciding whether to describe translation competences in one scale or to divide the scale into different sub-components. The
main challenge, upon deciding to divide the scale, was then establishing clear-cut lines between the skills; in other words, where should one skill end and another skill start? The acquisition of knowledge, for example, passes through different stages. According to Dreyfus and Dreyfus (1980), individuals do not appear to leap suddenly from rule-guided novice level to the automatic expert level. However, starting from the initial novice stage, a person’s knowledge gradually becomes more automatic until he or she reaches the final expert stage. The literature on translation studies does not describe the characteristics of the three levels of translator knowledge development. Thus, it was necessary in this dissertation to posit these intermediate stages.

The implementation of this model is more applicable in institutional contexts rather than to be applied on freelancers and subcontractors. Therefore, this feature may restrict the generalizability of the model.

5.4. Future Directions

To give the scales extra validation and balance, the following steps should be taken in a future research study. The first step is to survey a group of raters for their opinion on the scales. In such a survey, raters would be asked to (a) place the descriptors where they think they belong in a level, (b) explain their rationale, and then once the differences between their placement and the intended placement is discussed, to (c) identify what key points were helpful or confusing to them. Finally, raters’ input would be taken into consideration to revise the scales. The second step would be to test these scales in an empirical study in a real context situation. For example, a number of translation organizations could be asked to evaluate their translators using this system. Translation managers or supervisors would pilot the new scale and check whether they can relate
to the descriptors selected, and whether the descriptors actually describe the factors they were intended to describe. The scale could be revised again, and new descriptors could be written based on the feedback from the translation supervisors and translators who applied the pilot evaluation system.

The final point for consideration is that further empirical research in testing the holistic translator evaluation systems should be conducted to establish the weaknesses and strengths of the system. Whatever type of yardstick is used to measure a translator’s progress, knowledge, and skills, the important thing is to heighten translators’ awareness of the processes involved in evaluating and to help them to reflect on what they are doing so that they can fix their weak points and maintain and develop their strong points. Evaluating translators is just a tool to develop their translation and communication abilities and not an end in itself.

In general, this dissertation is based on the premise that improved workforce practices will not survive unless an organization’s behavior changes to support them. According to Bolyard (1981), organizations are responsible for creating and implementing career development plans to assist their employees in improving skills, knowledge, and expertise; and this process requires developing career ladders or paths over which employees can move within the organization.

The main reason behind evaluation is to know the abilities of the translator and help him or her to maintain the satisfactory skills and enhance those that need improvements. This dissertation postulates that the first step in employee development initiates from the organization providing practical professional development guides and making those guides accessible to all employees. Under this condition, employees can start developing themselves by continuous learning, self-directedness, relationship building, and work challenges. As this dissertation places
great emphasis on the development of a specific type of employee, namely the translator, the theoretical framework is built on theories published about skill development of the translator in the translation industry. The mainstream literature on Translation Studies agrees that translation ability is not an innate human skill, but discussion remains as to what this ability is, how it can develop, and how it can be measured. Shreve (1997) states that “there is considerable disagreement about the nature and distribution of translation ability. What this boils down to is a question of what knowledge and skills it takes to translate” (p. 121). As the discussions and pursuits for these inquiries are unresolved, this dissertation takes the position that combining continuous objective translator evaluations based on the criteria in the proposed translator development model, as well as having a translator career path to guide the translator through the translation career ladder, will yield the most efficient translator development possible.
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APPENDICES
Appendix A: Employee’s Appraisal Form in KSA (Arabic)

المملكة العربية السعودية

نموذج تقييم الأداء الوظيفي لتشغيل الوظائف التنفيذية (ادارية)

الأول: معلومات عامه

<table>
<thead>
<tr>
<th>اسم الوظيفة</th>
<th>الهيئة</th>
<th>منصب</th>
<th>رقم</th>
<th>تاريخ تشغيل</th>
<th>ابتداء الخدمة</th>
<th>مسمى الوظيفة</th>
</tr>
</thead>
</table>

الثاني: مجموع الدراجات والتقدير

<table>
<thead>
<tr>
<th>الدراجات</th>
<th>مجموع الدراجات</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td></td>
</tr>
<tr>
<td>80-90</td>
<td></td>
</tr>
<tr>
<td>70-80</td>
<td></td>
</tr>
<tr>
<td>60-70</td>
<td></td>
</tr>
<tr>
<td>50-60</td>
<td></td>
</tr>
<tr>
<td>40-50</td>
<td></td>
</tr>
<tr>
<td>30-40</td>
<td></td>
</tr>
</tbody>
</table>

الثالث: ملاحظات عامة

ملاحظات على النموذج:

1. تقييم الأداء خلال الفترة المذكورة.
2. تقييم الأداء بناءً على الأهداف المحددة.
3. تقييم الأداء بناءً على الأداء الإجمالي.
4. تقييم الأداء بناءً على الأداء الفردي.

المراجعات: (الخطة المنظمة في مكتب الإدارة العامة للتعليم)
Appendix B: Employee’s Appraisal Form in KSA (Translated to English)

In the Name of Allah

Kingdom of Saudi Arabia
Performance Appraisal Form for Executive Administrative Occupations

First: General information

<table>
<thead>
<tr>
<th>City</th>
<th>Region</th>
<th>Section</th>
<th>Administration</th>
<th>Agency</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of hire by the agency</th>
<th>Date of occupying current position</th>
<th>Number</th>
<th>Level</th>
<th>Occupation</th>
<th>Full Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Result of the last performance appraisal</th>
<th>Last training program</th>
<th>Specialty</th>
<th>Last education qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>date</td>
<td>grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second: Appraisal elements

<table>
<thead>
<tr>
<th>Given grade</th>
<th>Tool grade</th>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>Ability to improve working methods</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Ability to train other employees</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Ability to determine work requirements</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Skillful execution in work</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Ability to determine work steps and schedule</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Respecting working hours</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Ability to overcome work difficulties</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Knowledge of work fundamentals and technical concepts related to work</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Knowledge of work regulations and processes</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Following work related updates</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Effective participation in meetings</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Ability to perform effective work communication with others</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Capability to take further responsibilities</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Knowledge of agency objectives</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Providing ideas and suggestions</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Accomplishing work on time</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Ability to review and supervise</td>
</tr>
</tbody>
</table>

Third: Total points and grades

<table>
<thead>
<tr>
<th>Total</th>
<th>Communication</th>
<th>Personal characteristics</th>
<th>Performance factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(60-70)</td>
<td>(70-80)</td>
<td>(80-90)</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Good</td>
<td>Very good</td>
</tr>
<tr>
<td>(60-60)</td>
<td>(70-80)</td>
<td>(80-90)</td>
<td>(90-100)</td>
</tr>
</tbody>
</table>

Fourth: General notes

<table>
<thead>
<tr>
<th>Performance factors</th>
<th>Employee strengths and accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Employee's opinion

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Areas needing improvements

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Rater's opinion

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Approved by

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

level 11: 13
level 11 and below

207